BBC

Speak Out

3RD EDITION



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Workbook

Pearson

Global Scale of English

Lesson 1A

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

VOCABULARY

relationships

1 A Choose the correct word to complete the sentences.

1 I hit it **up** / **off** with Jen as soon as I met her.
2 Ben and I are **on** / **for** the same wavelength.
3 I don't enjoy socialising **with** / **in** my work colleagues.
4 Maria is someone I can really confide **over** / **in**.
5 We all bonded **over** / **on** our love of cooking.
6 I clicked **for** / **with** Leo the first time we met.
7 I don't want to party **for** / **with** a load of teenagers!
8 We haven't met before, but I think we **have** / **meet** a mutual friend.

B Choose the correct phrase to complete the sentences.

1 We spent a day sailing together and ..... our shared love of fishing.
a bonded over **b** socialised with **c** clicked with
2 I don't know Dan well enough to ..... him about my problems.
a hit it off with **b** confide in **c** click with
3 Lisa is really good fun – everyone loves going out and ..... her.
a clicking with **b** socialising **c** partying with
4 I should definitely introduce you to Mia – I'm sure the two of you will .....
a socialise **b** bond over **c** hit it off
5 I find it difficult to discuss things with Sofia. We're just not on the same .....
a socialising **b** confiding **c** wavelength
6 I've met Marcus a few times, but I don't really ..... him for some reason.
a click with **b** bond over **c** socialise

phrasal verbs: friendships

2 Complete the sentences with the words in the box. Use one word twice.

apart	around	between	by	into	to	up	with

1 I met Abi's boyfriend, but I didn't take ..... him.
2 Freddie's OK, but I don't really like the people he hangs ..... with.
3 Helen and I used to be close, but we drifted .....
4 I bumped ..... Ollie, so we went for a coffee.
5 I don't want to let the issue of money come ..... us.
6 Maria is very shy and people often take a while to warm ..... her.
7 I often stop ..... my mum's house after work.
8 I think you two should apologise and make .....
9 Is it true that Eve's fallen out ..... Mel? If so, it's a shame. They used to be best friends.

GRAMMAR

describing past and present habits

3 A Choose the correct words to complete the sentences.

1 Oscar's really bad tempered these days. He **would always shout** / **'s always shouting** at his kids!
2 Yes, I know Emma. She **would live** / **used to live** next door to my aunt.
3 Liam is very direct. He **'d tell you** / **'ll tell you** when he's unhappy about something.
4 We loved going to the beach when we were kids. We **'d play** / **were prone to playing** for hours.
5 I work best in the morning, so I **get used to getting** / **tend to get up** early.
6 I know Liverpool quite well because I **used to go** / **was prone to going** there every summer to visit my grandparents.
7 Megan **kept on criticising** / **used to criticise** me during the meeting last week!
8 When he was younger, my brother **was always drawing** / **inclined to draw** pictures.

B The sentences below have a mistake. Choose the best option to correct the mistake.

1 Matt's disorganised and <u>is often</u> missing the bus.
a would **b** is prone to **c** has a tendency to
2 <u>By rule</u>, I wake up at 6.30.
a It's the rule **b** With rules **c** As a rule
3 In the past, I <u>would</u> have lots of friends.
a kept on **b** used to **c** was inclined to
4 As kids, we <u>were to</u> go to the park every Saturday and play football for hours.
a 'd **b** 'll **c** were prone to

C Complete the text with the words in the box. There are two words you don't need.

inclined	is	kept	of	prone	tend
used	was	will	would		

I've known Adie pretty much all my life. When we were kids, we [1] ..... spend all our time together. We [2] ..... to play computer games and we always got on well, although Adie was [3] ..... to get very competitive. Nine times out [4] ..... ten I let him win, to avoid upsetting him!

As we grew up, I found some of his habits a bit more challenging. He [5] ..... always criticising me in front of our friends. I [6] ..... on telling him it wasn't OK to do this, but he didn't seem to listen.

We're still friends now, although he still has a few annoying habits. For a start, he's quite disorganised, so he's [7] ..... to turning up late. But I [8] ..... to get round this by telling him the meet-up time is half an hour before it really is!

PRONUNCIATION

4 **1.01 | contractions *'ll* and *'d* | Listen and complete the sentences with *'ll* or *'d*.**

1 Nine times out of ten, she ..... forget her bank card.

2 We ..... spend hours sitting in a café, just chatting.

3 She ..... always find the perfect birthday present for me.

4 He ..... always offer to pay for my lunch.

5 We ..... see each other every weekend.

6 She ..... accept an invitation and then change her mind.

7 I ..... always give my honest opinion.

8 They ..... meet up every evening.

LISTENING

5 A **1.02 | Listen to the introduction to a radio programme. What is the programme about?**

a the best ways to research your family history

b people's experiences of researching their family history

c the importance of understanding your family history

B **1.03 | Listen to the rest of the programme. Match each summary (1–4) with the correct caller, Anita, Daniel or Rafael. There is one summary that you do not need.**

1 I've used my research to get to know about people in different parts of the world.

2 I spent a lot of time doing research and discovered that my family is really very boring!

3 The more research I did, the more determined I became to find out more.

4 I didn't have much success with finding out about my family and I was put off by someone else's experiences.



C **1.03 | Listen again. Answer the questions.**

1 Why did Daniel first start researching his family history?

a He enjoyed listening to friends talk about their families.

b He wanted to find out about one particular family member.

c He wanted to find family members he had things in common with.

2 How does Daniel feel about his research now?

a He's keen to finish the task and learn as much as possible.

b He feels frustrated that other family members are unwilling to help.

c He's disappointed that there isn't much information available.

3 Why did Anita first become interested in her family history?

a She had to help her mother, who was doing some research.

b She was keen to find out which country her grandparents came from.

c She wanted to learn more about family members that she was fond of.

4 What difficulty did Anita face when she tried to find out about her grandparents?

a There were too many people who shared the same name as them.

b The information she found was all in Dutch.

c She found some unpleasant facts about them.

5 Why did Rafael first start doing research into his family?

a He was encouraged by a friend's experiences.

b He wanted to learn more about his cousins.

c He learned some interesting facts about his family's past.

6 How does Rafael feel about the family members he has discovered and met?

a He doesn't have much in common with them.

b Being part of the same family helped them to connect.

c Their family memories are very different to his.

D **1.04 | Listen to some extracts from the programme. Decide if each speaker uses the words below in a way that is ironic (I) or not ironic (NI).**

1 Wonderful!

2 Brilliant!

3 So that was helpful.

4 Great!

5 Fantastic!

6 It's amazing!

E **1.05 | Listen to the recording. Write what you hear. You will hear the sentences only once.**

1 .....

2 .....

3 .....

4 .....

Lesson 1B

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

VOCABULARY

transforming places

1 **Choose the correct word or phrase to complete the sentences.**

1 The city centre used to be very old-fashioned, but it's been completely **modernised** / **demolished** / **merged** and has a bright, new feel.
2 Some of the older, less attractive buildings have been **demolished** / **spruced up** / **restored** and new apartment blocks have been built in their place.
3 The old theatre, which was in very poor condition, has been **built in** / **demolished** / **refurbished**, so it looks as good as new.
4 The two small parks have been **refurbished** / **merged** / **demolished** into one larger green space.
5 The old town hall was destroyed in a fire a few years ago, but they're going to **reconstruct** / **merge** / **demolish** it according to the original design, which will look fantastic.
6 In the main square, they're also going to **build in** / **restore** / **spruce up** the fountain, which was taken out a few years ago.

urban spaces

2 **Complete the words in the sentences. The first and last letters are given.**

1 There's a new i.....l e.....e on the edge of town, where there are numerous small factories.
2 We have just moved to our new r.....e in Bristol.
3 This part of the city used to have a lot of green spaces, but now it's completely b.....-.....p, with no green spaces at all.
4 The region has a mix of rural, urban and s.....n areas.
5 Living conditions are terrible for people who live in the city's s.....s, where there is no running water and no electricity.
6 The new school is still under c.....n, and won't be fully built until next year.

PRONUNCIATION

3A **1.06 | the /r/ sound in different accents | Listen. Choose the sentences in which you hear an /r/ sound in the words in bold.**

1 We live on the **outskirts** of the city.
2 She's studying **architecture** at university.
3 Most people live in **inner-city** areas.
4 The office block has been fully **modernised**.

B **Practise saying the sentences in Ex 3A. Pronounce the words in bold, with or without the /r/ sound.**

GRAMMAR

reduced relative clauses

4A **Choose the correct word to complete the sentences.**

1 People ..... in the city by car should use the official car parks.
a arriving **b** arrived **c** arrive
2 Some of the apartments ..... next to the river are prone to flooding.
a construct **b** constructing **c** constructed
3 The cinema ..... last month had been there for over fifty years.
a demolishes **b** demolished **c** demolishing
4 The architects ..... the new shopping centre are keen to build in social spaces.
a designed **b** designs **c** designing
5 Tourists ..... the city in the past often struggled to find accommodation.
a visit **b** visiting **c** visited
6 Any new development ..... place in the city will have to meet strict environmental standards.
a took **b** takes **c** taking

B **Complete the second sentence using a reduced relative clause. Use two or three words.**

1 They built the cinema in the 1960s. It is now due to be demolished.
The cinema ..... 1960s is now due to be demolished.
2 The new development was not popular with the people who lived in the area.
The new development was not popular with the ..... the area.
3 People who wish to view the new flats should book an appointment.
People ..... the new flats should book an appointment.
4 The park which was created in the city centre includes tennis courts and a pool.
The new park ..... the city centre includes tennis courts and a pool.



READING

5 **Read the article. Choose the best option (a or b) to summarise each paragraph (1–4).**

1 **a** Bridges are an important way of connecting communities and improving people's lives.
b People face a range of different economic and social problems in rural communities.

2 **a** People should donate money to support bridge-building projects around the world.
b There is a charitable organisation that builds bridges in remote areas.

3 **a** There are different ways in which bridges can reduce poverty in remote communities.
b Funding is also necessary to increase employment opportunities in remote areas.

4 **a** It is important to provide health and education facilities in remote communities.
b There are several benefits brought about by connecting communities.

The power of connecting

[1] Imagine a village in a remote area, close to a large river that floods regularly. The nearest road bridge is several miles away and the majority of villagers don't have access to a car. For significant parts of the year, the village is cut off from communities on the opposite bank. Or consider an isolated community located on one side of a steep valley. To get to the town on the other side of the valley requires a long, arduous and often dangerous journey on foot. Isolation of this kind remains a significant problem in rural communities around the world. Bridges, by definition, connect areas and there are strong arguments suggesting they can help to transform communities.

[2] The charity Bridges to Prosperity raises money for the provision of bridges around the world, with the belief that there is a fundamental link between these constructions and increased prosperity. It aims to identify rural communities that are held back by a lack of connection, then organise and fund the construction of bridges, to link communities to the resources and facilities they need. The organisation claims success in countries around the world. In one small community in Nicaragua, for example, it was found that household income increased by thirty percent following the construction of a bridge.

[3] So how exactly do bridges increase wealth and prosperity? Firstly, they enable more people to take up employment opportunities by reducing transport costs and travelling time. Easier access to communities also reduces the cost of goods that are brought in. In addition, improved transport links stimulate entrepreneurs and businesses within the community, as the goods they produce can be sold more easily in nearby towns.

[4] The benefits also extend beyond economic ones. Bridges can allow people to access healthcare facilities more easily. They also enable more children to attend educational establishments, which in turn provides young people with a wider range of career opportunities. Finally, there are benefits that arise from increased access to cultural events and interactions with a wider range of people. All in all, it seems that the power of connecting may be greater than we thought.

WRITING

a proposal

6A **Read the notes about the village of Fari. What does the village need?**

a a bridge **b** more residents **c** more shops

The village is close to a wide river which often floods in autumn and winter. The nearest town is on the other side of the river, where there are facilities such as schools, health centres and shops.

There are very few jobs in the village and few opportunities for people.

The nearest bridge is twenty kilometres to the north. There are no buses or trains there.

B **You are going to write a proposal for a new bridge across the river. Make notes under these headings.**

1 Introduction
2 The current situation
3 The economic and social benefits of the new bridge
4 Conclusion

C **Complete the formal phrases with the words in the box.**

aim	created	living	proposed	result

1 The ..... of this proposal is …
2 The village is close to a wide river. As a ..... it often floods …
3 People ..... in the village find it difficult to access facilities on the other side of the river.
4 New opportunities will be ..... by the bridge.
5 The changes ..... will transform the village.

7 **Write a proposal for a new bridge across the river. Use your notes in Ex 6B. Write 200–240 words.**

Lesson 1C

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 Choose the correct phrases to complete the sentences.

1 I'm really looking forward to our trip to India. I'm sure it will be **a once in a lifetime experience / completely blown away**.
2 I used to hate the idea of deep-sea diving, but now I can't **get stuck in / get enough of it**!
3 I really enjoy having a free afternoon when I can **lose / lose track of** myself in a good book!
4 It was such a great party! I had **stuck in / the time of my life**!
5 If you want to get **an adrenaline rush / lose yourself**, you should try doing a parachute jump!
6 I missed the bus because I was watching a movie on my phone and I lost **track of time / myself**.

B Complete the conversation using words from the box.

blown	enough	lifetime	myself	rush
stuck	time	track		

A: How was your weekend?
B: I had the [1] ..... of my life. I was completely [2] ..... away by the hotel!
A: What about the activities?
B: Oh, I got such an adrenaline [3] ..... from the bungee jump! And I couldn't get [4] ..... of the sailing. I felt really relaxed and completely lost [5] ..... of time.

How to ...

talk about hypothetical preferences

2 A 1.07 | Listen to six conversations about different activities. Choose the three activities the speakers would like to do.

1 bungee jumping
2 kitesurfing
3 having a lazy day
4 giving a talk
5 going to the cinema
6 taking part in a dance competition

B 1.07 | Complete the phrases with the words in the box. Listen again and check.

catch	give	go	jump	run	sooner

1 You wouldn't ..... me doing it.
2 I'd ..... at the chance to do that!
3 Given the choice, I'd ..... for the lazy day.
4 I'd ..... a mile at the thought of speaking in front of lots of people!
5 I'd ..... go to the cinema.
6 Dancing's OK, but I think I'll ..... it a miss.

PRONUNCIATION

3 A 1.08 | connected speech: final /r/ sound | Listen and choose the sentences in which you hear the final /r/ sound in the words in bold.

1 I'd **rather** not be too late home tonight.
2 Given the choice, I'd go **for** an Italian meal.
3 I'd **sooner** save up and go for a longer holiday next summer.
4 I'd **prefer** a room at the back of the hotel, where it's quieter.
5 I think I'd **rather** ask for professional advice first.
6 I'd **prefer** to stay in tonight.

B 1.08 | Listen again and repeat.

SPEAKING

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

catch	choice	for	get	miss
prefer	rather	up	way	

A: Right. We've three days here in Paris and there are loads of things to do. What do you fancy doing first? We could go to the Louvre Museum, or would you [1] ..... look around the city?
B: I'd go [2] ..... your second choice, to get to know the city a bit.
A: OK. There are tour buses. We could hop on one of those, or would you [3] ..... to walk?
B: Given the [4] ....., I'd walk. I think you notice more that way. Also, it's a lovely sunny day.
A: Oh, look at this – we could do a helicopter tour of the city! Do you fancy that?
B: I think I'd probably give that a [5] ...... You know I'm scared of flying. There's no [6] ..... I'd enjoy being up in a helicopter!

B 1.09 | Listen and check.

C 1.10 | You are B in Ex 4A. Listen and speak after the beep. Record the conversation if you can.

D Listen to your recording and compare it with Ex 4A.



Speak anywhere Go to the interactive speaking practice

Lesson 1D

LISTENING | the ultimate comfort food
READING | why we eat

LISTENING

1 **1.11 | Listen to a radio interview about chocolate. Number the topics (a–e) in the order that they are mentioned.**

a the first chocolate bars
b an unsweetened drink made with cocoa beans
c natural chemicals in chocolate
d a drink sweetened with other ingredients
e the amount of fat and sugar in chocolate

2 **1.11 | Listen again and choose the correct option (a–c) to complete each statement.**

1 The earliest drinks made with cocoa beans
a were believed to be unhealthy.
b had a spicy flavour.

2 The Spanish
a were the first to make a sweet chocolate drink.
b produced the first chocolate bars.

3 Foods that are naturally sweet
a have always been considered healthy.
b helped our ancestors to survive the winter.

4 Very few natural foods
a contain both sugar and fat.
b contain the same chemicals as chocolate.

READING

3 **Read the article below about why we eat. Match the headings (a–c) with the paragraphs (1–3).**

a Routine **b** Hunger **c** Emotions

4 **Read the article again. Are the statements True (T) or False (F), according to the writer?**

1 When children are under three years old, their appetite is regulated purely by hormones.
2 Gaining enjoyment from food helped early humans to survive.
3 Our senses only make us hungry when we need food.
4 Our body expects food at our usual mealtimes.



Why we eat

We eat because our bodies need food, right? Well, it seems things are actually a lot more complicated than that. Our appetite, apparently, is controlled by three distinct parts of the brain and between them, they may not always know what's best for us.

1

Of course, we have a basic physical need for food and this tends to be controlled by the part of the brain responsible for regulating the amount of energy our body needs. After detecting a low level of sugar in our blood, our brain releases a hormone which sends a signal that our stomach is empty and that our body needs more fuel. Once nutrition is taken into the body, the brain releases a different hormone which tells us that we're full and can stop eating. Up to the age of around three, this is the main way in which our bodies regulate the amount we eat and explains why young children will naturally stop eating once they are full, even if there is still food on their plate. By the age of five, however, children still have this ability to self-regulate, but more parts of the brain start to affect their appetite. So the average five year old will continue to finish a whole plate of food, even if they're already full.

2

The connection between food and pleasure is extremely powerful and this is controlled by the part of our brain which regulates our feelings. For very good evolutionary reasons, we are designed to feel happy when we eat food. This is a survival mechanism – if our distant ancestors hadn't enjoyed food, they might not have eaten enough and may not have built up stores of fat to keep them going when food was scarce. So, when we experience good food, our brain releases dopamine, the pleasure hormone, to give us the feel-good boost of happiness. This can be triggered when we see a plate of attractive looking food, or smell something which reminds us of a happy memory from childhood. However, our body sometimes wrongly interprets enjoying the sight or smell of food as hunger, even if we aren't actually hungry.

3

Our bodies are designed to follow rhythms, like the rhythm of night and day. Things that we regularly do become fixed as unconscious behaviours that are difficult to resist. Again, this is a positive thing in many ways. Once something is a habit, we do it automatically, without having to waste energy making a conscious decision. However, our body may tell us we're hungry simply because it's breakfast time, even if we had a huge meal the evening before. And anyone who has tried to give up a habit knows how difficult it is to go against our body's instincts.

Lesson 2A

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

VOCABULARY

idioms: winning and losing

1 A Match the sentence beginnings (1–6) with the endings (a–f).

1 They seemed determined to win
2 I wish people would play
3 Yes, they're young, but you don't have to let
4 He wasn't injured, he was
5 If we try hard, I'm sure we'll come
6 You played by the rules, so you can definitely hold

a fair and not cheat.
b your head up and feel proud.
c faking it!
d at all costs.
e out on top.
f them win.

B Choose the correct phrase to complete the sentences.

1 Making fun of the losing team _____!
a is playing fair
b comes out on top
c isn't the done thing

2 I hate it when people feel the need to win _____.
a on top **b** at all costs **c** away with it

3 The way they cheated was _____!
a disgraceful **b** on top **c** the done thing

4 It was obvious he was only pretending to be injured and I can't believe he _____.
a played fair **b** let us win **c** got away with it

5 I can't believe they managed to _____ the referee into giving them a penalty.
a fake **b** con **c** win

6 I've never seen such obvious cheating! I don't know how he can _____.
a play fair
b be the done thing
c hold his head up

2 A Choose the correct words to complete the sentences.

1 The underdog is a player or team that **no one** / **everyone** expects to win.
2 If you play for time, you **speed up** / **delay** a game.
3 If you bend the rules, you **follow** / **don't follow** them strictly.
4 Someone who is unbeaten has never **won** / **lost**.
5 If you concede, you **admit** / **refuse to admit** that you have lost a game.
6 The favourite is the player or team that people expect to **win** / **lose**.
7 When a football player dives, they **get up from** / **fall to** the ground.
8 If you put someone off, you do something to make them play **well** / **badly**.

B Complete the conversation with the words in the box.

bending	concede	diving	favourite
play	put	unbeaten	underdogs

A: You missed a great match on Saturday. We beat United by four goals to nil!
B: Wow! That's a good result!
A: And United were the [1] _____ to win the tournament! They hadn't lost at all this season and were [2] _____ in twenty games before this one.
B: I love it when the [3] _____ win unexpectedly! How did United take it?
A: Their manager was furious after the game. At first, he refused to [4] _____ that they lost fairly and we were the better team. But their players were terrible! They kept [5] _____ in the penalty area – throwing themselves on the ground! Luckily, the referee could see it wasn't genuine. And every time we got a free kick, they tried to [6] _____ our players off. They were [7] _____ the rules in every way they could – doing dodgy tackles, that kind of thing, but it didn't do them any good.
B: I hope our team were well-behaved.
A: Well, we did [8] _____ for time and try to slow the game down a bit towards the end, but I think that's fair.
B: Hmm, maybe.

GRAMMAR

cleft sentences

3 A Read the text. Then complete the cleft sentences (1–6). Use three or four words.

Exams can be stressful and some students worry about how well they will do. Making the badly judged decision to cheat the system, a mother in France who was good at English went to an English exam instead of her daughter. She wore skinny jeans to look more like a teenager and put on lots of make-up to disguise her face. The person supervising the exam saw through her disguise immediately. The school called the police, who then asked the mother to leave. The mother was charged with fraud.

1 What some students _____ how well they will do in their exam.
2 What a mother in France _____ an English exam instead of her daughter.
3 To look like a teenager, _____ was a pair of skinny jeans.
4 To disguise her face, _____ put on lots of make-up.
5 What the school _____ the police.
6 What the mother _____ fraud.

B **The sentences below have a mistake. Choose the best option to correct the mistake.**

1 He wants to get better at chess, so <u>he does it</u> practise online.
- **a** what he does
- **b** what he does is
- **c** what he did

2 I could see someone cheating, so <u>what I'll do</u> film them on my camera.
- **a** what I used was
- **b** what I can do is
- **c** what I did was

3 No, they didn't win the league. <u>What they won</u> the cup competition.
- **a** What they did win
- **b** What they did was
- **c** What they won was

4 What they <u>did celebrate</u> the end of their exams.
- **a** celebrated is
- **b** wanted is celebrate
- **c** were celebrating was

PRONUNCIATION

4 **2.01 | emphasis in cleft sentences | Listen to the sentences. Choose the word in each phrase in bold that is emphasised the most.**

1 **What he did was** deny all the allegations of cheating.

2 **What some students do is** write exam notes on their hands.

3 **What we suspect is** that he somehow had access to the internet.

4 **What they were doing was** checking all the students' ID cards carefully.

5 **What she forgot was** that she hadn't switched her phone to silent.

LISTENING

5A **2.02 | Listen to the conversation. What is it about?**
- **a** the best auction sites online and how to use them
- **b** why we often pay more on online auction sites
- **c** how to get bargains on online auction sites

B **2.02 | Listen again. Choose the correct answers.**

1 Why does the man say that he is tense?
- **a** Because someone might put in a higher bid.
- **b** Because he can't find any trainers he really likes.
- **c** Because there are too many bargains to choose from on the site.
- **d** Because he doesn't have enough money.

2 What is 'auction fever'?
- **a** The sudden popularity of auction sites online.
- **b** Being aggressive on auction sites.
- **c** A way of organising an auction very quickly.
- **d** The emotions you experience when you are taking part in an auction.

3 Why does the man imagine that he already owns the trainers?
- **a** He has offered so much money for them.
- **b** He has spent a long time looking at a photo.
- **c** No one else is bidding for them.
- **d** He knows that he can afford to buy them.

4 What happens in our minds when we believe that something is scarce?
- **a** We start to believe it is worth more.
- **b** We become less interested in owning it.
- **c** We become keen to find alternatives.
- **d** We feel guilty about owning it.

5 How does the man feel about other bidders?
- **a** He is interested in who they are and where they come from.
- **b** He feels he has a lot in common with them.
- **c** He is competitive and wants to beat them.
- **d** He distrusts them.

6 What happens at the end of the conversation?
- **a** The bidding closes and a new bidder buys the trainers.
- **b** The man leaves the auction site.
- **c** The man succeeds in buying the trainers.
- **d** The man finds another pair of trainers he likes.

C **2.03 | Listen to the recording. Write what you hear. You will hear the sentences only once.**

1 .....

2 .....

3 .....

4 .....



Lesson 2B

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

VOCABULARY

industry competition

1 A Choose the correct word to complete the sentences.

1 New technology can help the business to **gain** / **pull** / **push** a competitive edge.
2 It's important to nurture staff so they **become** / **forge** / **fulfil** their potential.
3 The two businesses decided to **form** / **make** / **gain** an alliance, to compete better.
4 If we put the effort in now, I'm sure we can **push** / **throw** / **pull** beyond our limits.
5 The two managers have always been **sour** / **bitter** / **hard** rivals.
6 We really want the company to do better than its main **alliance** / **adversary** / **partnership**.

B Read what the managers say about their business. Then choose the best second sentence (a or b).

1 'We won't get anywhere if we try to go it alone!'
a I believe collaboration is the future.
b Cooperation will not help us increase profits.
2 'Our rivals are determined to be more successful than us this year.'
a We need to help them push beyond their limits.
b But we mustn't allow them to outdo us.
3 'We've managed to increase our profits since other companies started to compete with us.'
a The rivalry has been good for us.
b We need to form more alliances like this.
4 'We will monitor your career progress and make sure you are moving forward.'
a We will soon gain a competitive edge.
b We will help you to fulfil your potential.
5 'The company needs everyone to work together and work extra hard this year.'
a We all need to push beyond our limits.
b This kind of rivalry will bring huge benefits.
6 'We are forging a partnership with our rival.'
a We want them to gain a competitive edge.
b We believe this cooperation will benefit both of us.

PRONUNCIATION

2 A phrasal stress | Read the sentences. Choose the word in each phrase in bold that has the main stress.

1 I hope I can be successful and **fulfil my potential**.
2 We should **form an alliance** with our rivals.
3 I think I really **pushed beyond my limits** last year.
4 These new products will help us **gain a competitive edge**.

B 2.04 | Listen and check.

C Practise saying the sentences in Ex 2A. Remember to stress the correct words in the phrases.

GRAMMAR

ellipsis and substitution

3 A Choose one or two words that can be omitted in each sentence without changing the meaning.

1 The meeting was long and it was boring!
2 I think Sam should accept the job offer, but I don't think he will accept it.
3 The company refuses to pay its staff a decent wage – it's disgusting!
4 The company plans to spend millions of pounds on new machinery – that's a bold strategy!
5 I was delighted when we won the contract and my colleagues were delighted, too.

B Choose the correct word or phrase to complete the sentences.

1 Companies that cooperate are more successful than those that are unwilling to _____.
a do **b** do so **c** did so
2 We didn't make a profit but our rivals _____.
a did it **b** did too **c** did
3 Our main competitor produces a small electric car and we produce a very similar _____.
a one **b** that **c** it
4 I'm not sure if we'll be successful, but I hope _____.
a this is **b** so **c** that
5 The company may close, but I hope _____.
a it isn't **b** not **c** doesn't
6 We cut some staff and other departments _____.
a so **b** did it **c** did the same

READING

4 A Read the article on page 13. Choose the best title.

a Is football going out of fashion?
b Return of the beautiful game?

B Read the article again. Are the statements True (T) or False (F), according to the writer?

1 Three-sided football is intended to be less competitive.
2 In three-sided football games, teams decide at the beginning who they will cooperate with.
3 Three-sided football lacks detailed rules.
4 Three-sided football is already extremely popular all over the world.

C Look at the phrases in bold (1–6) in the article. Choose the correct meaning for each one (a or b).

1 **a** directly with each other **b** for a short time
2 **a** dull and boring **b** completely fixed
3 **a** cooperate with **b** betray
4 **a** very quickly **b** after careful thought
5 **a** impossible with **b** a natural part of
6 **a** at an early stage **b** becoming popular

It hardly needs stating that football is hugely popular around the world, but as well as the pleasure that fans take from watching their favourite teams, there are concerns about the way the game has developed. Many now see it simply as a big business, one that's more concerned with making money than the original principles of fair play and sportsmanship. There are also more philosophical objections. Because two teams compete [1]**head-to-head**, the game can be seen as encouraging division, creating an 'us vs them' culture. Some would like a return to the sense of fun and enjoyment that were always part of what has been called 'the beautiful game'.

With this in mind, Dutch artist Asger Jorn devised three-sided football in 1962, to create an alternative version which encourages cooperation as well as competition. He believed that having three teams instead of two better reflected the complexity of the society we live in, in which partnerships shift and change and divisions between different groups are not [2]**set in stone**.

So, how does three-sided football work? Three teams of five players, each with their own goal, play on a hexagonal pitch. Unlike the traditional game where scoring goals is the most important aim, in this version, the team conceding the fewest goals wins. This sets up some interesting dilemmas. Suppose your team and one other team have each conceded a goal. It is then in your interest to make sure the third team also concedes one. So you temporarily form an alliance of ten players, in order to target the five players in the third team. But here's the tricky bit. Your allies may decide that it's in their interest to see you concede a second goal. So if you give them the ball, they may [3]**double-cross** you and kick it into your goal!

There are as yet no concrete rules about how long each period of play lasts and only loose guidelines on free kicks and throw-ins. As a result, three-sided football has been described as 'organised confusion'. But it is in fact a complex game of strategy and tactics – both a mental and physical workout. Because of the continually shifting alliances and rivalries, players interact with each other across the teams and there are no hard feelings when players betray each other, as it is all part of the game. It also allows individuals to make decisions [4]**on the spur of the moment** about which players to cooperate with and which goal to attack. The ever-shifting nature of the relationships on the pitch mean that games tend to be good-natured, with fun and laughter almost [5]**hard-wired** into the sport.

So far, the game is still [6]**in its infancy**. There are a small number of local leagues operating in a handful of countries and the first official World Cup took place in 2014 in Denmark, with teams from six countries taking part. Fans hope to take the sport forward as an alternative to the cut-throat competitiveness of the more traditional two-sided version of the game.

WRITING

an article

5A Read the first paragraph of an article about the benefits of less competitive sports. Match the words and phrase (1–5) with the functions (a–e).

a introduces a reason
b introduces a contrast
c avoids repeating a verb used earlier
d refers back to a noun mentioned earlier
e refers back to a whole idea mentioned earlier

Sport doesn't have to be competitive

We tend to assume that competitiveness in sport is a positive, driving people to perform at a higher level than they would [1]**do** if the game were just for fun. [2]**Nevertheless**, there are also downsides to focusing solely on competition. Firstly, this encourages the mindset that winning is the sole aim of taking part. [3]**Such** a mindset can lead to feelings of failure when, as is inevitable, players fail to come out on top. Of course, it is impossible to remove the element of competition entirely from sport, [4]**owing to** the very nature of many games. But should we try to focus on less competitive sports instead and might [5]**this** bring benefits?

B You are going to write three more paragraphs to complete the article. Make some notes about the benefits of more competitive sport and the benefits of less competitive sport.

6 Write your three paragraphs to complete the article using your notes from Ex 5B and words and phrases to connect your ideas. Write 220–260 words.



Lesson 2C

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

VOCABULARY

business

1 **Choose the correct words to complete the text.**

During difficult economic times, companies may find that their sales suffer and so they need to introduce [1]**initiatives** / **profitability** which reduce costs in order to increase [2]**efficiency** / **bankruptcy** across all departments. This helps them to maintain their [3]**competitiveness** / **turnover** within the market and reduce the risk of them ending up in [4]**bankruptcy** / **profitability**. However, a reduction in spending can have a negative effect on staff [5]**profitability** / **productivity**. Often, a [6]**cutback** / **turnover** in staffing means fewer people are there to do the same quantity of work. This means that the remaining staff become more stressed and the amount of work each staff member does may actually fall.

work benefits

2 **Complete the conversation using words from the box. There are two extra words.**

bonus	financial	health	mentor
pension	perks	scheme	tuition

A: Will you apply for that sales position?
B: Yeah. The company offers lots of job [1]_____.
A: Such as?
B: Well, [2]_____ incentives to work hard, like a [3]_____ scheme if you hit your targets.
A: OK. But you haven't worked in sales before.
B: But there's [4]_____ assistance, to help you learn and a [5]_____ programme which would mean I'd have someone helping me at the start.

How to ...

compare and evaluate ideas

3A **2.05 | Listen to three people talking about job perks. Match each person (1–3) with the perk they value the most.**

a regular pay rises
b extra time off
c flexible working hours

B **2.05 | Complete the sentences with the phrases in the box. Listen again and check.**

a waste of time	every bit as important
infinitely more appealing	invaluable for
nowhere near as important as	

1 Money is _____ having a good quality of life.
2 Being able to do the things I want is _____ to me than just earning more money.
3 My family is _____ to me as my career.
4 Flexible working hours are _____ managing work and home commitments.
5 I think focusing too much on the future is _____ for me, as I'm only in my twenties.

PRONUNCIATION

4A **2.06 | intonation when comparing | Listen to what six speakers say about different aspects of work. Choose the word they stress the most.**

1 It's way better to work in a team than on your own.
2 The job is nothing like as interesting as I'd hoped.
3 His bonus is almost as much as his salary!
4 This new job is significantly more senior than my old one.
5 My new manager is slightly more flexible than my previous one.
6 We're just as busy as we were last year.

B **2.06 | Listen again and repeat the sentences in Ex 4A.**

SPEAKING

5A **Complete the conversation with the words in the box.**

as	bit	invaluable	near	way

A: Are you going to accept the job offer?
B: I think so.
A: Great. Is the salary good?
B: Well, I can't say it's [1]_____ more than I'm getting now. It's almost the same. But there are other things about it that are [2]_____ important to me as a high salary.
A: Like what?
B: Well, the workplace is close to home. That's [3]_____ for me because I don't have a car.
A: But will it be interesting and challenging?
B: No, unfortunately it'll be nowhere [4]_____ as interesting as the job I'm doing now. But the hours are shorter. To be honest, free time is much more important to me than any job!
A: And what about the people who work there?
B: Oh, they seem great. And getting on with colleagues is every [5]_____ as important as the actual work I do.
A: I agree with you there.

B **2.07 | Listen and check.**

C **2.08 | You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.**

D **Listen to your recording and compare it with Ex 5A.**

Speak anywhere Go to the interactive speaking practice

Lesson 2D

LISTENING | challenges
READING | cold-water challenge

LISTENING

1 **2.09 | Listen to three people talking. Decide which speaker (Oscar, Grace or Milo) talks about each challenge (1–3).**

1 a challenge involving a commitment of many years
2 a challenge that required support and cooperation
3 a challenge that was physically very demanding

2 **2.09 | Listen again and choose the correct person.**

1 **Oscar** / **Grace** / **Milo** sometimes felt they might not complete the challenge.
2 **Oscar** / **Grace** / **Milo** says the most difficult thing was giving up their social life.
3 **Oscar** / **Grace** / **Milo** was surprised at the effect the challenge had on them and others.
4 **Oscar** / **Grace** / **Milo** says the challenge gave them a sense of freedom.
5 **Oscar** / **Grace** / **Milo** says the challenge has changed the way they view other people.
6 **Oscar** / **Grace** / **Milo** talks about a feeling of doing something very rare.

READING

3 **Read the article about cold-water swimming. Choose the best summary.**

a The writer discusses the benefits of cold-water swimming and encourages readers to try it.
b The writer is curious about cold-water swimming and discusses its advantages and dangers, but is not impressed when he tries it.

4 **Read the article again and choose the correct option (a or b) to complete the sentences.**

1 In the first paragraph, the writer suggests that
a swimming in cold water must be fun, because it is so popular.
b he wants to understand why people enjoy cold-water swimming.
2 Gabbie and Stan
a have both experienced improvements in a health condition from swimming.
b are both swimming in Scotland for the first time.
3 Research on athletes has shown that ice treatments
a can help with mental health problems.
b speed up recovery from physical health problems.
4 The writer claims that when jumping into cold water,
a your body soon gets used to it.
b people should be very cautious, especially if they have never done so before.
5 The author
a is unlikely to swim in cold water again.
b is keen to try cold-water swimming again.

Anyone fancy ice with their swim?

Let's face it, being cold isn't pleasant. So why are more and more people taking up the challenge of jumping into ice-cold water wearing nothing but a swimsuit? The popularity of wild swimming has grown hugely in recent years, with thousands of people around the world now swimming regularly in rivers, lakes and seas, in all weathers and seasons.

So, what's it like to swim in nearly freezing water? I joined a group of swimmers on a beach in Scotland one cold January morning. Talking to the other members of the group, I found they all had their own positive reasons for their chilly morning swims. Gabbie, 57, told me that the cold water takes away the pain of her chronic arthritis and allows her to move more freely. Since she started swimming, her condition has improved. Stan, 26, explained that he'd suffered with anxiety for years and now believes cold-water swimming has given him the confidence to get back to work.

But what evidence is there for the health benefits of cold-water swimming? It's true that athletes use ice baths after competitions and research proves this can help to more quickly heal damaged skin and muscle tissue, as well as improve heart function and circulation. Some studies also suggest it might be good for treating depression, but it's early days and there haven't been many large-scale studies of the mental-health benefits.

Jumping into ice-cold water can certainly be risky, especially when your body isn't used to it. Even the most enthusiastic supporters of the sport concede that beginners need proper training and supervision. If you are not properly prepared, the cold could literally kill you. A heart attack is a real risk, as is your body just getting too cold to function properly.

So, how did I feel after my dip in the sea off the coast of Scotland? As I'd expected, it wasn't pleasant and I couldn't wait to get out. I did feel good about half an hour afterwards, but not enough to want to repeat the experience!



1–2 REVIEW

GRAMMAR

1 **Complete the second sentence so it has a similar meaning to the first. Use the word in brackets, and no more than four words.**

1 I enjoyed sport at school.
I _____ sport at school. (used)

2 I usually go to bed early during the week.
I _____ to bed early during the week. (tend)

3 I made the same mistake lots of times!
I _____ the same mistake. (kept)

4 I often had accidents when I was a child.
I _____ accidents when I was a child. (prone)

5 He usually spends too much money on going out.
He _____ too much money on going out. (inclined)

6 She criticised me all the time!
She was _____ me! (constantly)

2 **Complete the sentences with the correct present or past participle of the verb in brackets.**

1 Students _____ (live) outside the city can apply for a bus pass to help with travel costs.

2 The ingredients _____ (use) by our chef are all produced locally.

3 Guests _____ (wish) to use the gym can find details of opening hours at reception.

4 The leaflet _____ (send) out to patients included some incorrect information.

5 The money _____ (raise) at the event will all go to charity.

6 People _____ (work) in the fashion industry should pay more attention to environmental concerns.

3 **Choose the correct words to complete the article.**

Some students have always found ways to cheat to make sure they get a good mark for an essay. In the past, [1]**what they did was / what happened was** ask a friend or relative to help. Then, with the arrival of the internet, [2]**what they did / what they discovered was** that they could look online and find plenty of books and articles they could simply copy. Universities became aware of this, so [3]**what they did was install / what they installed** computer systems that could spot examples of writing that were too similar to published texts. But when one form of cheating becomes impossible, [4]**what happened / what happens** is that students find another. If students still want to cheat, [5]**what they look for / what they do is look** online and find someone who is willing to write their essay for them, for a fee. So now, [6]**what universities hope is / what universities do hope** that governments will make these essay-writing services illegal.

4 **Choose the correct option (a–c) to complete the text.**

Companies are generally unwilling to share details of the research they are working on, but they are much keener to [1] _____ if their partner is a university, rather than a rival company. By working with a university, companies can often get much faster results than they [2] _____ if they were working independently. And there are benefits for the universities, too. Universities don't always have access to large amounts of money to fund medical research, whereas drug companies [3] _____. The development of new vaccines has often been the result of [4] _____ collaborations between the academic and business world and although they have not yet come up with a cure for cancer, let's hope that they [5] _____ one day.

1	**a** do	**b** do so	**c** share it
2	**a** would	**b** got	**c** did get
3	**a** do have	**b** have got	**c** do
4	**a** this	**b** such	**c** so
5	**a** will	**b** can come up	**c** did

VOCABULARY

5 **Complete the sentences with the correct form of the verbs in the box.**

bond click confide have hit party

1 I met Tom last month and we _____ over our common experiences of teaching.

2 Sonia is such a fun person – she's great to _____ with!

3 I got to know Ella because we _____ a mutual friend.

4 I don't know Ken well enough to _____ in him.

5 I _____ with Jade as soon as I met her!

6 I knew you two would _____ it off!

6 **Choose the correct word or phrase to complete the sentences.**

1 Come on, let's _____ and be friends again!
a make up **b** warm to **c** bump into

2 We stopped seeing each other, so we gradually _____.
a came between **b** drifted apart **c** hung around

3 We mustn't let these problems _____ us.
a hang around **b** fall out **c** come between

4 I _____ Sandy last week!
a made up **b** bumped into **c** drifted apart

5 Feel free to _____ a few more friends if you want.
a invite along **b** warm to **c** fall out

6 I'll be in London next week, so I'll _____ and see you.
a bump into **b** stop by **c** make up

7 **Complete the proposal with the words in the box.**

build demolish merge restore spruce

Proposal for improving the city centre

1 _____ the old shopping centre and replace it with a new, more modern one.

2 Create a new square in the centre and _____ in seating areas where people can relax.

3 _____ up the old theatre inside and out, to make it more attractive.

4 _____ the former path along the river to provide a route for walkers and cyclists.

5 _____ the two green spaces to the north of the city centre into one large park.

8 **Choose the correct options to complete the sentences.**

1 The factory is located on a small **residence** / **industrial estate** near the station.
2 We moved from the city centre to the **outskirts** / **construction**, to be closer to the countryside.
3 Their new **inner-city** / **residence** has four bedrooms.
4 The new school is now under **construction** / **outskirts**.
5 We live in a quiet **residential** / **construction** area.

9 **Choose the correct words to complete the conversations.**

1 A: Did you enjoy the drama weekend?
B: Yes, I had the **time** / **fun** of my life!
2 A: How was your trip to Hawaii?
B: Oh, it was a once in a **life** / **lifetime** experience!
3 A: Did you enjoy the water-skiing on holiday?
B: Yes, I couldn't **get** / **make** enough of it!
4 A: How was your visit to Paris?
B: We were completely **blown** / **knocked** away by the city – it's lovely!

10 **Complete the report on a football game with one missing word in each gap. The first letter is given.**

This was a shocking game in many ways. Park United were clearly determined to win at all [1]c_____ and they didn't play [2]f_____ from the first whistle. First, one of their players [3]f_____ an injury early on, when it was clear there was nothing wrong with him. This resulted in one of their opponents being sent off. Then they managed to [4]c_____ the referee into thinking that a goal their opponents scored shouldn't be allowed. I don't understand how they got [5]a_____ with that! In the end, they won the game, but I really don't know how they can hold their [6]h_____ up high.

11 **Match each sentence (1–5) with a sentence (a–e) with a similar meaning.**

1 She's the favourite in the game.
2 She didn't need to walk off the pitch so slowly!
3 She pretended that someone pushed her over.
4 No one has won against her in this competition.
5 The French player is the underdog.

a She was playing for time.
b She is unbeaten.
c Everyone expects her to win.
d She dived!
e No one expects her to win.

12 **Match the sentence beginnings (1–5) with the endings (a–e).**

1 The two companies have been bitter
2 I hope she manages to fulfil
3 The two companies decided to form
4 We all need to work hard and push
5 A German company is one of their

a her potential.
b an alliance to develop new products.
c beyond our limits.
d main adversaries.
e rivals for years.

13 **Choose the correct words to complete the sentences.**

1 The company needs to improve **bankruptcy** / **initiative** / **efficiency** if it is going to survive.
2 Sales are down this month, which means that **initiative** / **bankruptcy** / **profitability** is also down.
3 Last year, the company had a **turnover** / **productivity** / **competitiveness** of over £20 million.
4 The company had to introduce some **cutbacks** / **productivity** / **competitiveness** in staff, to save money.
5 They started losing money last year and now they face **initiative** / **efficiency** / **bankruptcy**.
6 This is a new **cutback** / **initiative** / **productivity** to reward the best-performing staff.

14 **Complete the job advert with the words in the box.**

bonus childcare health paternity pay perks

Experienced sales person required to join a dynamic, modern company. We offer a good range of job [1]_____, including a [2]_____ scheme which rewards staff who meet their targets with generous payments. We also offer [3]_____ insurance for employees and their family members and we have just introduced [4]_____ leave for new fathers. For parents of young children, we also offer on-site [5]_____. We are an equal [6]_____ employer, so all our staff receive similar salaries for similar work.

Lesson 3A

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

VOCABULARY

opinions and reactions

1 A Choose the correct word to complete the sentences.

1 The film has ..... ending, where everyone dies – it's so sad!
a a fulfilling **b** a tragic **c** an entertaining

2 Although the book is amusing, I think it conveys a very ..... and serious message about life.
a eager **b** frustrating **c** profound

3 I hate it when someone tells me the ending of a film while I'm watching it – it's .....
a frustrating **b** unconvincing **c** fulfilling

4 It's ..... that more young people are starting to read books again.
a encouraging **b** convincing **c** fulfilling

5 Max was telling me how wonderful the new Bond movie is, so I'm ..... to watch it now.
a pathetic **b** eager **c** overwhelming

6 She's a brilliant comedian – so ..... to watch!
a entertaining **b** disturbing **c** tragic

B Match the extracts from reviews (1–6) with the sentences with similar meanings (a–f).

1 I found the scenes on the ship quite overwhelming.
2 Some of the car chase scenes were just pathetic.
3 Watching it was a fulfilling experience.
4 The story was really convincing.
5 Some parts of the story were quite disturbing.
6 Some parts of the plot were unconvincing.

a I really enjoyed it.
b I found some parts hard to believe.
c Some parts were very emotional and difficult for me to cope with.
d Some parts were really poor quality.
e I found it very believable.
f Some parts made me feel quite uncomfortable.

GRAMMAR

as if/as though

2 A Complete the sentences with the phrases in the box.

as if in	as if to say	as if we were	it was as if
looks as if she's	tastes as though it's		

1 Is Stella OK? She ..... about to cry.
2 Edgar turned away and picked up his phone. ..... he hadn't heard a word I'd said.
3 He opened his mouth ..... something.
4 She was walking quickly, ... a hurry.
5 Yuk! This cake ..... got no sugar in it!
6 We chatted for hours ..... old friends.

B The sentences below have a mistake. Choose the best option to correct the mistake.

1 She looked <u>as if she's enjoying</u> the film.
a as if she's enjoyed
b as though she was enjoying
c if she can't enjoy

2 It seems as if her acting career <u>started</u> to take off.
a was starting
b has started
c starting

3 He stood up <u>as though he'll leave</u>.
a as though he's leaving
b as if to leave
c though he'd left

4 The sky was glowing red, <u>as if it's on fire.</u>
a as though on fire
b if it might be on fire
c as if it seemed on fire

PRONUNCIATION

3 A 3.01 | *as* in connected speech | Listen and complete the sentences.

1 She sounded ..... she was tired.
2 It seemed ..... everything was against us that day.
3 She smiled at me, ... to show she understood.
4 It felt ..... we'd known each other for years.
5 You look ..... you're waiting for someone.

B 3.01 | Listen again and notice how *as* is pronounced. Practise saying the sentences.

READING

4 A Read the texts (1–4) on page 19. Choose the theme (a–c) they all share.

a the importance of sleep
b the difficulties of thinking creatively
c the best way to solve difficult problems

B Read the texts again. Match each one with the topics (a–f).

a having a healthy diet in order to be more creative
b being good at different kinds of tasks at different times of day
c trying to understand how different pieces of information relate to each other
d ideas that would be useful for a wide range of people
e finding it easier to have creative ideas when you are slightly tired
f unsuccessful attempts to encourage creativity

1 We know that our natural circadian rhythms dictate when our body feels ready for sleep and when it wants to be awake. People can be divided broadly into two types, 'larks' and 'night owls'. Larks prefer to work early in the morning and identify this as their optimal time of day, whereas night owls tend to get up later and believe their best time of day is in the afternoon or evening. People naturally expect to be at their most creative at a certain point of the day and it is true that we demonstrate better problem-solving skills during this optimal time. However, one recent study found that people performed better at creative tasks during their non-optimal times, which is surprising. It may be because the brain is less alert at these times and we are more inclined to relax and dream.

2 Help! I've just started a new job at a big advertising agency. It's a great opportunity for me, but I'm really feeling the pressure! I'm expected to come up with creative ideas every day. Some days the ideas just seem to flow, but other days I can sit at my desk for hours on end and absolutely nothing happens. I've tried drinking coffee or not drinking coffee, chatting to people or keeping myself to myself, but nothing seems to make much difference. Does anyone have any tips for keeping the creativity flowing every day?

3 Supper finished, I returned to my desk and sat down to read through my notes on the case, written on individual cards I could move around and set in different patterns on my desk. There had to be something here that I was missing – some vital clue that would connect the different people and events, to make sense of it all. Who was Jake meeting that day and why did he lie about where he was going? What was Orwell keeping from me and why? I stared at the notes, but no ideas came. I decided to sleep on it and come back to it with a fresh mind in the morning.

4 This is definitely a must-have for any writer, poet or playwright or indeed anyone who works in the creative industries and sometimes struggles to fire up their creativity. The book is packed full of fascinating scientific facts about how our brains work and the importance of quality sleep and good nutrition in promoting creative thinking. The writers have both struggled with their own creativity over the years and they draw on their own experiences of 'bad days' to offer their insight and give helpful suggestions. There are plenty of practical tips on how to organise your workspace and what to do when you're having an off day and nothing seems to be working. It's well worth the money!

WRITING

a review: fiction

5A Read a student's notes (a–d) for a review of a scene from the animated film *Spider-Man: Into the Spider-Verse*. Match them with the paragraph topics (1–4).

a Miles Morales – typical New York teenager, previously bitten by a radioactive spider, started to develop abilities similar to Spider-Man; the 'real' Spider-Man is killed – Miles realises he needs to take his place; New York is in danger from typical 'evil bad guys'; Miles puts on new Spider-Man suit – climbs to top of a skyscraper, uncertain of his abilities

b a bit long; inspiring to watch; will stay with you for some time

c made in 2018; uses computer animation; based on the stories from Marvel Comics; now seen as a classic superhero film

d scene is a turning point in the story – visually stunning and unforgettable – superb graphics – Miles dives from the top; gradually discovers his powers; he can move through the air; changes from being a teenager into a superhero; powerful music

1 background details to the film
2 what leads up to and what happens during the scene
3 what happens in the scene
4 an overall conclusion about the scene

B You are going to write a review of a scene from a film. Plan your ideas, using the topics in Ex 5A.

6 Write your review. Add details and examples to support your points. Write 200–260 words.



Lesson 3B

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

VOCABULARY

idiomatic phrases: emotions

1 A **Choose the correct word to complete the sentences.**

1 It ..... me up the wall when people are late!
a makes **b** drives **c** puts

2 I had ..... in my stomach before my performance.
a butterflies **b** flies **c** bees

3 I could ..... myself for forgetting her birthday.
a hit **b** kick **c** slap

4 Jan is so annoying – she's a real .....
a hurt **b** wound **c** pain

5 Marta is ..... her hair out looking after the children on her own.
a tearing **b** taking **c** losing

6 When I saw what had happened, I nearly ..... myself laughing!
a broke **b** killed **c** tore

B **Read the conversation. Then choose the correct sentences (1–6).**

Jo: What's wrong? Are you worried about something?

Eva: I'm waiting to hear the results of my English exam and it's making me nervous.

Jo: But you spent ages revising. I'm sure you've done fine.

Eva: I know, but I forgot to go over all the irregular verbs, so I'm sure I made loads of mistakes. I'm so annoyed with myself about it!

Jo: There's nothing you can do now, so there's really no point worrying.

Eva: I know. I need to relax. I also feel bad because I shouted at Enrico this morning – I just couldn't stop myself!

Jo: Oh, dear. I guess you'll just have to apologise!

1 Jo is driving Eva up the wall.
2 Eva is on edge about her exam results.
3 Eva could kick herself for forgetting to revise something.
4 Jo thinks that exams are a real pain.
5 Eva was driving Enrico up the wall.
6 Eva lost her temper with Enrico.

2 A **Match the sentence beginnings (1–8) with the endings (a–h).**

1 Dan's really pumped
2 I could tell that my parents were bursting
3 Seeing so many old friends really made
4 I was scared
5 Are you OK? You seem a bit down
6 I was a little shaken
7 I'm sick
8 Abi's on cloud

a in the dumps.
b nine about winning the competition.
c stiff when I heard that noise.
d to death of hearing you complain about everything!
e about being in that talent show next week.
f my day.
g up, but I wasn't hurt in the accident.
h with pride about my award.

B **Choose the most likely situation (a or b).**

1 'I'm so pumped about this!'
a I've got an interview for a really good job tomorrow.
b I didn't win my tennis match last night.

2 'It made my day!'
a I lost my car keys.
b I passed all my exams.

3 'I was really shaken up.'
a A friend bought me a lovely birthday present.
b My flat was burgled.

4 'I was bursting with pride.'
a I didn't do very well in a competition.
b My brother won a competition.

5 'I'm feeling down in the dumps.'
a I can't afford to go on holiday with my friends.
b I'm moving into my new flat next week.

6 'She's on cloud nine.'
a She keeps losing her phone.
b She been promoted at work.



GRAMMAR

no matter

3 A Complete the sentences with the phrases in the box.

No matter how	No matter that	No matter whose
No matter where	No matter who	No matter what

1 ..... we sit, we'll get a good view of the show.
2 ..... I do, I can't get the heating working.
3 ..... much I try, I can't seem to save money.
4 ..... you're in a bad mood. You should still go to the party.
5 ..... car it is, it shouldn't be parked here!
6 ..... you are, you still have to buy a ticket!

B Choose the correct phrase to complete the sentences.

1 No matter ....., you will enjoy this film!
  a you are old
  b how old you are **c** when you are old
2 Carla never puts on weight ..... she eats.
  a no matter what
  b no matter **c** no matter if
3 I'm sure we'll have a good time, ... we go.
  a doesn't matter where
  b it's no matter where **c** no matter where
4 ..... you haven't paid me back yet. You can pay me back next week.
  a No matter what
  b No matter that **c** It's no matter that
5 I will always support you, ...
  a no matter what
  b no matter **c** it doesn't matter
6 ..... people arrive a bit late.
  a What doesn't matter
  b No matter **c** It doesn't matter if

PRONUNCIATION

4 A 3.02 | /t/ sound in the middle of words | Listen to how each speaker pronounces the *tt* in the middle of *matter*. Does the speaker pronounce it like a *t*, like a *d* or with no sound?

1 You'll be OK, no matter what happens.
2 No matter how hard I try, I never seem to win!
3 It doesn't matter if it rains.
4 Everyone can enjoy tennis, no matter how old they are.
5 He's determined to leave his job, no matter what I say.
6 No matter how often I tidy up, this place always seems a mess.

B Practise saying the sentences in Ex 4A. Choose the pronunciation of *tt* that you prefer.

LISTENING

5 A 3.03 | Listen to a conversation. Choose the correct topic (a–c).

a the importance of art in schools
b the way the arts are funded
c the relative importance of different art forms

B 3.03 | Listen again. Choose the correct option (a–d) to complete the sentences.

1 Freddie wants Carrie to
  a give him some information about the arts.
  b help him develop his arguments for a talk.
  c come to a debate with him.
  d give a talk about government funding of the arts.
2 Carrie's opinion about the arts is that
  a they are just as essential as practical things.
  b they should be a central part of the education system.
  c they are not important enough for the government to fund.
  d they should be considered a much higher priority.
3 Carrie agrees with Freddie that
  a works of art from previous times help us understand the past.
  b works of art can help people understand important messages.
  c art galleries and street art are an important part of our lives.
  d ancient works of art are still relevant to our lives.
4 On the subject of music, Freddie argues that
  a the government should focus on funding popular forms of musical entertainment.
  b opera is no longer relevant in the modern world and should not be funded.
  c popular events such as festivals should not receive money from the government.
  d opera is becoming more popular among younger people.
5 Carrie
  a can understand why it is important to show classic works of theatre.
  b prefers poetry to the theatre.
  c has found poetry very difficult to understand.
  d is not interested in any poetry or theatre.
6 In the end, Freddie suggests that
  a he and Carrie need to talk about this further.
  b he can understand Carrie's point of view.
  c he and Carrie agree about most things.
  d he is grateful to Carrie for her help.

C 3.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

1 .....
2 .....
3 .....
4 .....

Lesson 3C

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

VOCABULARY

persuading and motivating

1 **Complete the conversation using words from the box.**

coax	drives	enticed	manipulates
motivating	pressurise	reasons	win

A: What's your new boss like?

B: She's excellent. She's very good at [1] ..... everyone to work hard.

A: Does she unfairly [2] ..... you into working long hours, when you don't want to?

B: No. She seems to understand what [3] ..... each individual. She [4] ..... with staff and tries to [5] ..... them over.

2 **Choose the correct words to complete the sentences.**

1 I'm feeling under a lot of **pressure** / **manipulation** to work long hours at the moment.
2 I hate it when people use **manipulation** / **drive** techniques to control other people's behaviour.
3 I'm so ambitious – I've got lots of **persuasion** / **drive**!
4 I feel really tired at the moment and I have no **motivation** / **pressure** to study.
5 It took a lot of patient **drive** / **coaxing** to get him to agree to the idea.
6 I'm sure you can use your powers of **persuasion** / **pressure** to win her over!

How to ...

engage with other people's views

3A **3.05 | Listen to two conversations between four people who work at a college. Choose the two things they want to encourage students to do.**

a choose healthier food in the canteen
b complete their homework by the deadline
c arrive at lessons on time

B **3.05 | Complete the extracts. The first letter of each word is given. Listen again and check.**

1 I can see where you're c..... from ...
2 But on a practical l....., it would be difficult to ...
3 Yes, that m..... sense.
4 A reward, on the other h....., might be easier to put in place.
5 It might be more e..... to give students some kind of small extra bonus ...
6 That's quite a neat i.....
7 I can s..... why you're suggesting that ...
8 ... one d..... of that would be that some students might stop using the canteen ...
9 Alternatively, what a..... reducing the cost of the healthy options?
10 I can see the s..... in that.

PRONUNCIATION

4 **3.06 | intonation: responding tactfully | Listen and look at the words in bold. Choose the correct word to complete the rule.**

1 I can see where you're **coming from**, but it might cause us some problems.
2 That's quite a neat **idea**, but I'm not sure it would be effective.
3 I can see the sense in **that**, but on a practical level, I'm not sure we could make it work.
4 That makes **sense**, but it might be more effective to try something different.
5 I can see why you're **suggesting that**, but one disadvantage would be the cost.

The speakers use a **high** / **low** tone on the words in bold, to show that a criticism will follow.

SPEAKING

5A **Complete the conversation with one word in each gap.**

A: Whenever we meet up for an evening out, Rob's always late! I'm thinking of telling him not to bother turning up if he can't make it on time.

B: I can see the [1] ..... in that, but on the other [2] ....., there's often a good reason why he isn't on time. It's sometimes because his bus is late.

A: That does sometimes happen. Maybe we could ask him to come by bike, like I do.

B: I can see [3] ..... you're suggesting that, but on a practical [4] ....., I don't think it's a great idea. He doesn't live in the city centre like you do. I doubt he'd like to go back home on a bike late at night.

A: That's true. Maybe we should just accept that he's always going to be late.

B: Alternatively, why [5] ..... simply tell him we're meeting half an hour earlier than we really are? That way, he'd probably be on time.

A: [6] ..... a really neat idea. Let's do that!

B **3.07 | Listen and check.**

C **3.08 | You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.**

D **Listen to your recording and compare it with Ex 5A.**



Speak anywhere Go to the interactive speaking practice

Lesson 3D

LISTENING | role models and young people
READING | motivational speakers

LISTENING

1 **3.09 | Listen to a podcast about role models. Choose the aspect of role models it focuses on.**

a recruiting teachers from different backgrounds, to be better role models for their students
b using role models from the community to motivate students in schools

2 **3.09 | Listen again. Choose the correct words to complete the sentences.**

1 Good role models should allow teenagers to imagine **other people's lives / their own future**.
2 According to Nick, celebrities don't make good role models because they **come from very different backgrounds / are too successful**.
3 Nick defines a successful person as someone who **has a high level of income / has a job and a life they enjoy**.
4 The role models Nick chooses give students **a dream they are able to achieve / financial support to help them**.
5 Teenagers feel **especially / less** motivated by role models who did extremely well at school.

READING

3 **Read the magazine interview about motivational speakers. Match the questions (a–e) with the paragraphs (1–5).**

a What qualities do you need to be a motivational speaker?
b What is a motivational speaker?
c Do motivational speakers need to have an interesting personal story?
d Why are motivational speakers important?
e Do you need to be a good presenter?

4 **Complete each sentence with a word from the article.**

1 The main role of a motivational speaker is to _____ people. (paragraph 1)
2 When people start to lose interest in their job, they become less _____ at work. (paragraph 2)
3 Motivational speakers have often experienced _____ in their own lives, which they have overcome. (paragraph 3)
4 The most important quality in a motivational speaker is to be able to communicate their own _____ to the audience. (paragraph 4)
5 Speakers must be able to present their talks in a _____ manner. (paragraph 5)

The role of
motivational speakers

[1] _____ First and foremost, it's someone who is paid to inspire an audience. They are often people who have had unusual lives, perhaps have done unusual jobs or somehow achieved success against all the odds. They are usually hired by businesses to talk to their staff about their stories and their beliefs.

[2] _____ A good speaker gives people a new perspective, a new way of looking at things. It's very easy for people to start to feel that their life has become dull. When this happens, people lose the passion they once had. They lose the inspiration they once felt, which made them want to get up every morning and do the best they could. This loss of interest and motivation can begin to have an impact. So, from a business point of view, employees like this aren't as productive as they once were – they've lost their energy. A good motivational speaker can restore people's energy levels by giving them new ambitions, new reasons to do their best every day. A good motivational speaker can also help people who are struggling with their own issues, especially mental health problems.

[3] _____ Well, it certainly helps. The best motivational speakers are those who can talk about their own experiences. It might be an explorer who has undertaken a particularly challenging journey and can relive the high and low points with the audience, or someone who has managed to succeed despite suffering serious setbacks. The goal of a motivational speaker is not to inform an audience, but to get them to respond on an emotional level. The best way for a speaker to do this is by relating their own journey through life, how they felt when times were tough and what motivated them to battle on.

[4] _____ Well, you need to be likeable. People need to feel drawn to you on a personal level in order to be inspired by you. They need to feel that you're like them, so if you can overcome difficulties and succeed in life, they can, too. As well as this, you have to be good at getting things across in a way that's clear and easy to take in. Most of all, I would say you need to be able to get across your individual passion – the thing that drives you to succeed – so the audience will listen and respond.

[5] _____ Yes. Being a good motivational speaker is about engaging people so they want to listen to you. It's essential that speakers are confident in the way they deliver their content. They're usually clever at combining words with images, and able to crack the odd joke in order to keep the mood light.

Lesson 4A

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

VOCABULARY

rules

1 **Choose the correct word to complete the sentences.**

1 I can understand why some popular tourist sites have decided to _____ selfies.
a prohibit **b** impose **c** implement

2 Some authorities have put up fences around monuments to _____ tourists from climbing on them for the perfect selfie.
a abolish **b** deter **c** regulate

3 In some places, access is now _____ to areas where it would be dangerous for selfie-seekers to go.
a implemented **b** imposed **c** restricted

4 However, it is probably impossible to _____ a complete ban on people taking photos.
a prohibit **b** abolish **c** impose

5 Having professional photographers available at popular tourist sites would _____ the need for tourists to take selfies.
a eliminate **b** deter **c** implement

6 However, I personally believe that individuals should _____ their own behaviour, to avoid being a nuisance to others!
a impose **b** regulate **c** abolish

photography

2 **Choose the correct words to complete what people say about their experiences of taking photos.**

It's so annoying when you're lining up to take a really good [1]**pose** / **shot** and you suddenly notice something ugly right in the [2]**close-up** / **foreground**!

I find that if one part of the photo is nice and clear and in [3]**focus** / **frame**, another part will be [4]**zoomed** / **blurred** and difficult to see!

If I'm taking a photo of a friend, I like to [5]**frame** / **zoom** them nicely so they're in the centre, but they never seem happy to [6]**focus** / **pose** very naturally!

Things can look great from a distance, but when you [7]**zoom in** / **frame** to take a [8]**foreground** / **close-up**, they never seem to look as good.

I find it's sometimes better to [9]**zoom out** / **pose** and take a photo of a larger scene to get a more balanced [10]**close-up** / **composition**.

GRAMMAR

uses of *should*

3 A **Choose the correct meaning (a or b) for each sentence.**

1 Photos should not be taken inside the building.
a You're only allowed to take photos inside the building.
b Photos are not allowed inside the building.

2 See you later. It should be a great show!
a The show is likely to be good.
b The show isn't as good as it could be.

3 You should have been more generous.
a It's good that you weren't more generous.
b I think you weren't generous enough.

4 Should you need any advice, you can always call Jack.
a It's important for you to call Jack and ask for advice.
b Jack is available, if you want to ask him for advice.

B **The sentences below have a mistake. Choose the best option to correct the mistake.**

1 It was a great holiday! I <u>should take</u> more photos, but I was too busy relaxing!
a should be taking
b should have taken **c** shouldn't be taken

2 You look tired! You <u>should work</u> so hard!
a should have worked
b should you be working **c** shouldn't be working

3 Children <u>should give</u> plenty of praise, to help build their self-confidence.
a should be given
b should have given **c** shouldn't be giving

4 <u>You should require</u> further information, please don't hesitate to contact me.
a If you should have required
b Should you require **c** If should you require

PRONUNCIATION

4 A **4.01 | *should* in connected speech | Listen to how the words in bold are pronounced in each sentence. Choose which pronunciation (a or b) you hear.**

1 Don't worry. It **should be** fine.
a *shudbe* **b** *shube*

2 You **should ask** for help if you need it.
a *shudask* **b** *shubask*

3 I think he **should give** Ellie a hand.
a *shudgive* **b** *shugive*

4 You **should have** told him about the party!
a *should have* **b** *should 'av*

5 You **should have** a look at some of Oskar's photos!
a *should have* **b** *should 'av*

B **Practise saying the sentences in Ex 4A.**

READING

5A Read the blog post below. Choose the best title.

a The history of photography
b Why we all love selfies
c In praise of portrait photography

B Read the blog post again. Are the statements True (T) or False (F), according to the writer?

1 Portrait photographs are sometimes criticised for being not very interesting.
2 There is still a market for professional portrait photography.
3 If you ask someone to take a photo of you as a favour, it will probably be good enough.
4 No one in the group will look foolish in a portrait photograph.
5 It can be interesting to repeat a family portrait after a period of time.
6 In painted portraits, people were often shown in their typical surroundings.
7 Most people would prefer to pass on their selfie-style photos to their grandchildren.

C Match the words in bold in the blog post with the meanings below.

1 happening without any planning
2 not natural
3 not moving at all
4 interesting or exciting to look at
5 moving a lot
6 planned and arranged in advance

D Look at the words in bold in the blog post again. Decide if they reflect a positive (P) or negative (N) idea.



We've all seen them – those old family photos of grandparents and great grandparents sitting in perfectly posed compositions, usually in a photographer's studio. It's easy to dismiss these photos as dull, with the people sitting there perfectly still, seeming somewhat **wooden** as they stare at the camera, often barely smiling. Modern selfies, by contrast, are full of life, **dynamic** snapshots of individual, fun moments from our lives. Surely the posed portrait photograph has had its day?

Yet, professional portrait photography is still big business, so what's the appeal? One advantage is that if you want to capture a family group, you can do just that – it isn't the group minus Uncle Bill, who's the one taking the shot. Of course, you can always hand your phone to a passing stranger to make sure you're all included, but then you're dependent on the person's completely untested photography skills. And do they care if the photo also ends up including a random screaming toddler in the background? The second advantage is that you'll all look good. How many times have you wanted to capture a **spontaneous** moment and snapped a quick group shot, only to find that one person has their eyes closed? The art of the professional is making sure that everyone's engaged with what's happening and only pressing the button once they're sure that everyone will be pleased with the results. The family group shot also lends itself to being repeated five, ten or even twenty years later, allowing you to clearly see the progression as individual family members move from youth to middle age.

But can you get away from the fact that professional photos are **staged**, with people arranged into rigid groups rather than living their life and expressing their individuality? The answer has to be 'yes', to some extent. Most professional photographers are mobile, able to set up their equipment in multiple locations, so you can choose to be photographed at home, surrounded by your possessions, like the subject of a painted portrait from an earlier era. Or you could choose a natural, outdoor background to give your photo a less **artificial** feel.

But my final argument in support of these formal photos is that they give us a record to pass on to the future. Yes, you may have amazing collections of photos on your digital devices, but will your grandchildren really want to look through thousands of shots of you in various locations, with different groups of friends, doing ridiculous things or pulling funny faces? The more I revisit my collection of family photos from previous generations, the more I think there is something sophisticated about them, about people simply presenting themselves to the camera, with a simple background that is far from **spectacular**. Modern selfies are all about the place, the backdrop, the event, whereas these more traditional photos are about the people and the families, which is, after all, what we want to pass down to future generations.

Lesson 4B

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

VOCABULARY

advertising

1 A Choose the correct word to complete the sentences.

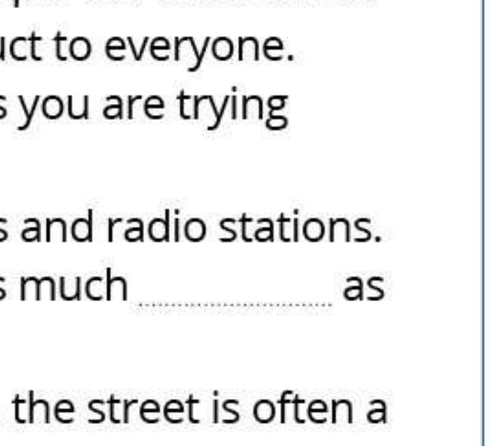
1 Last year they had a big **push** / **pull** / **hit** to promote their new fashion ranges.
2 Some of our promotional videos **came** / **went** / **got** viral.
3 Large **merchandise** / **flyers** / **billboards** can be effective in getting people's attention as they drive past.
4 Sales of the product were disappointing, despite all the media **targets** / **hype** / **merchandise**.
5 The perfume has a young, fresh feel, so they decided to **aim** / **offer** / **target** young women in their early twenties.
6 We produced thousands of **slogans** / **flyers** / **billboards** with information about our new range of snacks and handed them out in supermarkets.

B Complete the tips with the words in the box.

billboards flyers hype merchandise push slogan target viral

Tips for successful product promotion

1 To go with your product name, think of a catchy _____ that people will remember.
2 Don't try to sell the product to everyone. Be clear which customers you are trying to _____.
3 Contact local newspapers and radio stations. It's important to create as much _____ as you can.
4 Handing out _____ in the street is often a waste of time, as most of them will end up in the bin!
5 Paying for huge _____ at the side of the road can be cost-effective if they're put in the right place.
6 Make sure you have T-shirts and other _____ ready to sell at promotional events.
7 It's worth having a big _____ when you first launch a new product, to get the name out there.
8 Work with influencers to produce videos that are likely to go _____. You can reach millions of potential customers this way!



GRAMMAR

the continuous aspect

2 A Choose the correct phrase to complete the sentences.

1 What _____ at the cinema yesterday evening? I thought you usually worked on Friday nights?
a have you done **b** were you doing **c** have you been doing
2 This time next week I _____ on a plane and heading to Greece on holiday. I can't wait!
a 'll be getting **b** 'll have been getting **c** 'll get
3 I still haven't found the keys I _____ for this morning!
a had been looking **b** 've been looking **c** 'll have been looking
4 I can't believe it. In September, I _____ this job for ten years!
a 'll be doing **b** 'll have been doing **c** 've done
5 I'm sorry I'm late. How long _____?
a are you waiting **b** will you be waiting **c** have you been waiting
6 The children all seem _____ the show.
a they'll be enjoying **b** they're enjoying **c** to be enjoying

B Complete the sentences with the correct continuous form of the verb in brackets.

1 Ana was ill last week, but she seems _____ (feel) better now.
2 Sorry I couldn't meet up last night. I _____ (catch up) on some chores.
3 Callum can't hear you. He _____ (listen) to music on his headphones.
4 I felt such a fool when I realised I _____ (stand) on the wrong platform for the last half hour!
5 Your Japanese is very good. How long _____ (you / study) it now?

PRONUNCIATION

3 A 4.02 | contractions: *'ve been, 'll've been* | Listen to the sentences. Choose the verb form that you hear.

1 I don't know who they **'ve been** / **'ll have been** selling their products to.
2 I **'ve been** / **'ll have been** living here for fifteen years.
3 We **'ve been** / **'ll have been** working hard to promote the new toys.
4 Hopefully, we **'ve been** / **'ll have been** paid by the end of the week.
5 They **'ve been** / **'ll have been** travelling for over ten hours!

B Practise saying the sentences in Ex 3A.

LISTENING

4A 4.03 | **Listen to an interview. Choose Eva's main point (a–c).**

a We should all include as many superfoods in our diet as possible.

b Superfoods were invented as a marketing tactic.

c Many foods which are believed to be superfoods are in fact unhealthy.

B 4.03 | **Listen again. Choose the correct option (a–c) to complete the sentences.**

1 According to Eva,

a scientists first used the term 'superfood'.

b a company that produced snacks was the first to use the term.

c bananas were the first food to be labelled as a superfood.

2 Eva says that

a governments fund most of the research into superfoods.

b companies require very little evidence to claim something is a superfood.

c only foods with very high levels of vitamins and minerals are called superfoods.

3 Eva argues that

a people might be avoiding certain types of fruit and vegetables just because they are not considered superfoods.

b focusing on superfoods helps make people's overall diets healthier.

c there is no harm in the term 'superfood' being used for marketing purposes.

4 Eva thinks that food producers sometimes

a use superfoods well, to create healthy foods.

b use superfoods to make unhealthy foods appear to be healthier.

c fail to include enough superfoods in products.

5 Eva's advice is to

a eat food which is good for you, no matter what is on the label.

b avoid expensive fruit and vegetables that are labelled as superfoods.

c eat the foods you enjoy, but not too much.



WRITING

a report: creating a rebranding campaign

5A **Read the information about plans for Riki's Café. Which email (A or B) states that something must happen before changes to the café are made?**

Riki's Café:
Minutes of planning meeting

It was agreed that we should:

- expand the café and rebrand it to create a more modern image and attract more customers;
- sell takeaway food as well as eat-in options;
- consult the local community;
- set aside £500,000 for the rebranding project.

A

Dear Sir,

We are a group of parents of students who attend the secondary school close to Riki's Café. While we support the idea of updating the café, we are concerned that it might be tempted to sell the kinds of fast food that teenagers find so appealing. Many children walk home from school past the café and we strongly believe that it should focus on selling only healthy meals and snacks.

B

Sir,

On behalf of residents living close to Riki's Café, we would like to express our support for expanding and modernising the establishment. We feel it will be beneficial for the whole area. However, we are concerned that if the café sells takeaway food, this might lead to litter in the street. We also fear that cars will be parking outside the café, causing traffic jams. We feel these issues need to be addressed before the plan goes ahead.

B **As a member of the council planning committee, you are going to write a report on the plans for Riki's Café and the responses to them. Make notes under the paragraph headings (1–4).**

1 Overview of the plan

2 Advantages of the plan

3 Opposition to the plan

4 Conclusions and recommendations

C **Write your report. Use the four paragraph headings and your notes from Ex 5B. Make sure you use formal language. Write 200–260 words.**

Lesson 4C

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

VOCABULARY

skills, abilities and experience

1 **Complete the conversation using words from the box.**

beyond competent handy hopeless inexperienced proficient trained unskilled

A: You've been fully [1] _____ to be an accountant. Why do you want to do [2] _____ work in a café?

B: I need a break from my stressful career.

A: OK. So as an accountant, I guess you'll be [3] _____ at working out people's bills. Do you think you'd also be [4] _____ with a coffee machine?

B: Yes, I've got one at home. I'm sure this job won't be [5] _____ me!

2 **Complete the sentences with the correct form of the word in brackets.**

1 The new sales rep is completely _____. She keeps losing all the customers' details! (competent)
2 I'm sure I could build a wall. I mean, it isn't exactly a _____ job, is it? (skill)
3 I don't think you should apply for a senior job until you're a bit more _____. (experience)
4 The young people we take on are completely _____ so we have to teach them everything about the job. (train)
5 It takes nearly seven years of _____ to become an architect. (train)

How to ...

steer a conversation towards a topic

3 A **4.04 | Listen to three extracts from job interviews. Choose the job (a–c) each person is applying for.**

a waiter
b receptionist
c telephone sales assistant

B **4.04 | Match the sentence beginnings (1–6) with the endings (a–f). Listen again and check.**

1 I've thought about
2 What I can say
3 Well, that's quite
4 Can I just say that I am
5 Perhaps I could just talk
6 That's an

a is that I believe in giving great customer service.
b well aware that this is a top-end establishment.
c about my experience of dealing with complaints.
d interesting question.
e this quite a lot.
f a broad topic.

PRONUNCIATION

4 A **4.05 | intonation: sounding professional | Listen to the sentences (1–5) from job interviews. Choose the two that sound neutral and professional.**

1 I'm experienced with training new staff members, so I'm confident about helping colleagues develop the skills they need for the job.
2 One of my main skills is managing budgets, so that won't be an issue for me.
3 I'm proficient in French and German, which will help me a lot in the role.
4 I'm very competent in managing people. I think that's one of my greatest strengths.
5 I have a lot of experience in working internationally and I enjoy the challenges it presents.

B **Practise saying all the sentences in Ex 4A in a neutral, professional way.**

SPEAKING

5 A **Complete the conversation with the words in the box.**

just perhaps point question quite say thought

A: So, you're applying to work as an assistant manager at one of our garden centres. Have you got much management experience?

B: Well, can I [1] _____ say that I have quite a lot from my previous job.

A: OK. Our work here is quite seasonal – very busy in the spring and summer and often quiet at other times. This will be a big change for you, won't it?

B: I've [2] _____ about this a lot. It will be different, but the most important [3] _____ here is that I'm good at adapting to new situations.

A: And obviously, we sell everything connected to gardening, but you don't have any specialist knowledge of plants. Don't you think this will be a problem for you?

B: That's an interesting [4] _____. What I can [5] _____ is that I'm a quick learner and happy to take advice from other people in the team.

A: We pride ourselves on working as a team. How important do you think teamwork is?

B: That's [6] _____ a broad topic. [7] _____ I could just talk about an example of how I worked well as a team in my last job ...

B **4.06 | Listen and check.**

C **4.07 | You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.**

D **Listen to your recording and compare it with Ex 5A.**

Speak anywhere Go to the interactive speaking practice

Lesson 4D

LISTENING | personal stylists
READING | life without mirrors

LISTENING

1 **4.08 | Listen to the recording. Choose the words in the text that are different from what you hear.**

Online stylists have become much more widespread over the last few years and they provide a way for ordinary people to get access to professional fashion recommendations from experts. The services they offer may include suggesting general tips on styles to wear that will suit an individual's colouring and body shape, and also recommending websites that individuals might like to try. Although the service can be time-consuming initially, a lot of people find that it helps them gain confidence by enabling them to make a wider variety of fashion choices.

2 **4.09 | Listen to a radio programme about personal stylists. Who sounds the most positive: Olivia, Amy or Ed?**

3 **4.09 | Listen again. Choose the correct person.**

1 **Olivia** / **Amy** / **Ed** complains that the recommendations were too expensive.
2 **Olivia** / **Amy** / **Ed** didn't like the fact that the recommendations were generated automatically.
3 **Olivia** / **Amy** / **Ed** feels that using the service reduced the amount they spent.

READING

4 **Read the blog post. Match each paragraph (1–5) with the topic it discusses (a–e).**

a The history of mirrors
b The psychology of mirrors
c Mirrors in our modern lives
d Beliefs and superstitions about mirrors
e A suggestion

5 **Read the blog again and choose the correct option (a or b) to complete the sentences.**

1 In the first paragraph, the writer suggests that
   a we are used to seeing our reflections in many different places and situations.
   b it can be easy to forget what we look like if we don't have access to mirrors.
2 In Roman times,
   a mirrors became available to poorer people, as well as the rich.
   b mirrors did not give a very clear reflection.
3 In the tradition of *feng shui*,
   a it is not a good idea to have mirrors in your home.
   b mirrors in certain parts of your home can be a disadvantage.
4 The writer suggests that having access to mirrors
   a may make us feel less confident about our appearance.
   b helps us to develop an accurate idea of our appearance and personality.

Looking in the mirror

[1] Mirrors are so important to our everyday lives that it's hard to imagine life without them. We check our hair and face before going out, assess how we look in clothes before buying them and stare at reflections of ourselves while having our hair cut. In fact, mirrors are so common that it's hard to avoid them. They are in shops and lifts and public toilets and even walking down the street, we see our reflection in shop windows. Our own reflection is so familiar to us that it's hard to imagine that for most of human history, people actually lived without mirrors.

[2] The earliest mirrors were probably reflections in pools of water, where people would have caught a glimpse of their reflection while collecting water. The first man-made mirrors were made from types of rock that are naturally shiny. Mirrors of this kind existed in Turkey at least 6,000 years ago. In Ancient Egypt, copper was polished to create mirrors and later, the Romans used glass. But it was only in the fourteenth century that the first modern mirrors were made, with glass coated with silver or another metal, to create a clearer reflection. Until relatively recently, these were luxury items and expensive to make. Ordinary people rarely saw their own clear reflection.

[3] Interestingly, mirrors have traditionally been regarded with suspicion. In Roman times, the reflection in a mirror was seen as a person's soul, removed temporarily from their body. For this reason, breaking a mirror was believed to bring bad luck. In Chinese traditions of *feng shui*, it's a bad idea to hang a mirror directly opposite a window, because it reflects energy out of your home rather than keeping it in.

[4] Our assumption would probably be that mirrors help us feel better about ourselves because having a last-minute check before going out lets us know that we look at least acceptable to the world. However, maybe mirrors undermine our confidence by drawing attention to all those minor faults that everyone has. Psychologists can prove that we all suffer from a 'negativity bias', which means we automatically focus on our bad points. With that in mind, is it really wise to subject ourselves so often to our own critical examination?

[5] So, the next time you're getting ready to go out, why not ask yourself, 'Do I really need to know if my hair looks less than perfect or I've got a few more wrinkles than I had last year?' And maybe we'd all be a lot happier if we just *assumed* we look good, without the mirror's judgement.

3–4 REVIEW

GRAMMAR

1 **Choose the correct words to complete the sentences.**

1 It **looks as if / seems though** it's going to rain!
2 Max raised his hand as **though he'll / if to** ask a question.
3 This soup tastes **as though / as like** it's got too much salt in it.
4 It seemed **as / as if** everyone knew except me.
5 She smiled **as if she was / though she's** delighted with the present.
6 He paused, **as if / like** reluctant to open the door.

2 **Complete the second sentence using *no matter* and one or two words from the first sentence.**

1 I don't mind how much the tickets cost – I'm going to that concert!
I'm going to that concert _____ the tickets cost!
2 It doesn't matter where we park, we still have to pay.
We still have to pay, _____ we park.
3 It isn't important who broke the kettle, but we need to get a new one.
_____ broke the kettle, we need a new one.
4 It isn't a problem that you can't pay for the meal.
_____ you can't pay for the meal.

3 **Choose the correct words to complete the conversations.**

1 A: How much is it to get into the museum?
B: £10, and you can use the ticket for the next month, **you should / should you** wish to visit the museum again.
2 A: We're going to be late!
B: We **should leave / should have left** earlier.
3 A: This case is really heavy.
B: Oh, give it to me. You **shouldn't be carried / shouldn't be carrying** that, with your bad back!
4 A: Our flight is going to be three hours late!
B: Oh, no. We **should have told / should have been told** about this earlier!
5 A: Can you give me your phone number?
B: Here's my business card **you should need / should you need** to contact me.

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

People [1] _____ (drive) Minis for over sixty years now. Before they were first launched in 1959, fuel prices [2] _____ (rise) for some time and sales of larger cars [3] _____ (fall) too. The Mini was designed to consume less fuel and be cheaper to run. These small cars became hugely fashionable during the 1960s, but by the end of the twentieth century, they seemed [4] _____ (lose) their appeal. But the launch of the new, modern Mini 2000 revived its fortunes, with the result that millions of people [5] _____ (continue) to drive and enjoy this iconic vehicle even now.

VOCABULARY

5 **Choose the correct words to complete the comments on a new book.**

Has anyone read the new *Star Quest* book?

Marta95 Yes. I love the funny scenes where they arrive on the planet Exocron. So [1]**eager / entertaining**!

AdamE It's brilliant, apart from the end. It's [2]**tragic / encouraging** when Scott dies – so sad!

Zsolti_5 Although it's just fiction, some of the ideas it discusses are really [3]**eager / profound** – it really makes you think!

Egri_B Not my favourite book, I'm afraid. I didn't find the characters [4]**convincing / frustrating** at all.

Maxi01 I love science fiction, so for me, it's [5]**frustrating / encouraging** that so many people are now reading and enjoying it – it deserves to be more popular!

IldiK Great comments, everyone! I'm [6]**pathetic / eager** to read it now!

6 **Complete the sentences with the words in the box. There is one extra word.**

butterflies edge hair kick pain temper wall

1 Marcel is so annoying – he's a real _____!
2 I'm on _____ because I'm waiting to hear if Sam has passed his driving test.
3 I always have _____ in my stomach before I give a talk.
4 I've got so much to do – I'm tearing my _____ out trying to get it all done!
5 There's no excuse for losing your _____ and shouting at colleagues.
6 Avril is driving me up the _____ with her constant complaining!

7 **Choose the correct word or phrase to complete the sentences.**

1 We were all _____ with pride when they announced the results.
a bursting **b** jumping **c** breaking
2 I was scared _____ when I saw the snake!
a back **b** stiff **c** hard
3 Mel's on cloud _____ now that she's had her exam results.
a high **b** happy **c** nine
4 I'm _____ to death of hearing about her problems!
a angry **b** sick **c** fed up
5 Are you OK? You seem a bit down in the _____.
a bottom **b** ground **c** dumps
6 Tali was a bit _____ up by her accident.
a shaken **b** hurt **c** worried

8 Choose the correct words to complete the problems and advice.

Your problems – our advice

Q: How can I [1]**motivate / win** my teenagers to do their homework?



A: You can't force them – it's best to [2]**manipulate / reason** with them and convince them it's for their benefit.

Q: My boss tries to [3]**manipulate / motivate** me into doing things for her by trying to make me feel guilty.

A: Talk to her. Explain how you feel and see if you can [4]**drive / win** her over, so she treats you more fairly.

Q: Is it OK to [5]**pressurise / motivate** kids into doing chores, by threatening punishments if they don't?

A: It's far better to [6]**coax / reason** them into helping out, by offering rewards.

9 **Choose the correct words to complete the sentences.**

1 You shouldn't put **coaxing / pressure** on people to do things they don't really want to do.
2 I don't think Rob has enough **pressure / drive** to become really successful.
3 It took a lot of **motivation / persuasion** to get Abi to agree to our plan.
4 Seeing other people do well gives me the **motivation / pressure** to try harder.
5 He finally came out of his room, after a lot of **drive / coaxing**.
6 She's an expert at **manipulation / drive** and always manages to get people to do things for her!

10 **Complete the meanings with the words in the box.**

abolish	deter	eliminate	impose
regulate	restrict		

1 If you _____ something, you ban it completely.
2 If you _____ access to a place, you limit it.
3 If you _____ people from doing something, you make it difficult for them to do it.
4 If you _____ a new rule, you tell people they must follow it.
5 If you _____ something, you control it through a rule or law.
6 If you _____ a problem, you get rid of it completely.

11 **Complete the advert for a photography course with the words in the box. There is one extra word.**

blurred	close-up	foreground
composition	focus	pose	shots

Six-week photography course

Learn how to …

- take perfect [1] _____ every time!
- get people to [2] _____ more naturally for your photos.
- make sure your photos are always clear and in [3] _____.
- avoid taking photos that are [4] _____ and unclear.
- take [5] _____ photos of the natural world, to show things in great detail.
- plan the perfect, balanced [6] _____ for every photo you take.

12 **Complete the advertising words in the sentences. The first letter is given.**

1 He became an internet star after one of his online videos went v_____.
2 There was a stall selling band T-shirts, posters and other m_____ at the concert.
3 Someone handed me this f_____ in the street, advertising the new restaurant.
4 I think 'Eat Fast – the Runner's Snack!' is a great product s_____!
5 What kind of customers are you going to t_____ for this new product?
6 There's a lot of media h_____ about how great this new electric car is supposed to be.

13 **Choose the correct words to complete the sentences.**

1 This is **trained / unskilled** work, so anyone can do it.
2 I think making my own clothes is probably **beyond / after** me!
3 I'm hopeless **at / for** drawing!
4 After three years with the company, you will be a fully **trained / inexperienced** car mechanic.
5 Get Mark to decorate your house – he's very handy **at / with** a paintbrush!
6 Are you competent **for / in** any languages?

14 **Choose the correct words to complete the CV extract.**

About me

After leaving university, I did a series of [1]**skill / unskilled** jobs before I [2]**training / trained** as a chef at my local college. To broaden my [3]**experience / experienced**, I worked in France and Spain for a while so I am [4]**proficient / proficiency** in both these languages. I am [5]**competent / competence** in all areas of cooking and I am especially [6]**skill / skilled** at making cakes and pastries.

Lesson 5A

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

VOCABULARY

decision and indecision

1 A **Choose the correct word to complete the sentences.**

1 I thought ..... of lending him money.
a again **b** better **c** first

2 Are you having ..... thoughts about getting married?
a more **b** changing **c** second

3 I hope they ..... a decision quickly.
a reach **b** get **c** do

4 I'm having a change of ..... about moving abroad.
a decision **b** thought **c** heart

5 I'm so ..... – I can never decide what to do!
a decided **b** deciding **c** indecisive

6 I'm ..... between staying in my job or leaving.
a torn **b** hurt **c** broken

B **Complete the conversation using words from the box.**

decide	decision	dilemma	heart	impulse
outcomes	sleep	thoughts		

A: I don't know if I'll accept the job. It's a real [1] .....
It would be great, but I don't want to move.

B: Well, take your time before you reach your [2] .....
You don't want to accept it and then have second [3] .....

A: You're right. I'll think about all the possible [4] ..... before I decide, but it won't be easy.

B: Well, [5] ..... on it and decide tomorrow.

GRAMMAR

mixed conditionals

2 A **The sentences below have a mistake. Choose the best option to correct the mistake.**

1 You'd feel better about the exam today if you <u>do</u> more revision!
a had done
b didn't do **c** should do

2 She would have called me if she <u>hadn't</u> her phone.
a didn't have
b would have had **c** had

3 You <u>were</u> fitter now if you hadn't cancelled your gym membership.
a had been
b would be **c** will be

4 If I <u>accepted</u> that job, I'd be earning a fortune now!
a would have accepted
b would accept **c** had accepted

B **Complete the sentences with the correct form of the verb in brackets.**

1 You'd be earning more money now if you ..... (complete) your course and got your qualification.

2 I ..... (contact) her ages ago if she was on social media.

3 If I hadn't decided to go to drama school, I ..... (enjoy) the movie star lifestyle, as I am now!

4 You ..... (have) such an interesting life now if you'd become an accountant.

PRONUNCIATION

3 **5.01 | *'d* and *'d have* | Listen and choose the words you hear. Then practise saying the sentences.**

1 I think I **'d be / 'd have been** happier if I'd studied medicine.

2 I **'d enjoy / 'd have enjoyed** the film more if it wasn't so long!

3 You **'d pass / 'd have passed** your exam if you spent more time studying.

4 If we'd moved to South America, I **'d be / 'd have been** fluent in Spanish.

5 If the weather was better, I **'d organise / 'd have organised** a barbecue.

READING

4 A **Read the article on page 33. What important decision (a–c) did Matteo and Ana make?**

a to change to better-paid careers
b to sell many of their possessions
c to move to a different country

B **Are the statements True (T) or False (F)?**

1 Matteo and Ana made their big decision before they chose their careers.

2 Moving home made them realise how many possessions they had acquired.

3 The idea of extreme downsizing is to keep your life as simple and cheap as possible.

4 They never buy new things now.

5 They have sometimes had second thoughts about their decision.

C **Choose the extracts in bold in the article (1–8) that use irony to express the ideas (a–d).**

a This is a way of living that we don't like at all.
b That was a complete waste of money!
c Other people didn't understand our decision.
d We are not at all jealous of things other people do.



My big decision by Matteo Bocelli

If you think of people making big life decisions, you might picture someone just starting out in life, choosing the path they'll follow for the next thirty years. Or maybe a couple nearing the end of their working life suddenly opting to sell their home and buy a house in another country, [1]**living the dream they were unable to pursue when they were younger**. But for me and my partner Ana, it happened in our late twenties, right in the middle of our chosen careers, just when our friends were planning to buy their own apartments.

We were both working long hours and, as you do through your twenties, gradually accumulating more stuff. It was our move to a bigger rental apartment, to accommodate all this stuff, that triggered the big change. We had all our possessions packed up in boxes and Ana suddenly looked at me and said, 'Do we really need all this?' [2]**It was like a lightbulb suddenly lighting up in my head**. If we carried on as we were, we'd be endlessly working harder and harder to accumulate more and more possessions that we would drag around with us to ever more luxurious homes. [3]**The perfect life**!

What was the alternative? After having researched several options, we finally came across an article promoting the idea of 'extreme downsizing'.

The theory is that you reduce your living costs to a bare minimum. You live in as small and cheap a space as you comfortably can and your only possessions are necessities that you couldn't possibly live without. [4]**So, no more wardrobes full of clothes you hardly ever wear**, and no more purchases of over-priced but useless gadgets that you look at six months later and say, [5]**'Wow! I'm glad I spent half a week's salary on that**!'

Two years later, we were living in a tiny apartment at less than half the rent we had been paying. We'd sold off about five suitcases' worth of clothes, our entire collection of books, the mini pool table, the framed pictures and most of our kitchen equipment. Now, we have strict guidelines on any new purchases we're tempted to make. We've never regretted our decision. Because our expenditure is so much lower, we've been able to change to less senior jobs – [6]**explaining that to friends and family was an interesting experience**! But we're now much less stressed and we have loads more time and energy to do things that give us pleasure, like going for walks or sitting in the park or cooking a meal together. [7]**We watch our friends working all hours and saving up to go on expensive holidays for two weeks**, so they can spend time together. [8]**Of course we're green with envy** – that's what we do every day of the year!

WRITING

an informal message

5A **Read the email. Choose the reason why Marta is writing to Louis.**

a to encourage him to quit his job and downsize
b to reassure him about a decision he has made
c to ask for advice

B **Read the email again. Match the phrases in bold in the email (1–6) with the ways in which Marta creates rapport (a–f).**

a using first names
b showing empathy to Louis' situation
c showing she respects his time
d asking for his opinion
e using humour
f referring to future communication

6 **A friend of a friend has just decided to quit their job, downsize and move to your neighbourhood. Write an email to them. Build rapport and offer to meet. Write 130–150 words.**

[1]**Hi Louis**,

A friend of a friend gave me your email address and suggested I get in touch with you. I gather you've just decided to quit your job and downsize. Welcome to the club! I did exactly the same six months ago. [2]**I'm sure you won't have any regrets**. Life in the slow lane has loads of advantages ([3]**although I do sometimes miss being able to splash out on an overpriced coffee in town!**).

[4]**I'm sure you've got hundreds of things to organise**, but it would be great to meet up. I can describe my experiences and I can also introduce you to other 'downsizers' if you want, so you don't need to feel as if you're on your own – yes, there's a whole community of us!

[5]**What do you think?** Message me if you're interested and [6]**we can take it from there**.

Marta

Lesson 5B

GRAMMAR | the perfect aspect
VOCABULARY | the natural world
PRONUNCIATION | word stress

VOCABULARY

the natural world

1 A **Choose the correct word to complete the sentences.**

1 Hundreds of elephants are killed each year by illegal **predators** / **instincts** / **poaching**.
2 **Instincts** / **Conservationists** / **Migrations** are desperately trying to save these beautiful animals.
3 It's important to protect the whole **reproduction** / **game** / **ecosystem** in an area.
4 The zoo has introduced a **migration** / **breeding** / **poaching** programme to try to increase animal numbers.
5 Climate change is disrupting the birds' annual **migration** / **instinct** / **reproduction** to Africa.
6 Sometimes, reducing **predators** / **instincts** / **environmentalists** can help save a species.

B **Complete the text about endangered species with the words in the box. There are two extra words.**

conservationists	ecosystem	game	instincts
migrations	poaching	predators	reproduction

Four animals in danger of extinction

Tigers are one of the fiercest [1] _____ in the world, but human activities are destroying the [2] _____ in which they live.

The [3] _____ of the **leatherback turtle** guide it to travel incredible distances to provide food for its young. Unfortunately, the turtles often eat floating bits of plastic, which can kill them.

The **saola** is a species of deer found in Asia. It was hunted as [4] _____ in the past and is still in danger from loss of habitat.

The **monarch butterfly** travels each year from Scotland to Mexico in one of the longest [5] _____ in the animal world. However, it also suffers from the use of chemicals, which interfere with its [6] _____, meaning that it cannot produce young.

2 **Complete the definitions with the correct form of the words in brackets.**

1 _____ animals move from one place to another at certain times of year. (migrate)
2 Luckily, the park rangers caught the _____ who had been killing the animals. (poach)
3 We are urging governments to invest more money in _____ to protect these vital habitats. (conserve)
4 Owls _____ on small mammals. (predator)
5 The plan is to _____ the animals in captivity and then release them into the wild. (breeding)
6 Some people are choosing not to fly because it is so bad for the _____. (environmental)

PRONUNCIATION

3 A **5.02 | word stress | Listen to the sentences and look at the pairs of words in bold. The stressed syllable in the first word is underlined. Choose the stressed syllable in the second word.**

1 The animals are not able to **reproduce**. They have **reproductive** problems.
2 Their behaviour is a result of their **instincts**. It is **instinctive** behaviour.
3 These birds **migrate** each year. They are **migratory** birds.
4 She believes in protecting the **environment**. She's an **environmental** campaigner.
5 I believe in **conservation**. I'm a **conservationist**.

B **Practise saying the sentences in Ex 3A.**

GRAMMAR

the perfect aspect

4 A **Choose the correct phrase to complete the sentences.**

1 We are so pleased that conservationists _____ to save these animals from extinction.
a have been managed
b have managed
c had managed
2 In ten years' time, most of the forest _____.
a has been destroyed
b had destroyed
c will have been destroyed
3 The conservation scheme seems _____ effective in protecting the birds.
a to have been
b had been
c will have been
4 We were furious that the project _____.
a had cancelled
b has cancelled
c had been cancelled
5 Many birds _____ by predators this year.
a will have killed
b have been killed
c had killed
6 The idea of a new national park appears _____ by the government.
a will have accepted
b to have accepted
c to have been accepted

B Complete the sentences with the correct active or passive perfect form of the verb in brackets.

1 We are happy now that the park rangers ..... (train) to deal with poachers effectively.
2 They were worried that the water levels in the river ..... (decline), causing fish to die.
3 The new scheme seems ..... (result) in an overall increase in the amount of wildlife.
4 Recently, a new scheme ..... (introduce) which aims to limit human activity in the conservation zone.
5 Hopefully, by next year the number of birds in the wild ..... (start) to increase.
6 The gorillas were unable to survive because their habitat ..... (destroy) by logging companies.

C Complete the text with the phrases in the box. There is one phrase you do not need.

had	has been	have	have been
have had	will have	will have been	

Recreating a forest

Over the last few hundred years, forests all over Africa [1] ..... destroyed and the process is still continuing. For centuries before this destruction began, these forests [2] ..... provided valuable habitats for wildlife and resources for people. But now an ambitious new scheme, AFR100, [3] ..... introduced in parts of Africa to restore millions of hectares of land and turn them back into forest. Thirty African nations [4] ..... joined the scheme so far and it seems to [5] ..... some success. It is hoped that in ten years, millions of trees [6] ..... planted and the forests [7] ..... started to establish themselves. It is also hoped that many species that have reached dangerously low numbers will be starting to recover and thrive.





LISTENING

5A 5.03 | Listen to a radio programme. What is the main point that Daniel makes?

a We all need to take action to help protect endangered animals.
b It is inevitable that more species will go extinct.
c The best way to protect animals is through government action.

B 5.03 | Listen again. Choose the correct words to complete the three summaries.

Przewalski's Horse is a kind of wild horse that lives [1]**all over the world / in Asia**. The animals became endangered because people [2]**kept them as domesticated pets / bred them with other kinds of horses**. The animals became [3]**extinct in the wild / completely extinct**. Some animals were saved and bred by [4]**universities / zoos**. These institutions [5]**have now started / will soon start** to reintroduce the animals into the wild.

In the US, wolves became endangered due to [6]**hunting / loss of habitat**. Most people in the US believed that wolves were [7]**important to the ecosystem / extremely dangerous**. The US government introduced new laws in [8]**the 1960s / the 1970s**. Wolves have now been reintroduced into [9]**Yellowstone Park / Yellowstone Park and other parts of the US**.

Peregrine falcons are a type of [10]**small bird / bird of prey**. In the 1960s, they became endangered because [11]**their food contained harmful chemicals / there were not enough insects for them to eat**. In 1972, the US government [12]**made it illegal to kill peregrines / banned harmful chemicals**. The number of peregrines is now [13]**stable / increasing**.

C 5.04 | Listen to the recording. Choose the words in the text that are different from what you hear.

The giant panda is a type of large bear native to China. They are one of the best-known examples of conservation in the world, but their worldwide fame only took off in the early twentieth century, when an American fashion designer, Ruth Harkness, caught a baby panda and flew it to the US, where the American public immediately fell in love with it. In the 1960s, four panda reserves were created in China and a law was introduced which banned killing the animals. They are now no longer considered endangered.



Lesson 5C

HOW TO ... | summarise
VOCABULARY | social and environmental issues
PRONUNCIATION | intonation when summarising

VOCABULARY

social and environmental issues

1 **Complete the conversation using words from the box.**

contaminated disadvantaged fundraisers greenhouse inequality jobless non-profit supporting

A: Is Amir still [1] _____, or has he found work?
B: He's working now, for a [2] _____ organisation that helps people who are financially [3] _____.
A: What does he do?
B: He's in charge of raising money by organising [4] _____. every month. His next one is a big charity concert.
A: Cool. I'm up for [5] _____ that.

2 **Complete the words in the sentences. The first two letters are given.**

1 When rubbish goes to a la_____ site, it is buried in the ground.
2 A sh_____ is a place where people who are homeless can go to sleep.
3 De_____ is when a lot of trees are cut down in an area.
4 If there are eq_____ op_____, everyone has the same chance to study or apply for jobs.
5 If there is di_____ in a community, it means there are people from lots of different backgrounds.
6 If someone's needs are ne_____, they are not provided for.

How to ...

summarise

3A **5.05 | Listen to five extracts in which people discuss an issue. Choose the correct issue for each of the conversations (1–6).**

1 homelessness / child poverty
2 lack of facilities / pollution
3 poverty / crime
4 pollution / homelessness
5 poverty / climate change

B **5.05 | Complete the extracts with the words in the box. Listen and check.**

another basically brief mean nutshell recap saying words

1 _____, there's a total lack of support.
2 In other _____, no one's taking responsibility.
3 There's nothing for young people to do, in a _____.
4 So what you're _____ is we need more things for young people.
5 In _____, more people than ever are reporting incidents to the police.
6 To put it _____ way, the police need more resources.
7 So, to _____, we've talked about emissions from cars and buses ...
8 So what you _____ is that governments need to take action.

PRONUNCIATION

4 **5.06 | intonation when summarising | Listen to three people giving a summary. Select two words in each sentence (a–c) that have a pause after them.**

1 To summarise, if we want to bring about change, we need to raise awareness of this problem.
2 What you're saying is the problem of pollution is getting worse and now is the time to take action.
3 To recap, we discussed a concert to raise money and also setting up an online donation scheme.

SPEAKING

5A **5.07 | Complete the conversations with one word in each gap. Then listen and check.**

1 A: The library is struggling to stay open because it doesn't have enough funding to pay its staff to work full-time.
B: In other _____, if we want to keep the library open, we'll need a fundraising campaign.
2 A: Three years ago, there were around 250 homeless people in the city. Last year, this figure had gone up to 400 and this year's count is 550.
B: What you're _____ is that the problem is getting worse each year.
3 A: Millions of pounds are given each year to the area, but poverty isn't going away.
B: So, _____ the current system isn't working.
4 A: It's easy for people to sign online petitions, but few would actually take action to bring about change.
B: So you think they're a waste of time, in a _____.

B **5.08 | You are B in Ex 5A. Listen and speak after the beep. Record yourself if you can.**

C **Listen to your recording and compare it with Ex 5A.**

Speak anywhere Go to the interactive speaking practice

Lesson 5D

LISTENING | new habits
READING | Can you change your personality?

LISTENING

1 **5.09 | Listen to an online talk about creating new habits. Choose the five tips the speaker mentions.**

a make a list of all the changes you want to make
b start with a small change
c set a target number of days to stick to your new habit
d link your new habit to an existing routine
e encourage others to help you
f be prepared to fail sometimes
g keep a diary of how you are feeling
h celebrate your success

2 **5.09 | Listen again. Choose the correct answers.**

1 What does the speaker say about habits?
a The majority of our actions are controlled by our habits.
b Creating new habits can bring great benefits.

2 What should the first change you make be?
a something you can do quickly each day
b something that leads on naturally to other changes

3 Why should you attach a new habit to an existing routine?
a It will make you think about it more.
b It will be more convenient for you.

4 What advice does the speaker give about failure?
a Don't allow yourself to break a habit two days in a row.
b Try to avoid breaking a habit for even one day.

READING

3 **Read the article. Choose the best answer to the question in the title.**

a Your basic personality is controlled by genetic factors and it is impossible to change.
b It is not difficult to change your personality, if you follow a few simple guidelines.
c Your personality is not fixed and it is possible to change it, but it takes time and effort.

4 **Read the article again. Are the statements True (T) or False (F)?**

1 We cannot change the parts of our personality that we inherit from our parents.
2 People become more likely to enjoy new things as they get older.
3 Some patients notice changes in their personality after they recover from an illness.
4 In a 2021 study, researchers advised participants on which aspect of their personality they should change.
5 The participants noticed changes in their personality, although their friends and family often disagreed.

Can you change your personality?

Would you like to be more outgoing? Do you worry about things too much and wish you could be more relaxed, like your friends? In the past, it was thought that these qualities were part of our basic personality and therefore fixed for our lifetime. However, it now appears that our personality may be more adaptable and flexible than we previously thought and the key may be to change our habits.

Of course, our personality is partly controlled by our genes. Studies of twins have shown that about half our personality can be explained by inherited factors and is therefore fixed. So that leaves the other half that is open to modification. Some changes seem to happen quite naturally at different stages of our lives. Our organisational skills increase as we get older, as does our emotional stability, meaning we tend to worry less as we go through life. People also become more likeable as they age, although their willingness to be open to new experiences tends to decrease.

It seems there are many reasons why our personality might change. People who are successfully treated for depression, for example, may find that they are more outgoing after their treatment and less likely to suffer from anxiety. It might also be possible to bring about changes ourselves. One study in 2021 asked volunteers to choose one feature of their personality that they wanted to change. Using an app, they were each given daily tasks to develop this aspect of their personality. For example, they were instructed to engage in conversation with new people if the aim was to become more outgoing. After three months, it seemed their personalities had indeed changed. Friends and family members were also asked for their observations of the individuals and in general, confirmed the changes.

So, what's the key to changing your personality? Well, the first thing to point out is that it isn't easy. You need to know what you want to change and to have a clear idea of the long-term benefits it will bring to your life. You will often need to put in a lot of hard work. For example, if you want to be more organised, you might need to start doing all those boring things that you would normally put off, planning your time each day and giving yourself constant reminders. However, if you can stick with it and slowly change your habits, you will also begin to change your personality, and maybe start to improve your life.

Lesson 6A

GRAMMAR | inversion
VOCABULARY | algorithms
PRONUNCIATION | sentence stress: inversion

VOCABULARY

algorithms

1 A Choose the correct word to complete the sentences.

1 It isn't true that the amount you earn will ..... how happy you are.
a generate **b** dictate **c** categorise

2 It will only take a few minutes for the computer to ..... the results for us.
a output **b** reinforce **c** miscalculate

3 We can ..... these computer systems into three broad types.
a determine **b** input **c** categorise

4 Experiencing a noisy children's party ..... my opinion that I didn't want children!
a processed **b** forecast **c** reinforced

5 I ..... the amount of food we needed and bought far too much!
a determined **b** reinforced **c** miscalculated

6 Even experts find it difficult to ..... what will happen to the economy.
a generate **b** forecast **c** input

B Complete the text with the correct form of the verbs in the box.

determine	forecast	generate	input
miscalculate	process		

We accept that computer algorithms can [1] ..... the weather fairly accurately, but most of us would assume that people are better when it comes to predicting human behaviour. However, in a project at the Massachusetts Institute of Technology, teams of people competed against a computer to predict which students would drop out of a course. A wide range of data about students' study habits was [2] ..... into the computer. The computer program [3] ..... all the data and [4] ..... some interesting results, which turned out to be more accurate than the human predictions. It seemed the two most important factors which [5] ..... how likely students were to drop out were how early they began working on projects and how much time they spent on the course website. However, it seems the humans [6] ..... and wrongly assumed that students who handed in their work late were more likely to abandon their studies.



GRAMMAR

inversion

2 A The sentences below have a mistake. Choose the best option to correct the mistake.

1 Never before <u>we were</u> so dependent on computers and technology!
a we had been **b** have we been **c** shouldn't we be

2 In no way <u>I feel</u> happy with these results.
a I do feel **b** feel I **c** do I feel

3 Under no circumstances <u>you tell</u> anyone our plans.
a tell you **b** you do tell **c** should you tell

4 Not only <u>he arrived</u> late, but he forgot to bring any money with him!
a arrived he **b** did he arrive **c** does he arrive

B Complete the second sentence with between three and five words so that it has the same meaning as the first.

1 I had never felt so embarrassed before!
Never ..... so embarrassed!

2 We will only know the final results next week.
Only ..... the final results.

3 I don't agree with you at all!
In no way ..... with you.

4 He only realised later that he had lost his passport.
Only ..... that he had lost his passport.

5 It rained during our barbecue and it was cold!
Not ..... during our barbecue, but it was also cold!

6 I won't agree to this proposal under any circumstances.
Under ..... to this proposal.

PRONUNCIATION

3 A 6.01 | sentence stress: inversion | Listen to the sentences. Choose the phrase (a or b) that is stressed.

1 In no way do I think we should rely on computers to this extent.
a In no way
b we should rely on computers

2 Never before have computers been able to predict the weather so accurately.
a Never before
b predict the weather

3 Under no circumstances would I ever lie to my friends.
a Under no circumstances
b to my friends

4 Only in ten years' time will the consequences become clear.
a Only in ten years' time
b the consequences become clear

B Practise saying the sentences in Ex 3A.

READING

4 **Read the paragraph and answer the questions. Use no more than three words from the paragraph for each answer.**

We are all used to paying regular bills for services such as electricity, our phone use or online subscriptions. However, because the majority of us use direct debits to pay them, we are barely aware of the money slipping out of our account each month. We probably know that we should check that the amounts being taken are correct, but due to a lack of time, most of us never do. So, we'd probably be horrified to learn that mistakes are actually relatively common. It's tempting to blame computer errors when mistakes are made, but in the majority of cases, it's actually human error that is to blame.

1 How do most people pay their regular bills?

.....

2 Why do most people not check their bills regularly?

.....

3 What do people assume leads to mistakes?

.....

4 What in fact causes most mistakes with bills?

.....

5A **Read the article. Match each paragraph (1–3) with the summaries (a–c).**

a A computer error caused the company to charge me too much.

b I received a sum of money by mistake and had to pay it back.

c Human error led the company to set up my account incorrectly.

B **Read the article again and choose the correct person or people, *Luke*, *Elise* or *Maria*, to answer the questions.**

1 Which two people feel that they were partly to blame for the situation?

2 Who feels the experience will have a positive effect on their behaviour in future?

3 Which two people feel annoyed that they lost money?

4 Which two people are generally positive about the way the company responded?

5 Who accepts that no individual was to blame for the situation?

6 Who feels particularly annoyed that the company did not express regret?



Check your bills!

Do you trust the computer systems that generate your bank statements and regular bills? We hear from three people who paid the price for not monitoring their incomings and outgoings sufficiently.

Luke Hardy

[1]I don't check my bank statements regularly and I'm no expert at budgeting. If there's money in my account, I spend it. If there isn't, I hold back until payday. So, I guess I have to take some responsibility for what happened to me. It was last year. I had a new job and was going out a lot, and money didn't seem to be an issue. Until, that is, I received a letter from my bank telling me their systems had accidently deposited £2,000 in my account and now they wanted it back. That explained why I'd been feeling so well-off! I have to say, when I spoke to the bank, they were pretty understanding about it and agreed a repayment plan that I could manage, so I've decided to treat it as a valuable life lesson and be more careful from now on.

Elise Wilson

[2]I don't really pay much attention to bills so I must admit I didn't notice until it was too late that I'd been charged too much for three months in a row. Apparently, they'd just got a new computer system and it had caused quite a few customers to be charged the wrong amount. They were really good about it as soon as I pointed out the error. They acknowledged it was their fault and sent me a refund. The problem was the high bills had sent my bank account into overdraft, so I ended up paying a load of bank charges, which was annoying to say the least! Still, these things happen. No one at the company could have prevented it. I suppose it was partly my fault for not checking my bills and my bank balance carefully enough.

Maria Benson

[3]It isn't only computers that make mistakes. I switched phone companies last year and specifically went for a contract that offered unlimited internet use. It was around six months later when I started to notice that towards the end of the month, I always seemed to be short of cash. I checked my bank statements and that's when I realised the mistake. The person who had signed me up had messed up and put me on a price plan that limited my minutes online, so every month I was going over my limit and getting loads of extra charges. I was furious, especially as it took me ages to get through to someone at the company to sort it out. It was quite clearly their mistake, but I got no apology and no compensation! Outrageous!

Lesson 6B

GRAMMAR | passive structures
VOCABULARY | talking about mistakes; phrases with *right* and *wrong*
PRONUNCIATION | intonation to show attitude

VOCABULARY

talking about mistakes

1 A **Choose the correct words to complete the online posts.**

Tell us about your embarrassing blunders!

Katie19

I was invited to a party at the zoo last year and for some reason I [1]**made the assumption / slipped up** it was fancy dress. I soon realised I was [2]**misled / mistaken** when I turned up dressed in a zebra suit and everyone else was in smart clothes!

Dan99

I once [3]**mistook / presumed** my new boss for the cleaner! Not good! It took a lot of smooth talking to [4]**rectify / mislead** the situation!

ElieG

I gave a presentation at work, but I [5]**presumed / slipped up** and [6]**was mistaken / accidentally** presented the wrong finance figures!

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

assumptions misled mistakenly off presumed rectified

1 I'm sure those calculations are wrong – in fact, I think they're ..... by quite a lot!
2 My colleagues had ..... me into thinking I was doing well, so it was a shock when I was fired!
3 I agreed to meet some friends at a museum, and I ..... went to the wrong one!
4 Oh, no! Is Carol only forty? I ..... she was fifty and sent her a card saying, 'Happy Fiftieth!'
5 I try not to make any ..... about people before I meet them.

phrases with *right* and *wrong*

2 **Complete the conversation using words from the box.**

go got in made put stick thing way

A: Toby really rubs me up the wrong [1]..... ! He always thinks he's [2]..... the right!
B: I think he sometimes just gets hold of the wrong end of the [3]..... .
A: But he tried to argue that climate change isn't real. I soon [4]..... him right about that!
B: Oh, dear. Things always seem to [5]..... wrong when you and Toby get together!

GRAMMAR

passive structures

3 A **Choose the correct phrase to complete the sentences.**

1 I think the sofa might ..... damaged while it was being transported.
a have been **b** be **c** being
2 I don't remember ..... told about this.
a been **b** being **c** to have been
3 She thinks I could ..... offered the job next week.
a have **b** to be **c** be
4 ..... born in the United States, he has an American passport.
a To be **b** He is **c** Having been
5 The parcel has arrived, but it appears ..... opened by someone else.
a being **b** to have been **c** to be
6 I'm sorry you haven't received your delivery. It may ..... sent to the wrong address.
a be **b** to have **c** have been

B **Complete the sentences with the correct passive form of the verb in brackets.**

1 The car is due ..... (repair) tomorrow.
2 I'm sorry, the invitations should ..... (send) out last week.
3 We really enjoyed ..... (show) around the town by the guide.
4 Some new trees seem ..... (plant) in the park recently.
5 I'm looking forward to ..... (introduced) to the new members of the team.
6 ..... (cancel) twice, the meeting finally took place yesterday.

C **Complete the email with the correct form of *be* or *have* in each gap.**

Dear colleagues,

You may have [1]..... sent an email yesterday which contained some jokes about some of the management team. I can only apologise for any offence you may [2]..... been caused by this. The email was meant [3]..... read by just a small group of people, and was intended as a piece of harmless fun, but it seems [4]..... been forwarded to the whole team accidentally. I do appreciate that no one enjoys [5]..... made fun of, and I deeply regret [6]..... been tempted to make the jokes at all. Having only [7]..... taken on by the company last month, I realise I am now likely [8]..... fired, so I wish you all the very best for the future.

LISTENING

4A 6.02 | Listen to a radio programme. Choose the four things (a–f) the people missed or nearly missed because they were asleep.

a an important ceremony
b a flight
c an important exam
d a birthday celebration
e a job interview
f a sports competition

B 6.02 | Listen again. Are the statements True (T) or False (F)?

1 Nick doesn't find it difficult to get up in the morning.
2 Nick didn't hear his alarms.
3 Megan didn't know that her friends were planning a party.
4 Joey's alarm didn't work properly.
5 Joey missed the whole graduation ceremony.
6 Alicia got up late and missed her train.

C 6.03 | Choose the correct words to describe how the people felt. Listen to the extracts and check.

1 Nick felt **disappointed** / **relieved** that he didn't get the job.
2 Megan felt **upset** / **embarrassed** that she had missed the party.
3 Joey felt **relieved** / **embarrassed** that he had missed most of the ceremony.
4 Alicia felt **furious with** / **sympathetic to** the passenger she met on the train.

D 6.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

1 .....
2 .....
3 .....
4 .....

PRONUNCIATION

5A 6.05 | intonation to show attitude | Listen to the sentences. Choose the correct adjective to describe how each person feels.

1 I've had an email from my boss. **nervous** / **pleased**
2 Is that for me? **shocked** / **disgusted**
3 Where are we going tonight? **excited** / **confused**
4 What do you think that was? **impressed** / **scared**

B Practise saying the sentences in Ex 5A, using the same intonation as the recording.



WRITING

an email of complaint

6A Read the email and choose the correct options.

1 Melissa is writing to the hotel to **complain about** / **thank them for** the service.
2 Melissa wants **some** / **all** her money to be repaid.

To whom it may concern,

[1]**I am writing to express my disappointment with the service I received from your hotel recently.**

I arrived on Friday 12 June, having booked my weekend stay several weeks earlier. I had specifically chosen your hotel as it offered 'luxurious rooms'. However, this was far from the reality.

I had booked a room with a sea view and balcony. [2]**Please see the attached booking form for confirmation**. However, when we arrived, we were informed that no such rooms were available. Instead, we were offered a small room with a view of the car park. [3]**To make matters even worse, there seemed to be a problem with the air conditioning** in the room, with the result that the room was unbearably hot.

[4]**I am sure you understand my frustration** at having selected a room online, only to find that the room I had booked was not available for me. Instead, I was given a room that was not fit for purpose. [5]**I have no doubt that you will feel able to offer me a full refund** and [6]**I look forward to hearing from you soon regarding this matter**.

Regards

Melissa Wright

B Read the email again. Match the formal phrases (1–6) with the functions (a–f).

a mentioning a document you are sending
b appealing to the reader's feelings of empathy
c introducing an additional problem
d stating your desired outcome
e stating the purpose of your email.
f asking for a response

7A You are going to write an email of complaint to an airline company. Read the notes about the problems you had and think of formal phrases you could use.

- arrived at airport to get on flight
- attaching tickets as proof
- the flight was over-booked – no seats for us!
- missed two days of our holiday and had to spend extra money on a hotel near airport
- want compensation

B Write your email of complaint to the airline. State why you are writing, what the problems were and what your desired outcome is. Write 220–260 words.

Lesson 6C

HOW TO ... | negotiate in a dispute
VOCABULARY | buildings and homes
PRONUNCIATION | sounding assertive

VOCABULARY

buildings and homes

1 A Read the descriptions of some buildings and choose the best sentence (a or b).

1 The building is empty and falling down.
a It's derelict. **b** It's really cosy.

2 The roof's gone and there's little left of the walls.
a It's very luxurious. **b** It's in ruins.

3 It's quite small, but it's lovely and warm.
a There's a lot of mould. **b** It's cosy.

4 It's beautifully decorated with expensive furniture.
a It's rotten. **b** It's luxurious.

B Complete the conversation using words from the box.

cosy	cracks	derelict	luxurious
mould	overlooked	rotten	ruins

A: How was your holiday apartment?
B: Terrible! There were big [1] _____ in the walls, and the wooden floor was [2] _____ – it was dangerous! And it was tiny!
A: But it looked big and [3] _____ in the photos.
B: Well, it was uncomfortable and damp, with loads of [4] _____ in the bathroom.
A: And the balcony?
B: It was directly [5] _____ by other apartments!

How to ...

negotiate in a dispute

2 A 6.06 | Listen to three conversations in which students negotiate in disputes with the head of their college. Match the complaints (1–3) with the compromises they agree on (a–c).

1 having to pay for the car park
2 canteen closes too early
3 accommodation is too expensive

a reduction in rent
b permits at reduced prices
c self-service machines

B 6.06 | Choose the correct words to complete the sentences. Listen again and check.

1 It isn't reasonable to **hope** / **expect** them to pay for car parking every day.
2 What I **can** / **won't** do is set up a system of parking permits.
3 That **wouldn't be** / **sounds like** a good compromise.
4 They can't get a cup of coffee or something to eat. This isn't really **acceptable** / **nice**.
5 Yes, we'd be **angry** / **happy** with that.
6 I don't **think** / **suggest** it's fair I have to pay more.
7 I can **make** / **offer** you a reduction in your rent.
8 Yes, that's acceptable **to** / **with** me.

PRONUNCIATION

3 A 6.07 | sounding assertive | Listen to two people making the complaints (1–3) in different ways. For each complaint, choose the speaker who sounds more confident and assertive.

1 It isn't reasonable to expect me to work overtime with no extra pay.
2 I don't think it's fair I should be paid less than some of my colleagues who do the same job as I do.
3 I always have to stay longer at the end of the day and clear up everyone's mess. It really isn't acceptable.

B Practise saying the complaints in Ex 3A. Try to sound confident and assertive.

SPEAKING

4 A Complete the conversation between a waiter and café manager with the words in the box.

arrangement	expect	fair	happy
offer	sounds		

A: I hear you wanted to talk to me. What can I do for you?
B: Well, I love working here, but I always seem to get the weekend shifts, whereas other members of staff rarely work at weekends. I don't think it's [1] _____ that I should always have to work at the weekend.
A: I see what you mean. The problem is, other members of staff have been here longer than you and they're mainly older, so they have family commitments.
B: I understand that, but it isn't reasonable to [2] _____ me to give up my social life, just because I'm younger. Also, I don't get paid any extra for working at the weekend.
A: OK. Well, maybe we could come to an [3] _____. What about working every other weekend?
B: Yes, that [4] _____ like a good compromise.
A: And I can [5] _____ you an extra £20 for every weekend shift you work.
B: OK. Yes, I'm [6] _____ with that. Thanks.

B 6.08 | Listen and check.

C 6.09 | You are B in Ex 4A. Listen and speak after the beep. Record the conversation if you can.

D Listen to your recording and compare it with Ex 4B.

Speak anywhere Go to the interactive speaking practice

Lesson 6D

LISTENING | self-driving cars
READING | trust in technology

LISTENING

1 **6.10 | Listen to a conversation about self-driving cars. Choose the conclusion that Dan and Barbara reach together.**

a There is definitely a future for driverless cars, but not in all situations.
b Technology is too unreliable, so driverless cars will never be safe.

2 **6.10 | Listen again. Choose the four opinions that the speakers express.**

a It would be relaxing to be driven in a driverless car.
b If a driverless car drives badly, the owner should be punished.
c People are often opposed to new technology when it is first developed.
d Driverless cars will never be able to deal with the traffic conditions in cities.
e My instinct is that driverless cars should never be allowed.
f I usually accept new technologies.

READING

3 **Read the article below. Choose the best title.**

a Why people are better than machines at making decisions
b Why machines always win in decision-making
c Why we tend to trust machines

4 **Read the article again. Are the statements True (T) or False (F)?**

1 In the first paragraph, the writer suggests that people are often slow to question what a machine is telling them.
2 We are more likely to trust a calculator than a person to give us an accurate result.
3 In experiments, the chimpanzees seemed to be more nervous about using a machine.
4 According to the writer, most people would find it more difficult if a person, rather than a machine, took their money and didn't give them a drink.
5 We are less likely to trust machines if we are under stress.

Imagine the situation – a plane is coming down to land. The pilot is alert, and suddenly begins to have the feeling the plane is too low. But it's still switched to the automatic pilot at this stage and the system seems to be working. At what point does the pilot decide the computer system is wrong and take charge of the plane manually? There have been situations such as this, where it turns out the technology was in fact faulty, but it took a while for the human operating the system to spot the fault and take control.

Researchers who have studied the interaction between people and machines have noticed that we seem to be naturally biased in favour of machines. To take a simple example, if we needed to calculate a complicated sum, we would probably accept the result generated by a calculator, but might feel the need to double-check it if a colleague had worked it out manually. So, why do we seem to put so much trust in machines?

In experiments with chimpanzees, researchers gave the animals a choice between trusting a machine to deliver a treat, or trusting another chimpanzee. Both the machine and the other chimpanzee were unreliable, as there was no guarantee of a reward from either, but when faced with the choice, the animals favoured the machine and seemed less concerned when it didn't deliver the reward. Scientists believe this may be because if they trust a fellow animal, there is also a social risk, as well as a risk of not getting the reward.

If the animal is disappointed or 'betrayed' by a machine, they might feel disappointed, but if they suffer at the hands of a fellow animal, it might also have an effect on their relationships and position within the group. A similar situation for humans might be that if we put some coins into a machine and it fails to deliver the drink we wanted, we might feel disappointed, but if we give our money to a server in a café and they then refuse to make us a coffee, we would feel a lot of additional emotions, from anger to shame or embarrassment.

The stresses of modern life can make this tendency to trust machines even stronger. When people are faced with large amounts of information to process at once, especially if they are under time pressure, they are more likely to turn to machines to provide the answers, rather than trusting their own judgement or that of colleagues. So, as technology plays an ever more important role in our lives, can anything be done to encourage people to be more critical of machines, rather than simply letting them make all the decisions? The answer probably lies in training people to develop awareness of their own biases, then developing their critical-thinking skills to enable them to evaluate situations independently from machines and make their own judgements. With more 'intelligent' humans operating the machines, we can hopefully achieve the best of both worlds, with the combination of machine computing power plus human judgement.

GRAMMAR

1 **Choose the correct verb forms to complete the sentences.**

1 You'd have plenty of money if you **didn't buy** / **hadn't bought** all those new clothes last week!
2 If I **spoke** / **would have spoken** Japanese, I would probably have accepted the offer of a job in Tokyo.
3 If I was fitter, I **'d entered** / **would have entered** the marathon with you.
4 She **wouldn't be** / **hadn't been** angry with you if you had told her about it earlier.
5 If I **didn't make** / **hadn't made** that mistake, I would still have my job now!
6 If you were more communicative, the misunderstanding last week **wouldn't happen** / **wouldn't have happened**.

2 **Complete the fact file with the correct perfect form of the verbs in the box.**

become cause die increase live result

Extinction facts

1 Extinction occurs naturally at a rate of between one and five species a year, but in recent years, the number of extinctions _____ because of the effects of humans.
2 The coelacanth, a type of fish, _____ in our oceans for around 360 million years and is one of the oldest living species.
3 Scientists used to believe the okapi, a type of giraffe, _____ out, until one was spotted in a national park.
4 In Australia, scientists believe that over the years, many extinctions _____ by fires, due to the hot, dry climate.
5 Recent action by governments seems _____ in some species being saved from extinction.
6 Some scientists believe that in the next seventy-five years, nearly half of all species on our planet _____ extinct.

3 **Complete the sentences with the words in brackets. For each sentence, there is one word you do not need.**

1 Never _____ such an amazing animal! (have / before / been / I / seen)
2 In _____ my fault! (no / any / this / way / was)
3 Under _____ tell him about our plans. (circumstances / no / you / should / don't)
4 Not _____ my bike, but he brought it back with a flat tyre! (he / only / did / borrow / borrowed)
5 Only _____ that she had been telling the truth. (I / later / do / did / realise)
6 Never _____ their kindness. (I / can't / will / forget)

4 **Complete the sentences with the phrases in the box.**

have been having been to be to being to have been

1 I look forward _____ shown around the city.
2 My new car is due _____ delivered tomorrow.
3 My bag might _____ stolen while I was eating.
4 _____ warned in advance about the delay, it was not so annoying.
5 He seems _____ offered a pay rise to persuade him to stay at the company.

VOCABULARY

5 **Read what the people say. Then choose the correct meaning (a or b).**

1 'I said I'd lend him money, but I'm not sure now.'
  a I'm having second thoughts.
  b I hope he hasn't had a change of heart.
2 'Jack always takes ages to make decisions!'
  a Jack decides on impulse.
  b Jack's indecisive.
3 'Wait a day – you don't need to decide now.'
  a You should sleep on it.
  b You've had a change of heart.
4 'I really can't decide what to do!'
  a I've thought better of it.
  b It's a real dilemma.

6 **Complete the words in the sentences. The first and last letters have been given.**

1 The zoo is hoping to b_____d these rare animals and then release them into the wild.
2 A lot of animals are killed by illegal p_____g.
3 Many sharks are fierce p_____s.
4 At the end of the summer, the animals prepare for their annual m_____n south.
5 The rainforest is a valuable e_____m that needs to be protected.
6 C_____s work to protect the environment and save species from extinction.

7 **Complete the texts with the correct form of the words in brackets.**

Caribou are a kind of large deer that live in northern Europe. They are [1] _____ (migrate) animals, travelling a distance of over 600 kilometres each year. Wolves follow the caribou and [2] _____ (predator) on the older and less healthy animals. Caribou are now in danger because of [3] _____ (environment) changes that are taking place.

Mountain gorillas are one of our closest relatives, but are now endangered, mainly because they are illegally killed by [4] _____ (poach) who sell the animals' meat. The animals only [5] _____ (reproduce) once every four to eight years, so it takes time for their numbers to grow. However, efforts have been made in recent years to [6] _____ (conservation) these magnificent animals.

8 **Choose the correct issue (a or b) each person is concerned about.**

1 'It's terrible when people sleep on the streets!'
a homelessness **b** pollution

2 'It's wrong that some have more than others.'
a pollution **b** inequality

3 'Cars emit a lot, but planes are the worst.'
a fundraisers **b** greenhouse gases

4 'The toxins find their way into rivers and the sea.'
a homelessness **b** pollution

9 **Choose the correct words to complete the sentences.**

1 A lot of people who are jobless suffer financial **diversity** / **hardship**.

2 He had to leave his flat, so he ended up sleeping **rough** / **shelter**.

3 I believe the government should look after the **welfare** / **diversity** of all its citizens.

4 We all need to reduce the amount of **landfills** / **fossil fuels** we use.

5 Large areas of the country are now suffering from **deforestation** / **welfare**.

6 It's terrible that so much of our waste ends up in **diversity** / **landfill sites**.

10 **Complete the conversations with the verbs in the box.**

forecast	input	miscalculate	process	reinforce

1 A: I'm checking the new project specification.
B: Good idea. We don't want to _____ the amount of work required.

2 A: How do you _____ the information?
B: We have to type it into the computer by hand.

3 A: How quickly will the system _____ my application?
B: You should get a result within ten minutes.

4 A: Is it going to rain tomorrow?
B: Maybe, but it's impossible to _____ the weather completely accurately.

5 A: Did the debate change your mind?
B: No, it just helped to _____ the opinions I already had.

11 **Choose the correct word to complete the sentences.**

1 I'm sorry, I _____ the assumption you wouldn't want to come with us.
a got **b** did **c** made

2 I was angry because Angie had _____ me and told me things that weren't true.
a mistaken **b** presumed **c** misled

3 I slipped _____ in my calculations.
a off **b** up **c** out

4 I'm sorry, I _____ you for someone else.
a mistook **b** misled **c** rectified

5 These calculations seem to be wrong – in fact, they're _____ by quite a lot!
a away **b** on **c** off

6 You made the mistake, so you should _____ it.
a presume **b** rectify **c** slip

12 **Match the sentence beginnings (1–6) with the endings (a–f).**

1 Stella will never admit when she's
2 Paul really rubs me
3 Sorry, I think I got the
4 We don't want this information getting
5 It's such a big event – I hope nothing
6 Fran tried to blame me, but I soon

a wrong end of the stick.
b goes wrong on the day.
c put her right.
d in the wrong.
e into the wrong hands.
f up the wrong way.

13 **Complete the meanings with the words in the box. There is one word you don't need.**

cosy	cracks	luxurious	mould
overlooked	rotten	ruins	

1 If a building is in _____, it is very badly damaged, so not much of it is left.

2 Wood that is _____ is old and soft, and not very strong.

3 A room that feels _____ feels warm and comfortable.

4 If a place is _____, people can look down onto it from nearby buildings.

5 If there are _____ in a wall, there are breaks in it.

6 If a room is _____, it has expensive furniture and is beautifully decorated.

14 **Choose the correct words to complete the review.**

Blacksmith's Cottage

★☆☆☆☆

From the outside, the whole place looked very [1] _____ – not very well looked after at all. There was a small garage outside for cars, but the walls were [2] _____, so it didn't feel safe to go in. In the cottage itself, the rooms were small, so it felt very [3] _____, especially if you're there with a family, as we were. The rooms were so [4] _____ you could hardly see anything, even during the day. And there didn't seem to be any heating, so it was very [5] _____, especially at night! But the worst thing was it obviously hadn't been cleaned in ages – the whole place was [6] _____!

1 **a** run-down **b** dim **c** crumbling
2 **a** chilly **b** crumbling **c** cramped
3 **a** filthy **b** cramped **c** crumbling
4 **a** run-down **b** chilly **c** dim
5 **a** chilly **b** filthy **c** cramped
6 **a** filthy **b** cramped **c** crumbling

Lesson 7A

GRAMMAR | adverbials
VOCABULARY | explaining meaning
PRONUNCIATION | pausing: adverbials

VOCABULARY

explaining meaning

1 A **Choose the correct words to complete the sentences.**

1 I found it difficult to ..... in a few words exactly how I felt.
a sum up **b** signify **c** illustrate

2 How would you ..... the word 'luxury'?
a specify **b** spell out **c** define

3 He told an amusing story to ..... the point he was making.
a signify **b** illustrate **c** define

4 The photo perfectly ..... the mood at the festival.
a defines **b** specifies **c** captures

5 It's important to ..... exactly what kind of holiday you are looking for.
a specify **b** capture **c** signify

6 There were no words to ..... to my friends exactly how I was feeling.
a convey **b** signify **c** illustrate

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

Dictionaries can [1]**define / signify** the meanings of words and we can use examples to [2]**signify / capture** some of the typical situations in which they are used. But it's hard to [3]**signify / spell out** in detail how words shift and develop over time. The words *awful* and *awesome* perfectly [4]**define / illustrate** how the words we use can change and come to [5]**convey / spell out** completely different meanings. In Old English, for example, the word *awe* [6]**signified / summed up** a feeling of wonder, so something that was *awful* or *awesome* was [7]**defined / captured** as something that caused you to feel a great sense of wonder – it was a good thing. Over the centuries, the meaning of *awful* changed to mean something that caused fear, whereas *awesome* retained its positive meaning and gradually came to mean 'very good'. To [8]**sum up / convey**, two words that once meant the same went their separate ways and now have almost opposite meanings!



GRAMMAR

adverbials

2 A **Complete the text with the adverbials in the box. There is one adverbial you don't need.**

every morning excitedly in 2018 really to my disappointment usually

I last saw Maria [1]....., when I was in London for the day. We met up in the same café where we [2]..... met. When we were students, we used to go there [3]..... on our way to college, so we were quite fond of the place. She told me about a new job she had been offered in Australia and spoke [4]..... about what her new life would be like. We talked for about an hour and then I had to leave. [5].....; when I contacted her a few weeks later, she had already accepted the job and had left for Australia.

B **Choose the correct word or phrase to complete the sentences.**

1 ....., we got to the station on time.
a Angrily **b** Luckily **c** Very

2 I see him ..... at college.
a usually **b** most days **c** last week

3 When I saw her, she looked ..... surprised.
a sometimes **b** extremely **c** from time to time

4 We waited ..... at the airport for our flight.
a for ages **b** pretty **c** incredibly

5 He walked out and closed the door .....
a rarely **b** quietly **c** earlier

6 I ..... go swimming on Mondays.
a every week **b** normally **c** from time to time

PRONUNCIATION

3 A **7.01 | pausing: adverbials | Listen to the sentences. Choose the correct place (a or b) where there is a pause.**

1 After a while, [a]we started to feel [b]extremely cold and hungry.

2 She was reasonably happy [a]in her job [b]for the first few years.

3 Interestingly, [a]we found out later [b]that the two of them were related.

4 We meet up [a]and go for a coffee together [b]from time to time.

5 Two years later, [a]I realised what a terrible mistake [b]I had made.

6 She found herself [a]out of work [b]temporarily.

B **Practise saying the sentences.**

LISTENING

4A 7.02 | **Listen to a talk about the origins of words. Number the points (a–d) in the order you hear them.**

a The origins of some common words are not known.
b Some words were deliberately created by individuals.
c Some word origins reflect earlier beliefs.
d Some words were taken into English through travel or trade.

B 7.02 | **Listen and choose the correct answers (a–c).**

1 The word *disaster*
a started out with a positive meaning.
b has not changed in meaning for hundreds of years.
c originally came from an Italian word.

2 The word *jungle*
a dates back to when dense forests grew in Britain.
b came from sailors who saw forests in China.
c came into English from a word used in India.

3 The word *quiz* was
a first used in a play in a theatre in Dublin.
b originally invented for fun.
c created as the result of a competition.

4 The word *robot*
a was invented by the scientists who created them.
b originally referred to real people.
c comes from a work of fiction.

5 The word *OK*
a was first recorded in the United States.
b started out as an abbreviation.
c was probably created by a journalist.

C 7.03 | **Listen to the recording. Write what you hear. You will hear the sentences only once.**

1 .....
2 .....
3 .....
4 .....

WRITING

a comment on a blog post

5A **Read the blog post. Choose the writer's main point.**

a Schools should teach children about the history of their language.
b The standard of language that people use is declining.

I know this probably won't be a popular point of view, but I really think we should be teaching children about word origins. What could be more important than learning about the history of your own language? Learning about the fascinating origins of words helps us understand modern meanings and use language in a more creative way. Does anyone else agree with me that this should be part of the school curriculum?

B **Read the comment on the post from Ex 5A. Choose the correct words to complete the sentences.**

1 The writer **agrees** / **disagrees** that word histories are interesting.
2 The writer **accepts** / **doesn't accept** that understanding word origins helps you use language more creatively.
3 It is written in **a formal** / **an informal** style.

I agree that word origins are fascinating, especially when they show us how meanings have changed over time. But to me, this doesn't justify adding them to the curriculum. Far better to focus on getting kids to read and write the modern language well than confusing them with a lot of historical details. And it simply isn't true that people who don't know about word origins can't be creative and imaginative. There are plenty of extremely creative writers who have no interest in how words first entered the language!

6A **Read the blog post below about learning a second language. Choose the sentence (a–c) which expresses the writer's opinion.**

a It is much easier to learn languages after you have left school.
b Schools should teach all children a range of different languages.
c Students should not be forced to learn other languages at school.

Mon | 09.33

Is it just me, or does anyone else think it's crazy that children in schools don't have to learn at least two other languages? With more and more people travelling to or living in other countries, surely language learning is a skill that everyone needs? Learning other languages at school gives children a love of language that will stay with them all their lives and it isn't possible to catch up if you don't learn the basics when you're young. As well as teaching you about other cultures, learning other languages gives you more understanding of the way your own language works and makes you better able to communicate in all kinds of situations. Please can we insist that all kids learn at least two languages?

B **Write two comments on the blog post in Ex 6A. Write one that agrees with it, and one that disagrees. Add some points of your own and, where necessary, correct points that the writer has made. Use an informal style. Write 80–100 words for each comment.**

Lesson 7B

GRAMMAR | fronting: reasons, causes and explanations
VOCABULARY | trends; food and drink
PRONUNCIATION | consonant-to-vowel linking with fronting

VOCABULARY

trends

1 **Choose the correct word to complete the sentences.**

1 I tried to give up sweet things last month, but I soon **reverted** / **shrank** / **surged** to eating chocolate!
2 We have seen the **catalyst** / **evolution** / **decline** of the burger from a humble family meal into a global restaurant favourite.
3 Sales of beef **shifted** / **exploded** / **shrank** after people followed the health advice to eat less red meat.
4 Tomatoes have been a **switching** / **consistent** / **reverting** part of our diet for hundreds of years.
5 Demand for chocolate has **remained** / **surged** / **shifted** steady, despite the increase in cost.
6 There has been a huge **shift** / **shrink** / **decline** in the way families eat over the last twenty years.

food and drink

2A **Choose the correct words to complete the tips for healthy eating.**

Healthy eating tips

1 Try not to eat too much. You don't have to count your **calories** / **nutrients**, but try to reduce your portion sizes.
2 Avoid foods that are high in **binges** / **cholesterol** because they are bad for your heart.
3 You don't have to become a **snack** / **vegetarian**, but try to eat a bit less meat.
4 **Organic** / **Junk** food is grown without chemicals, so it may be better for you, although this isn't certain.
5 Try not to **binge** / **diet** on chocolate or sweet foods. Eating too much is definitely bad for you!
6 Try to eat vegetables that are fresh, local and in **season** / **vegan**, rather than ones that are transported around the world.

B **Complete the conversation using words from the box.**

cholesterol	diet	junk	nutrients
organic	season	snack	vegan

A: Shall we grab a [1] _____ in the cafeteria?
B: No. I'm trying to change to a healthier [2] _____. I've stopped eating [3] _____ food like burgers and biscuits. I'm trying to eat food with more [4] _____ because it's better for me.
A: Are you thinking of becoming a [5] _____? What will I cook for you if you stop eating meat?

GRAMMAR

fronting: reasons, causes and explanations

3A **The sentences below have a mistake. Choose the best option to correct the mistake.**

1 Because the poor harvest, the price of wheat has gone up dramatically.
a Seeing as **b** In light **c** As a result of
2 As a result I love Indian food, I'd love to go to India one day.
a Since **b** Because of **c** In light of
3 Disappointed for their meal, they refused to pay the bill.
a because **b** by **c** as
4 As his recent illness, he has been advised to change his diet.
a In light of **b** Because **c** As a result

B **Rewrite each pair of sentences as one sentence.**

1 I've given up chocolate. I'm trying to lose weight.
Since I'm trying to lose weight, I've given up chocolate.
2 It's twelve thirty. Why don't we have lunch?
Seeing _____
3 The restaurant offered him a job. They were impressed by his cooking skills.
Impressed _____
4 I made a mistake. The cake was a disaster!
Because of _____
5 There was a complaint. We gave the customer a refund.
As a result _____
6 There are concerns about the safety of this product. We are taking it off the menu.
In light _____

PRONUNCIATION

4A **7.04 | consonant-to-vowel linking with fronting | Listen to five sentences. Choose the three where the words in bold are linked.**

1 **Because Theo** is allergic to cow's milk, he drinks oat milk instead.
2 **As it's** so late, I suggest we just have a light meal.
3 **Since we** are interested in food, we're always looking for new restaurants to try.
4 **Because of** the bad weather, we had to cancel the barbecue.
5 **As a result of** the survey, the cafeteria decided to offer more vegan options.

B **7.04 | Listen again. Practise saying the sentences.**

READING

5 A Read three online posts about different food choices. Match the main points (1–6) with the correct writer.

1 Global warming is the most important problem the world is facing.
2 A lot of processed foods contain things that are bad for our health.
3 I avoid meat and buy local produce to reduce my impact on the environment.
4 People who produce food in other parts of the world are often treated unfairly.
5 I never eat processed foods.
6 I only buy imported products made by companies that pay fair wages to their workers.

B Read the posts again. Are the statements True (T) or False (F)?

1 Daisy believes that the current food system does not allow people in developing countries to earn enough money.
2 Daisy still buys luxuries, even if this goes against her principles.
3 Leon believes that only people in poorer countries will feel the effects of climate change.
4 Leon thinks that his local, vegetarian diet is good for his health as well as the environment.
5 Sara argues that many popular foods do not really deserve to be called 'food'.
6 Sara believes the evidence proves that industrial foods are bad for us.

6 Complete the summary of the three texts with the words in the box.

climate change locally meat processed
producers products transport
working conditions

People have different priorities when they make food choices. For Daisy, the most important considerations are the pay and [1] _____ of food [2] _____ in other parts of the world. She therefore buys food from companies that don't exploit their workers. Leon, on the other hand, feels that [3] _____ is the priority. For this reason, he doesn't eat [4] _____ and he also buys food that is produced [5] _____, to reduce the use of fuel for [6] _____. For Sara, the priority is avoiding [7] _____ foods that contain chemicals which are bad for people's health. Therefore, she only chooses [8] _____ that she thinks can be called 'real food'.



Daisy

The question at the front of my mind whenever I buy anything in the supermarket is: who produced this food and where? Supermarkets are crammed with a massive range of products from every corner of the globe and it's easy to turn a blind eye to the conditions experienced by the people who produce them. We know, for example, that the people who grow and process tea and coffee for Western markets often suffer appalling working conditions. The farmers aren't paid a fair price and the pickers often have to work very long hours. I try to get round this by only choosing foods made by companies which pay a fair wage to their employees and use a proportion of their profits to encourage economic development in the countries where they operate. It means I have to go without some luxuries, but I'm prepared to accept that.

Leon

I think we all need to wake up to the most serious situation that's facing the planet. Climate change will affect us all sooner or later and we need to act now to prevent the worst outcomes. That's why I'm careful to make food choices which have a minimum impact on the planet. I've become a vegetarian, so I no longer consume meat or fish. Both these industries use up a lot of precious resources and there have also been many studies linking meat consumption to a range of different illnesses. I also go for local produce where possible. It just doesn't make sense to use large amounts of fuel to transport food halfway around the globe when there are homegrown alternatives. I feel that by the choices I make, I'm doing my best for the future of the planet and I'm also choosing a diet that's good for me!

Sara

When it comes to food, I follow the principle that if it isn't food, I don't eat it. That sounds completely obvious, until you realise that a lot of the best-selling food products in supermarkets aren't what I would consider to be 'food' at all. If you look at the ingredients on a packet of biscuits, for example, you'll see a list of substances that look as if they belong to an industrial process rather than on our dinner plate. They are there to give the so-called biscuit an attractive colour, make it taste like lemon or whatever and preserve it so it can sit in the supermarket for months. And people are putting all these chemicals into their bodies, even though we don't really understand whether they're doing us any harm. As far as I'm concerned, food should be made with real, natural ingredients. What I think of as 'industrial' foods are great for making profits for the large food corporations, but they ruin people's health.

Lesson 7C

HOW TO ... | exaggerate
VOCABULARY | shopping; describing clothes
PRONUNCIATION | sentence stress: exaggeration

VOCABULARY

shopping

1 **Complete the conversation using words from the box.**

classy	costly	decent	fancy	second-hand	shabby	trendy	vintage

A: I need a new outfit, but it mustn't be too [1]_____ because I don't have much money.

B: Try a [2]_____ shop. The clothes may have all been worn, but they're still OK, [3]_____ enough to wear.

A: But I won't find anything fashionable in those shops!

B: If you want something fashionable, look online for websites with [4]_____ clothes from the 1970s, which are quite [5]_____ again now!

describing clothes

2 **Choose the correct words to complete the fashion tips.**

Fashion tips

- If you want to look [1]**chic** / **striped**, try combining unusual colours that aren't usually put together rather than always going for [2]**baggy** / **matching** colours.
- You may feel comfortable in your jeans, but don't wear them if they look old and [3]**scruffy** / **loud**. Remember, jeans look great with a tight-fitting top. Don't choose a [4]**waterproof** / **baggy** jumper that's big enough for two!
- Don't be afraid to wear colours that are [5]**loud** / **scruffy** and bold. But remember, if half your outfit is patterned or [6]**dull** / **striped**, the other half should be plain, so the colours don't clash.

How to ...

exaggerate

3 A 7.05 | **Listen to four conversations. Match each person (1–4) with the topic they exaggerate about (a–e). There is one topic you don't need.**

1 Katie
2 Louis
3 Helga
4 James

a a present from a relative
b feeling uncomfortable
c having nothing suitable to wear
d the price of new clothes
e getting something repaired

B 7.05 | **Complete the extracts with the words in the box. Listen again and check.**

centuries	dead	fortune	killing	million	ten

1 They look great, but my feet are _____ me!
2 They're about _____ sizes too small!
3 I wouldn't be seen _____ in it!
4 I've told my grandma a _____ times not to buy me clothes for my birthday.
5 Oh, no. That's _____ old!
6 It's going to cost a _____!

PRONUNCIATION

4 A 7.06 | **sentence stress: exaggeration** | **Listen and choose the bold word in each sentence that is stressed the most.**

1 I wouldn't be seen **dead** in that **coat**.
2 This **hat** cost a **fortune**!
3 Oh, these **boots** are **killing** me!
4 I'd **die** of embarrassment if I had to wear that **dress**!

B **Practise saying the sentences in Ex 4A. Use stress to exaggerate.**

SPEAKING

5 A 7.07 | **Choose the correct words to complete the conversation. Then listen and check.**

A: I can't believe you've never been in a second-hand shop before. There are so many bargains! Look at this, a really nice wool jacket for only £6.

B: It's horrible! I wouldn't be seen [1]**outside** / **dead** in it!

A: You have to think about whether something will look OK, rather than just focusing on designer labels.

B: But I love new clothes. There's [2]**an experience** / **nothing** like that feeling of wearing something new for the first time!

A: OK, so how about these jeans? Look, they've got a designer label and they haven't been worn much.

B: They're OK, but look at the queue for the changing room. It'll take [3]**forever** / **a while** to try them on! Can't we just go and get something to eat? I'm [4]**hungry** / **starving**!

A: OK, OK.

B: Oh, just a minute. Look at those shoes. They're a really good brand. They would cost [5]**a fortune** / **quite a lot** new! Oh, I've got to try those on!

B 7.08 | **You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.**

C **Listen to your recording and compare it with Ex 5A.**

Speak anywhere Go to the interactive speaking practice

Lesson 7D

LISTENING | a childhood memory
READING | early memories

LISTENING

1 **7.09 | Listen to three people talking about a childhood memory. Match the speakers (1–3) with a topic (a–d). There is one topic you don't need.**

1 James **2** Ellie **3** Josh

a a celebration
b a holiday
c a visit to see relatives
d school

2 **7.09 | Listen again. Complete the sentences with one or two words from the recording in each space.**

1 James thought that his new teacher was _____.
2 James didn't enjoy _____.
3 Ellie and her granddad played with a _____ from his childhood.
4 Ellie said the best part of the day was using a _____ for the first time.
5 Josh won a _____ in a game.
6 Josh wasn't allowed to eat his _____ on the beach.

READING

3 **Read the article. Choose the reason (a–c) why the author has written the article.**

a to encourage readers to remember as much about their early lives as possible
b to discuss different experiences we have as young children and how they affect our adult lives
c to explore the topic of early memories and how accurate they might be

4 **Read the article again. Choose the correct options.**

1 In the first paragraph, the writer
a describes an early memory and then questions whether it is real.
b discusses the types of early memory people are most likely to have.

2 Up to the age of two, children's brains
a do not form any long-term or short-term memories.
b are unable to retain memories because they are growing quickly.

3 At the age of seven, children
a begin to establish long-term memories.
b stop creating new brain cells.

4 Thoughts can sometimes become 'false' memories
a if our brain makes a mistake.
b if we really want to believe something.

5 When researchers encouraged people to create false memories involving food,
a the memories were sometimes strong enough to make them ill.
b it went on to influence their likes and dislikes.

Early memories

I'm sitting on my grandmother's knee and opening a huge, colourfully wrapped present. There's a cake on the table with candles in it. I think it was probably my second birthday. Many of us have early memories like this, but can we be certain they are real? Of course, in my case, I know the celebration happened because there are photos to prove it, but that's just the problem – have I created the memory from the photos, rather than genuinely remembering the event itself?

Studies have shown that the brains of children up to the age of two do not have the ability to store long-term memories. Young children make memories, of course, but they are not long-lasting. It's thought that because children's brains are growing so quickly at this stage, the new brain cells being created somehow disrupt the storage of longer-term memories. Our brains then have a clear-out around the age of seven, at which point the very early memories we have accumulated are 'deleted' and we begin to store the long-term memories that will stay with us all our lives.

So, if this is the case, why do so many of us have these early memories? A study of early memories at the City University of London concluded that these memories are not genuine, but have been 'created' by our adult brains. One theory about how this happens relates to the way our brains process new thoughts and images. So, for example, if you think about a lion lying under a tree, your body will automatically categorise it as either something you have experienced for yourself, something you have imagined or something you learned about second-hand from talking to others or seeing a film. Most of the time, our brains make the right decision, but sometimes they get it wrong. In the case of my second birthday, I have seen pictures of the event, but my brain has perhaps falsely categorised the images under the 'I experienced this' category.

You might wonder what the harm is in storing a few false memories. Most of the time, there may be none. However, there have been experiments in which researchers deliberately encouraged participants to create false memories of becoming ill from particular foods at an early age. They then studied the participants' reactions to the foods in the present and found that the memories did indeed have an effect on the tastes and preferences of the people as adults. So, maybe my own false memory could explain why I still find it difficult to resist cake now!

Lesson 8A

GRAMMAR | concession
VOCABULARY | dystopian and utopian societies
PRONUNCIATION | pausing when conceding a point

VOCABULARY

dystopian and utopian societies

1 A **Choose the correct words to complete the posts.**

SamT I was having a discussion with some friends last week and one of them said that it wasn't possible to have a perfect society, where everyone was happy. When I disagreed, she accused me of [1]**idealism / oppression**. So I want to know what you think. Is it possible to create a [2]**curfew / paradise** on Earth? And, if so, how?

Hitch_58 I'm studying law so, for me, one of the most important things is to make sure there is [3]**paranoia / justice** for everyone. No one should be punished if they haven't done anything wrong. [4]**Oppression / Harmony** happens when there is no independent legal system and people in power can do whatever they want with few consequences.

ThomB To create a perfect world, you first have to get rid of all kinds of [5]**surveillance / innocence**. At the moment, there are cameras everywhere so people have little freedom to lead their lives in the way they want to.

Novak77 I'm afraid I think the idea of a perfect world is nonsense. There has never been any such thing as an age of [6]**paranoia / innocence**, when people were kind and good and lived together in [7]**harmony / greed**, with no social problems at all. People are basically always dissatisfied with their lives, which is what leads to [8]**tranquillity / social unrest**.

B **Complete the conversation using words from the box.**

curfew	greed	innocence	paradise
paranoia	surveillance	tranquillity	unrest

A: I hate it when there are protests and social [1] ..... in the city.

B: Especially when people steal from shops. That's just [2] ....., taking things they want.

A: Will the government impose a [3] ..... after dark?

B: No, don't give in to fear and [4] .....! Relax. The city will soon be a place of calm and [5] ..... again!

GRAMMAR

concession

2 A **Choose the correct word or phrase to complete the sentences.**

1 ..... life is much better for most people now, there is still a lot of hardship.
a Although **b** However **c** That said,

2 It is probably impossible to create a perfect society. ..... it is still worth trying!
a While **b** That's true **c** At the same time,

3 Wealthy ..... society is, a surprising number of people struggle to put food on the table every day.
a our **b** while our **c** as our

4 ..... it creates a number of problems, but I still think modern technology improves society.
a While **b** Although **c** Admittedly,

5 Most people can expect to live longer now. ..... this is not true in all parts of the country.
a Same time **b** However, **c** Even though

6 Many films portray a depressing vision of the future. ..... there are a few optimistic films with a more positive outlook.
a That said, **b** While **c** That's true

B **Link the sentences using the words in brackets and correct punctuation.**

1 I think he's a good writer. His vision of the future is very depressing.
..... is very depressing. (admittedly)

2 There are a lot of problems in the world. There is still a lot to feel good about.
..... is still a lot to feel good about. (that said)

3 I agree with a lot of his ideas. I don't share all his opinions.
..... all his opinions. (while)

4 The film is good. The ending is disappointing.
The film ..... (though)

5 The government's proposals on taxation are interesting. I don't agree with them.
Interesting ..... agree with them. (though)

PRONUNCIATION

3 A **8.01 | pausing when conceding a point | Listen and choose the place (a or b) where there is a pause.**

1 Even though [a]the film has a sad ending, [b]it's still uplifting.
2 Social media is certainly [a]useful. However, [b]it also creates a lot of problems.
3 Fun though [a]the holiday was, [b]I don't think we'll be going back there.
4 The film [a]was really good, [b]though some of the acting wasn't brilliant.

B **Practise saying the sentences in Ex 3A.**

READING

4A Read the extract from a story below. Choose the correct words to complete the sentences.

1 The story is set in a **utopian** / **dystopian** future.
2 The main danger the characters face now comes from the **Dark Day** / **Guardians**.
3 The ending feels generally **optimistic** / **pessimistic** about the future.

B Read the extract again. Choose the five things you can infer. Identify the parts of the extract that help you infer these things.

1 Life for the narrator in the past was not perfect.
2 A major event led to a sudden change in society.
3 Some people were pleased that the change happened.
4 Not many people live in the city now.
5 The characters struggle to find food every day.
6 The group do not always get on well together.
7 It is difficult for people to know who they can trust now.
8 The situation in the city is now beginning to improve.

5 Read the text about dystopian fiction and answer the questions. Use no more than three words for each answer.

It might seem strange that so many people enjoy reading dystopian fiction and entering worlds of hostile or frightening societies. But this fantasy element of dystopian fiction is part of the appeal, as it gives people the opportunity to escape reality. In addition, although the situations may be difficult or even frightening, readers are able to look up to the main characters. These characters, who are often ordinary people, find themselves in situations where there are difficult problems they need to overcome, so they become unwilling heroes that we can all relate to. And most importantly, they behave with honesty and integrity in a world of fear and uncertainty.

1 What does dystopian fiction give people the chance to do?

.....

2 What do people find inspiring in dystopian novels?

.....

3 What do the characters have to do in the stories?

.....

4 What qualities do the characters usually show?

.....

Another day dawned and I crawled out of my sleeping place in the empty office building I now called home. I could hear the others already up and about, so I headed for the 'kitchen', the communal area where we tended to gather in the mornings, to discuss our strategies and priorities for the day. As always, a part of me couldn't help but contrast my current dark, concrete bedroom with the comparative luxury I had enjoyed before. And, as always, I had to remind myself that it isn't helpful to look back, especially when it's so easy to focus on the positives of the past and overlook the negatives, like the constant pressure to work, earn money and conform. That said, at least before the Dark Day I had a comfortable mattress!

I spotted a bottle of clean water on my way to the kitchen. Someone had obviously been out already and had a lucky find. Things were shaping up to be a good day! I took a sip, then poured a small amount into my cupped hands and rubbed them over my face, enjoying the cool, fresh sensation it produced. It was strange to think of all the little things we had taken for granted before the Dark Day had turned everything upside down, like running water, full supermarket shelves and clean clothes every day.

The others greeted me as I came into the kitchen and I felt a rush of joy to be part of a human community again. The first few weeks had definitely been the worst, before the ten of us in the group had gradually come together, each terrified that we were the only survivor in the whole city.

Having companions once again gave us all a sense of purpose and a belief that we would find a way through this and create a new future for ourselves. I sat down and was handed a cup of warm but weak coffee. I took a sip – sugar, too! The main priority for the day, as for every day, was securing supplies of basic necessities. The supermarkets and warehouses that had remained standing following the destruction brought by the Dark Day had long since been emptied by gangs coming in from outside the city, so we needed to think hard about where there might be stores of anything still fresh enough to consume.

We knew the time was coming when we would have to leave the city and head towards more remote areas where we could find land to grow crops and create a more sustainable way of life. The idea was appealing, but we also knew it was full of dangers, not least from the self-appointed Guardians, survivors of the old establishment who had taken it upon themselves to seize control of parts of the country, take responsibility for law and order and carry out their own forms of justice to anyone they saw as a threat. We had heard rumours of groups such as ours being approached on the road with offers of hot meals and practical help, only to be captured and forced to join work teams. It was clear there were dangers, but our confidence had grown over the past weeks, strengthened by our sense of solidarity and we believed we could make it.

Lesson 8B

GRAMMAR | future forms
VOCABULARY | science and technology
PRONUNCIATION | contractions and weak forms: the future perfect

VOCABULARY

science and technology

1 **Choose the correct word to complete the sentences.**

1 This device can _____ the level of air pollution close to your home, so you know when it's high.
a activate **b** generate **c** monitor

2 My phone's nearly out of battery. I need to _____ it.
a emit **b** recharge **c** convert

3 This app will completely _____ the way we buy things.
a eliminate **b** detect **c** revolutionise

4 Most older vehicles _____ more greenhouse gases than newer ones.
a modify **b** emit **c** recharge

5 Wave power can _____ large amounts of electricity.
a generate **b** eliminate **c** monitor

6 Any movement in the house will _____ the alarm.
a modify **b** convert **c** activate

2 **Choose the correct words to complete the reviews.**

1 I bought this small **hand-held** / **hazardous** fan to hold in front of my face, to keep cool in the hot weather. It broke after about half an hour! ★

2 This kettle really is **energy-efficient** / **hand-held**. It seems to use a lot less power than standard kettles. ★★★★

3 Don't buy this toy for your kids. Some of the parts can come off and are **hazardous** / **recyclable** for young children. ★

4 I bought this microwave oven for my granddad because it is supposed to be **recyclable** / **user-friendly** and my granddad needs things that are simple to use. But even I couldn't work out the instructions! ★★

5 A great combination of traditional and modern. The oven has a traditional design but uses **hazardous** / **state-of-the-art** technology to help you produce restaurant-quality pizzas. I love it! ★★★★★

6 I love everything about my new camera and all the packaging is **user-friendly** / **recyclable**, so there is no waste, which is a plus for me! ★★★★★

GRAMMAR

future forms

3 A **Choose the correct verb forms.**

1 I don't think we **will have used** / **will be using** fossil fuels at all in fifty years' time.
2 I hope scientists **will have found** / **will have been found** a way to deal with plastic waste by then.
3 Their plane left at six this morning, so by the time they arrive, they **may be travelling** / **will have been travelling** for over fifteen hours.
4 By the middle of the next century, people **may be living** / **could have lived** to the age of 130.
5 In a few years' time, some of our cities **will be modifying** / **might have been modified** to cope better with extreme heat.

B **The sentences below have a mistake. Choose the best option to correct the mistake.**

1 Come to the cinema at seven. I <u>waiting</u> for you.
a am waiting
b 'll be waiting **c** 've been waiting

2 Hopefully, my passport <u>is turning up</u> by the time we want to go on holiday!
a will have turned up
b has been turned up **c** may be turning up

3 If we don't get to the party soon, the food <u>is eaten</u>!
a will have eaten
b could be eating **c** might have been eaten

4 By next year, my grandma <u>is living</u> in the same house for over sixty years.
a has lived
b will have been living **c** may be living

C **Read the conversation, then complete the sentences (1–5) with the future continuous, perfect or perfect continuous form of the verb in brackets.**

Maria: I'm going to a festival on Saturday. We leave at 6 a.m. and will get there at 10. Can't wait!
Jo: Have you finished your assignment?
Maria: Not yet, but I'm working on it now. I'll get it done by Friday evening.
Jo: Who's playing at the festival?
Maria: They haven't given the full line-up yet. But I'm sure we'll know before we go!
Jo: Well, enjoy it. I guess you'll be tired after dancing all day on Saturday!

1 At eight o'clock on Saturday morning, Maria _____ to a festival. (travel)
2 She thinks she _____ her project by the time she goes away. (finish)
3 Maria doesn't know which bands _____. (play)
4 She thinks the full line-up _____ by the time they set off. (announce)
5 Jo thinks that by Saturday evening, Maria _____ all day! (dance)

PRONUNCIATION

4A 8.02 | contractions and weak forms: the future perfect | Listen and decide which part of the verb form in bold (a or b) is pronounced as a contraction or a weak form.

1 I think I **will have finished** work by five o'clock.
a have **b** will have

2 Maybe new, cleaner forms of transport **will have been developed** by then.
a will have **b** have been

3 I'm sure **she will have been promoted** by next year.
a have been **b** will have been

4 I'm sure Jason **will have heard** about the job by next week.
a will have **b** have

B 8.02 | Listen again and practise saying the sentences.

LISTENING

5A 8.03 | Listen to a radio discussion about some recent inventions. Choose the main topic of the discussion.

a Some new inventions can really transform our lives.
b Some joke inventions are not useful or necessary.
c We really need to solve more problems through new technology.

B 8.03 | Listen again. Are the statements True (T) or false (F)?

1 A Hoverbrella is an umbrella that you don't need to hold.
2 The presenter thinks a Hoverbrella would be useful.
3 The Stop Snacking Sweater prevents you from using your hands.
4 The presenter believes the sweater could solve the serious problem of people over-eating.
5 The Watch Your Step Rug encourages people to remove their dirty shoes.
6 The presenter finds it hard to believe that the rug is a genuine invention.
7 Matty Benedetto is a real inventor who produces joke inventions.
8 The presenter approves of the point that Matty is making through his unnecessary inventions.

C 8.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.

1 .....
2 .....
3 .....
4 .....

WRITING

an opinion essay

6A Read the essay. Choose the writer's main point.

a The government should offer more training courses to individuals to help them become inventors.
b The government should offer financial incentives to individuals who come up with useful inventions.
c The government should ban inventions that use resources but offer no real benefit to people.

[1] ..... Just look at all the brilliant ideas they come up with, like energy-saving bulbs, fridges that can tell us when we're running out of milk and security systems that allow us to check on our home when we're away on holiday. Unfortunately, too many of these people use their talents to design things that we don't need, like expensive plastic toys that use up precious resources but end up in landfill sites in six months.

[2] ..... The answer, of course, is money. Large companies pay good salaries to inventors and designers who can come up with good ideas that will appeal to the public and generate profit. For this reason, some of the best minds in the world are spending their time designing kitchen gadgets or accessories instead of using their skills to tackle the really important problems facing the world.

[3] ..... Imagine, for example, if governments offered large cash prizes to inventors who could come up with designs for things such as cheap but environmentally friendly heating systems, or ways of reducing the amount of water needed to grow crops. If the prizes were generous enough, individual inventors would be far more likely to spend time working on these worthwhile projects. Moreover, the solutions they came up with would benefit us all.

B Add the topic sentences (a–d) to the gaps in the essay (1–3). There is one sentence you don't need.

a So, why do inventors devote so much time to inventing things we don't really need?
b Generous financial incentives would give individuals an incentive to focus on the inventions we need.
c There are thousands of new but useless products designed and produced each year.
d There are plenty of clever inventors in the world.

7 Read the question. Then, plan, write and review your answer. You must write at least 200 words.

'We all buy far more products than we need and we should all make an effort to consume less to protect the environment.' To what extent do you agree with this opinion?

Lesson 8C

HOW TO ... | maintain and end a discussion
VOCABULARY | money
PRONUNCIATION | intonation: ending a discussion

VOCABULARY

money

1 A Match the money problems (1–5) with the meanings (a–e).

1 My bank won't give me an overdraft.
2 My friends all say I'm stingy.
3 My salary only covers the essentials.
4 My expenditure is out of control.
5 My allowance from my parents hasn't increased in the last five years!

a I don't have enough money to buy luxuries.
b I have to manage with the same amount of income.
c I am considered to be mean with money.
d I can't borrow money if my account is empty.
e I spend too much money.

B Complete the conversation using words and phrases from the box.

allowance	blow	essentials	frugal	overdraft
put aside	splash out	steady job		

A: Now that you've got a [1] ....., why don't we [2] ..... on a nice meal in a restaurant?
B: No, I don't want to [3] ..... all my salary at once. I want to [4] ..... as much as possible for a holiday next year.
A: Yeah, I guess it makes sense to be [5] .....
A coffee, then?

2 Choose the correct words to complete the sentences.

1 I usually buy clothes at the end of the season, when they're **discounted** / **complimentary**.
2 I think that restaurant is **overpriced** / **cost-effective** and the food isn't very good either!
3 What's the most **discounted** / **economical** way to heat the flat?
4 I never buy **economical** / **pricey** designer brands of clothing – they're a waste of money!
5 We were offered two **complimentary** / **pricey** tickets for the show, which saved us a lot of money.
6 I sometimes pay for things in instalments because it can be **an overpriced** / **a cost-effective** way to buy expensive items.

How to ...

maintain and end a discussion

3 A 8.05 | Listen to three conversations about money. Match the conversations (1–3) with the topics (a–c).

a receiving money as a present .....
b giving tips in a restaurant .....
c asking for a pay rise .....

B 8.05 | Complete the extracts with the words in the box. Listen again and check.

different	frankly	looking		
say	see	side	two	with

1 ....., I object to paying 10% extra for a meal!
2 But the other ..... of the coin is that people who work in the restaurant often rely on tips.
3 I'm ..... Claire here.
4 Well, I guess we're all .....
5 Well, I guess that's one way of ..... at it, but on the other hand, ...
6 Yes, that makes ..... of us.
7 As I ..... it, I'd rather have cash and use it to buy something I want.
8 I dare ..... that's OK if it's a large company ...

PRONUNCIATION

4 8.06 | intonation: ending a discussion | Listen and decide if the extracts end with an interested tone and rising intonation (R) or falling intonation (F).

1 Well, I guess we're all different.
2 I mean, cash just isn't a real present, is it?
3 I would still say that if you feel you deserve a higher salary, you should definitely mention it.
4 Thanks. It's been great talking to you. It's really helpful to get your views.

SPEAKING

5 A 8.07 | Choose the correct words to complete the conversation. Then listen and check.

A: Can you believe it? Adele asked if she could borrow some money. I would never ask friends for money.
B: Well, it depends. I mean, I can see what you're [1]**saying** / **meaning**, but on the other hand, if one of my friends was struggling for money, I wouldn't mind helping out.
A: But, as I [2]**do** / **see** it, it's unfair because it would be so hard for a friend to refuse, even if they couldn't really afford to lend any.
B: Yes, I guess that's one way of [3]**seeing** / **looking** at it, but on the other hand, what are friends for? They're the people who will help if you're in trouble.
A: I dare [4]**say** / **believe** that's true, but it might be really hard to ask for the money back. I mean, what if the friend can't afford to pay you back?
B: Yes, I'm [5]**for** / **with** you there. It could be tricky. But frankly, that's a risk I would take.
A: Well, I [6]**guess** / **suggest** we're all different.

B 8.08 | You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.

C Listen to your recording and compare it with Ex 5A.

Speak anywhere Go to the interactive speaking practice

Lesson 8D

LISTENING | science-fiction inventions
READING | time travel

LISTENING

1 **8.09 | Listen to an interview about science-fiction inventions that have become reality. Number the inventions (a–d) in the order they are mentioned.**

a tablet
b mobile phone
c machine translator
d space station

2 **8.09 | Listen again. Match the inventions from Ex 1 with the statements (1–4).**

1 The first real versions of the invention were much bigger than the one in the science-fiction series.
2 The science-fiction invention was for communicating with aliens.
3 One use of the invention is already a reality and other uses may one day become a reality.
4 The science-fiction invention was for watching news.

READING

3 **Read the forum posts. Choose the one question (a–c) the people are all answering.**

a Will time travel ever be possible in the future?
b What is the appeal of stories about time travel?
c What's your favourite time travel story?

4 **Read the comments again. Choose the correct writers to complete the sentences.**

1 **BenW** / **ChuckP** mentions rethinking decisions we made in the past, to change the course of our lives.
2 **Nesta** / **BeaZ** thinks that we can't usually do anything to stop the passage of time.
3 **Chuck P** / **BenW** believes that fiction allows us to escape from problems in our real lives.
4 **BeaZ** / **Nesta** says that time travel would allow us to experience different time periods in the past.
5 **BenW** / **BeaZ** says that time travel would give us the power to control time, rather than being controlled by it.
6 **Nesta** / **ChuckP** thinks we are keen to know what life will be like for future generations.



ChuckP

I've been watching a lot of science-fiction films and I've got into the idea of time travel. So I'd like your opinions on this question. .....

Personally, I think it's the same as for any other kind of fiction, whether in books or films – it's our need to get away from the reality of everyday life. Let's face it, real life is pretty dull, governed by routines and full of difficulties, both big and small. We sometimes need a fantasy world where we can forget all the things that irritate us or worry us in real life and find ourselves in a completely different time and place. Science fiction feeds our imagination and enables us to do this.

BenW

A lot of popular time travel stories are personal ones, where people can go back and maybe change things, so events take a different course. I think this idea appeals to us because we know that we all make slip ups sometimes. And mistakes have consequences that stay with us in the present. So, we're fascinated by the idea that we could go back and correct our mistakes. I think we're also aware of the importance of chance in our lives – a chance meeting that leads us off in a particular direction, an instant decision we make which automatically prevents other things from happening. So, I think we like the idea that we can reflect on what would have been a better outcome, and then go back and make sure it happens.

Nesta

For me, the key thing is curiosity. There's so much knowledge available about what life was like in the past, from accounts of the big events that shaped history to personal accounts of the lives of ordinary people and I think we'd all jump at the chance to go back and see certain things for ourselves. What was it like travelling across the ocean on an early sailing ship? What was it like living in a medieval castle? I also think we have a huge amount of curiosity about the future. We know that our lives are limited and won't go on forever, so this leaves a huge question about what the world will be like when we're not around to see it.

BeaZ

I think in some ways it's to escape from time itself. Time rules our lives. We look at clocks and see the seconds ticking by and there's nothing we can do about it. Time limits us and restricts us, by seeming to pass too quickly when we'd like it to slow down, or seeming to drag when we want something to be over. And once time has gone, we can't get it back. I think with the idea of time travel, we can feel like we're in charge of time, rather than the other way around.

7–8 REVIEW

GRAMMAR

1 **Choose the correct adverbials to complete the sentences.**

1 She looked at me **suspiciously** / **usually** when I handed her the letter.
2 I **from time to time** / **occasionally** bump into Jason.
3 This new job opportunity is **luckily** / **really** exciting.
4 **Fortunately** / **Rarely**, I had remembered to take my passport with me.
5 I go to the gym **never** / **about once a week**.

2 **Choose the correct word or phrase to complete the sentences.**

1 _____ it's late, I think we should head home.
a As **b** As a result **c** Because of
2 _____ I love astronomy, I bought a telescope.
a Seeing **b** Because of **c** Since
3 _____ his accident, he can no longer play football.
a As a result of **b** Because **c** In light
4 _____ the delays on the roads, it might be more sensible to travel by train.
a Since **b** In light of **c** As
5 _____ everyone's here, I suggest we start.
a Because of **b** As a result of **c** Seeing as
6 _____ the weather, the concert was delayed.
a As **b** Because of **c** As a result

3 **Complete the sentences with the words in the box.**

admittedly although as even however

1 Interesting _____ the film was, I'm not sure I'd recommend it for children.
2 It's a beautiful house. _____, we aren't sure it's the right one for us.
3 _____, he's very popular with his colleagues, but that isn't a good reason to promote him.
4 _____ it's quite a long walk, I think everyone in the group should be able to manage it.
5 _____ though it's a very exciting city, I don't think I would choose to live there.

4 **Choose the correct verb forms to complete the text.**

Some motoring experts believe that by 2040 the way we use and own cars will have [1]**changed** / **been changing** completely. They predict that by this time, most petrol-powered cars [2]**will have** / **will have been** replaced by electric ones. By then, at least some people [3]**will be** / **will have been** driving electric vehicles for twenty years and the infrastructure of charging points should all be in place. More significantly, it is expected that fewer people will [4]**be buying** / **have been bought** their own cars. Instead, many [5]**will have been chosen** / **may be choosing** to use car clubs, which allow members to use cars owned by the club in return for an annual fee.

VOCABULARY

5 **Complete the sentences with the verbs in the box.**

define illustrate signify specify sum up

1 The letters MSc after someone's name _____ the person has a Masters degree.
2 Can you _____ in just a few words what your research team has been studying over the last year?
3 When you place your order, please _____ the colour you would like.
4 I would _____ the word 'dim' as 'quite dark'.
5 Could you give us an example, to _____ the point you are making?

6 **Complete the text with the words in the box. There are two words you don't need.**

catalyst decline exploded revert shrink surge switch transform

The future of cheese

In recent years, there has been a [1]_____ in the popularity of plant-based foods. While many people believe that eating only plant-based foods is healthier for individuals and better for the planet, the [2]_____ to plant-based eating usually involves giving up some favourite foods, one of which is cheese. However, help could soon be at hand in the form of artificially created milk. Some food manufacturers are now producing milk protein in a laboratory, which they can [3]_____ into cheese without using a single cow. The result, which has recently [4]_____ onto the market, is a cheese that tastes just as good as the animal-based original. The manufacturers hope that the existence of new forms of cheese will lead to the gradual [5]_____ in traditional dairy farming and will act as a [6]_____ for many more people to move away from animal products altogether.

7 **Choose the correct word to complete the sentences.**

1 Nuts make a tasty and healthy _____ and are probably better for you than chocolate.
a diet **b** snack **c** season
2 Some people have a tendency to _____ on biscuits while they're working.
a binge **b** junk **c** diet
3 I'd prefer to buy _____ vegetables, but they're more expensive than normal ones.
a season **b** cholesterol **c** organic
4 You should cook a meal instead of eating _____ food like cheeseburgers all the time!
a junk **b** vegan **c** binge
5 Apples are in _____ at the moment, so they're quite cheap.
a diet **b** calories **c** season
6 Eggs are rich in a range of _____ that your body needs.
a nutrients **b** diets **c** calories

8 Complete each comment with two of the adjectives in brackets.

Maria405 I'm a student without much money. Any recommendations for bargain clothes online?

JoJo44 Try SamsPreloved.com. The clothes are all [1] _____, so they've been owned before, but they're all still in [2] _____ condition and you can save loads of money! (decent / second-hand / trendy)

AmyDan If you want something [3] _____ and glamorous but at a reasonable price, try aftertheparty.com. They sell formal and party clothes that people have usually only worn once. These kinds of clothes are really [4] _____ to buy new, so the website is well worth checking. (classy / costly / shabby)

MiMi77 Take a look at bestof70s.com. All the items are genuine [5] _____ clothes from the 1970s. Some look a bit old-fashioned, but you can also find some really [6] _____ things, all at good prices.
(costly / trendy / vintage)

9 Choose the correct adjective (a–c) to match each description of clothes.

1 There are holes in the elbows and the colour has nearly all washed out.
a matching **b** scruffy **c** chic

2 The best coat to wear in the rain if you want to avoid getting wet!
a waterproof **b** loud **c** baggy

3 It's a lovely big, loose jumper that's so comfortable to wear!
a striped **b** dull **c** baggy

4 It's a beautiful top, with blue and green lines across it.
a matching **b** striped **c** scruffy

5 This jacket and these trousers go together perfectly.
a loud **b** waterproof **c** matching

6 This dress looks so stylish and expensive!
a chic **b** baggy **c** dull

10 Match the words (1–5) with the meanings (a–f). There is one meaning you don't need.

1 paranoia
2 harmony
3 social unrest
4 curfew
5 paradise

a a law that says people cannot go outside after a particular time at night
b when people protest against a government
c a perfect place to live in
d an irrational fear that people are after you
e when people get on well and don't argue or fight
f when people are treated fairly by the law

11 Complete the words in the sentences.

1 We can use the sun to g_____ electricity.
2 Petrol cars e_____ harmful gases into the atmosphere.
3 My phone's out of battery – where can I r_____ it?
4 Is it possible to c_____ wave energy into electricity?
5 Don't open the door, or you'll a_____ the alarm!

12 Read the sentences about products. Is the second sentence in each pair True (T) or False (F)?

1 This cleaning product contains some hazardous substances. It is completely safe to use.
2 This is a state-of-the-art laptop. It's very modern.
3 All the parts of this kettle are recyclable. The parts can be used again.
4 This new heater is more energy-efficient than most. It uses less energy than other heaters.
5 This is not the most user-friendly tablet. It is very easy to use.

13 Complete the sentences with the words in the box.

allowance aside blow essentials overdraft stingy

1 Some of my friends say I'm too _____ with money, but I think I'm just careful!
2 Stan is twenty-five, but he still gets a monthly _____ from his parents – can you believe it?
3 I've been saving for two years, and now I've decided to _____ all the money on a big holiday to Australia!
4 I try to put _____ an amount of money each month, so I can buy a flat one day.
5 I tried to arrange a bigger _____ at the bank because I'm expecting some big bills this month.
6 I have very little money left each month, once I've paid for all the _____.

14 Choose the correct words to complete the tips.

Saving money

1 A microwave is the most _____ way to cook meals – much cheaper than a normal oven.
2 Go to the supermarket late in the day, as you can often find cheaper, _____ food items.
3 Avoid buying _____ coffees in trendy cafés!
4 If you enjoy films, get a part-time job at your local cinema – staff sometimes get _____ tickets, meaning you can see films for free.
5 Cook your own food – it's much cheaper than buying _____ ready-prepared meals.

1 **a** pricey **b** economical **c** overpriced
2 **a** complimentary **b** discounted **c** pricey
3 **a** cost-effective **b** complimentary **c** overpriced
4 **a** complimentary **b** overpriced **c** economical
5 **a** pricey **b** cost-effective **c** economical

1–4 CUMULATIVE REVIEW

GRAMMAR

describing past and present habits

1 **Use the words in brackets to complete the sentences. There are two words in each that you do not need.**

1 Sonia _____ (complaining / tends / is / always / to / about / things)

2 We _____ (used / to / friends / inclined / got / good / be)

3 My sister _____ (my / keeps / on / is / prone / borrowing / things)

4 Tara _____ (inclined / is / always / keeps / to / lazy / be)

5 We _____ (swimming / would / used / going / every day / go)

ellipsis and substitution

2 **Choose the correct words.**

1 A: Did you remember to send that card to Petra?
B: I haven't done it yet, but I **will do** / **will send**.

2 A: Have you got a pen?
B: No, sorry, I haven't got **one** / **this** with me.

3 A: Do you think you'll accept the job offer?
B: Yes, I expect **so** / **I do so**.

4 A: Was the party good?
B: Not really. I invited loads of people, but **not many ones** / **not many** came.

5 A: Do you think you'll have to move flat?
B: I hope **not** / **I don't have**.

as if/as though

3 **Choose one word to delete in each sentence.**

1 You look as if seem you've had a bad day!

2 She closed her eyes as though she were feels tired.

3 He paused, as if felt sad to be leaving.

4 He was acting as though like he wasn't sorry.

5 You look like if you've been playing tennis.

the continuous aspect

4 **Choose the correct verb forms.**

I'm about to launch my new brand of organic foods. Does anyone have any tips?

1 **MissGH** Ask for professional help. I'm in the same situation and **I'm** / **I'll have been** using a branding company to help me – really useful!

2 **TabbyJ** Take your time. **I'd been** / **I've been** developing my brand for over a year now and I'm glad I've taken it slowly – it's really improved!

3 **Marty001** Good luck! I hope **I'll be** / **I'll have been** launching my new clothing brand next year – exciting times!

4 **HarryP** Next year, **I'll have been** / **I'll be** running my own business for ten years. It's been hard work, but very rewarding.

5 **Erica99** Once you launch, watch sales carefully to see how things are going. If your products seem **they're** / **to be** selling well, be prepared to increase production.

VOCABULARY

relationships; phrasal verbs: friendships

5 **Complete the conversation with the words in the box. There are two extra words.**

bumped	clicked	confided	fell	hit
made	socialise	wavelength		

A: Sorry I'm a bit late. I [1] _____ into Adie on the way, so I stopped for a chat.

B: Adie? I thought you [2] _____ out with him last week and weren't talking to him.

A: No, it's fine. We [3] _____ up again. Actually, he [4] _____ in me that he's been having a tough time at work and that's why he's been a bit grumpy.

B: Yes, he hasn't been much fun to [5] _____ with over the last few weeks.

A: No, but we had a really nice chat and we seem to be on the same [6] _____ now.

idiomatic phrases: hobbies and interests

6 **Complete the words in the sentences.**

1 I can really relax and lose t_____ of time when I'm painting.

2 I love skiing – I can't get e_____ of it!

3 We loved Florida – we had the t_____ of our lives there!

4 Come on, we've got a lot to do – let get s_____ in!

5 We were completely b_____ away by India – we loved it!

6 I got such an adrenaline r_____ coming down that steep slope!

industry competition

7 **Complete the company goals with the words in the box. There is one extra word.**

adversaries	alliances	collaboration	edge	
limits	potential	rivalry		

Let's

1 develop some great new products to gain a competitive _____ in the market.

2 improve _____ between departments, so we work better together.

3 form _____ with other companies that can help us develop and grow.

4 make sure we achieve better sales than our main _____.

5 help every member of staff to reach their full _____.

6 all push beyond our _____ this year, and have our most successful year ever!

opinions and reactions

8 Choose the correct word to complete the messages.

Did you see the new episode of *Family Lives* last night? So [1]**tragic / eager** when Frankie died!

Yeah. But it's [2]**profound / frustrating** when the episode ends without you knowing what's happened!

It's rubbish really, though. The acting's so bad! Jamie was really [3]**unconvincing / overwhelming** when he cried!

I know – it's so bad, it's actually quite [4]**entertaining / fulfilling** – I almost laughed out loud!

But I'm still [5]**eager / convincing** to see the next episode!

persuading and motivating

9 Complete the sentences with the words in the box. There are two extra words.

drive	manipulation	motivate	pressure
pressurise	reason	win	

1 Training animals would be much easier if we could ..... with them.
2 I sometimes find it hard to ..... myself to study.
3 Do you think there's too much ..... on teenagers now?
4 She didn't agree at first, but I managed to ..... her over.
5 Karl works really hard – he has a lot of .....!

advertising

10 Choose the correct words to complete the conversation.

A: Shall I ask Dan to design some [1]**flyers / media** to hand out to people at the promotional event?
B: No, let's use a professional designer. They need to have the right look to [2]**push / target** potential new customers.
A: OK. Do we want any T-shirts or other [3]**hype / merchandise**?
B: That would be great. And make sure the product [4]**slogan / billboard** is on everything we sell.
A: I've invited the local newspapers.
B: Good. We need to create as much media [5]**push / hype** as we can. How's the video coming along?
A: It's looking good. Let's hope it goes [6]**popular / viral**!

How to ...

talk about hypothetical preferences

11 Complete the conversations with one word in each gap.

A: I'm going for a run. Do you want to come?
B: No, thanks. I'll [1]..... it a miss today.

A: Would you [2]..... go out for a meal, or cook one at home?
B: [3]..... the choice, I'd always go out!

A: I'd [4]..... a mile at the thought of camping for a week. I'd hate to sleep in a tent. How about you?
B: I'd [5]..... at the chance. I love camping!

A: I can't believe Stella turned down the chance of a helicopter tour of New York!
B: I know! I'd give my right [6]..... to do something like that!

engage with other people's views

12 Complete the conversation with the words in the box. There are two extra words.

coming	disadvantage	effective	level
logic	makes	neat	suggesting

A: We need to keep dogs out of the children's play area. Maybe we should put up some signs?
B: I can see where you're [1]..... from, but on a practical [2]....., it's probably impossible for owners to stop their dogs running into that area.
A: Well, what about threatening owners with fines if their dogs go in there?
B: I can see why you're [3]..... that, but it might be more [4]..... just to put a fence around the play area.
A: That [5]..... sense. And we could put up signs to direct dog owners to other parts of the park where they can go.
B: Yes, that's a [6]..... idea.



5–8 CUMULATIVE REVIEW

GRAMMAR

mixed conditionals

1 **Complete each mixed conditional so it has a similar meaning to the first sentence.**

1 I had a big lunch, so I'm not hungry now.
I would _____ such a big lunch.

2 I don't like Sam, so I didn't invite him to my party.
If I _____ him to my party.

3 I went to Brazil because I speak Portuguese.
I wouldn't _____ speak Portuguese.

4 I don't get the bus to work because I bought a car last month.
If I _____ get the bus to work.

passive structures

2 **Choose the correct verb forms to complete what the people say about mistakes at work.**

Joanna

> I was asked to write a sales report for the previous year. I usually try to avoid [1]**being given / having been given** tasks like this, because they're a lot of work. Anyway, I did it, and presented it and there was complete silence in the room. It turned out a mistake may [2]**be made / have been made** in the original email asking me to write the report. The whole report needed [3]**to be rewritten / have been written** – by me! But hopefully, I won't [4]**have been asked / be asked** to write reports like this again!

Freddie

> Once, I was called to a meeting in my boss's office. [5]**Been offered / Having been offered** the job only six months earlier, I was expecting it to be a review of my performance. To be honest, I was hoping [6]**to be offered / have been offered** a pay rise. But when I got there, I found a room full of people. They were expecting [7]**to be given / having been given** an update on sales – by me! It seems I should [8]**have been sent / be sent** an email with details of the meeting, but I wasn't. Luckily, everyone saw the funny side of things!

adverbials

3 **Complete ONE gap in each sentence with the correct adverbial in brackets.**

1 She _____ was sitting by the fire _____ and reading a book. (extremely / quietly / always)

2 I _____ bump into Sam when I'm _____ in town. (often / every weekend / luckily)

3 _____ our train wasn't _____ delayed for too long. (never / fortunately / from time to time)

4 It _____ rained _____. (all afternoon / extremely / incredibly)

5 Mary _____ seemed to be _____ angry about something. (to my surprise / very / last Saturday)

6 I _____ go _____ to the gym. (never / very / in a regular way)

future forms

4 **Complete the second sentence with the correct future form of the verb in brackets.**

1 We'll arrive at the airport at 5.30 and our flight leaves at 7.30.
At 6.30 we _____ for our flight. (wait)

2 The exam results come out next Thursday.
By next Friday I _____ my exam results. (receive)

3 I've been studying Japanese for four years now.
Next year, I _____ five years. (learn)

4 The hockey match starts at 10 tomorrow morning and it's possible I'll be in the team.
At 10.30 tomorrow morning, I _____ hockey. (play)

5 It's possible they will finish the decorating today.
They _____ the house by this evening. (decorate)

VOCABULARY

decision and indecision

5 **Choose two words from the box to complete each sentence.**

assess	between	change	decision	dilemma
heart	outcomes	reached	real	
second	thoughts	torn		

1 I'm not sure what I'm going to do. I haven't _____ a _____ yet.

2 I applied to study law at first, but then I had a _____ of _____.

3 It's so hard to decide which job to accept. It's a _____.

4 I'm having _____ about going camping now – the weather looks awful!

5 I need to _____ all the possible _____ before I decide whether to rent or buy a flat.

6 I'm _____ getting a job for the summer holidays or going travelling.

social and environmental issues

6 **Use two of the words or phrases in brackets to complete what each person says.**

1 For me, _____ is the biggest problem in this country. I hate seeing people sleeping _____ on the streets. (homelessness / diversity / equal / rough)

2 We need to reduce the amount of _____ we burn because they release _____ into the atmosphere, which speeds up climate change. (fossil fuels / fundraisers / greenhouse gases / landfill sites)

3 I think the government should increase _____ payments to families who are suffering real _____. (diversity / hardship / equality / welfare)

4 Workplaces should make an attempt to increase _____ by employing people from different backgrounds – there should definitely be _____ for everyone! (diversity / equal opportunities / hardship / inequality)

talking about mistakes; phrases with *right* and *wrong*

7 **Read the sentences. Then choose the correct sentence (a or b) which matches the meaning.**

1 I was talking about my boss, but Jack thought I was talking about him.
   a His calculations were off.
   b He got hold of the wrong end of the stick.
2 Seb deliberately told me the wrong date.
   a He was on the right track.
   b He misled me.
3 Jess really annoys me!
   a She rubs me up the wrong way.
   b She always rectifies things.
4 I'm sorry, I thought you were a friend of mine.
   a I misled you.
   b I mistook you for someone else.
5 This information is top secret!
   a It mustn't get into the wrong hands.
   b We need to put it right.
6 I thought she was off work because she was ill.
   a I presumed she wasn't well.
   b She was definitely in the wrong.

explaining meaning

8 **Complete the conversations with the words in the box. There is one extra word.**

capture	define	illustrate	signify	spell	sum

1 A: Do you think Marta is rich?
   B: It depends how you _____ the word 'rich'.
2 A: So, what did Alberto say in his speech?
   B: Well, it's hard to _____ it up in a few words.
3 A: Jason never gives his opinion openly and directly.
   B: I know. I sometimes wish he would _____ out exactly what he thinks.
4 A: I liked the example she gave of a woman wanting to become a mechanic.
   B: Yes, it was a good way to _____ her point about diversity and equal opportunities.
5 A: Why is the bell being rung?
   B: I'm not sure what it could _____.

shopping; describing clothes

9 **Choose the correct words to complete the adverts for clothes.**

A brightly coloured blue and white [1]**striped** / **dull** jumper. Used, but still in [2]**fancy** / **decent** condition.

A very stylish and [3]**chic** / **scruffy** dark brown skirt, with a [4]**matching** / **loud** brown jacket.

A [5]**waterproof** / **matching** raincoat, in a [6]**trendy** / **costly**, modern style.

In perfect condition, a genuine 1950s [7]**vintage** / **scruffy** dress. Stylish and [8]**classy** / **shabby**.

science and technology

10 **Choose the correct words and phrases.**

Appliances advice – all questions answered!

Q: What's the most [1]**energy-efficient** / **recyclable** way to cook – gas or electric cooker?

A: Actually, microwaves use less energy than both. Try using one – it could [2]**generate** / **revolutionise** your cooking!

Q: Are standard batteries [3]**state-of-the-art** / **recyclable** or do I have to thrown them in the bin?

A: It's best to use batteries that you can [4]**recharge** / **modify** at home, but standard ones can be re-used, so don't send them to a landfill site!

Q: I'm fed up with my vacuum cleaner. What's the best small, [5]**hand-held** / **hazardous** one?

A: We recommend the TotalClean 500. It [6]**monitors** / **eliminates** dust around the home with very little effort!

How to ...

summarise

11 **Complete the conversations with the words in the box. There is one extra word.**

another	basically	mean	nutshell
saying	summarise	words	

A: So, [1]_____, I'm not sure how far our budget will stretch this year.
B: In other [2]_____, there's no money left.
A: The problem, in a [3]_____, is that we probably have too many staff members now.
B: So, what you [4]_____ is that some people are going to lose their jobs.
A: So, to [5]_____, the college has quite a lot to do, in order to become more environmentally friendly.
B: To put it [6]_____ way, big changes are needed!

exaggerate

12 **Complete the words in the exaggerations.**

1 I'm not just hungry, I'm s_____!
2 I wouldn't be seen d_____ in that awful hat!
3 Those earrings look expensive. I bet they cost a f_____!
4 It's been three weeks and I still haven't had my results back – they're taking f_____!
5 These shoes are really uncomfortable – my feet are k_____ me!
6 You'll be jealous when you see my new car – in fact, you'll be g_____ with envy!

GRAMMAR

reduced relative clauses

1 **Complete the sentences with the correct present or past participle of the verbs in the box.**

buy destroy live serve take wish

1 People _____ close to the factory complained about the noise.
2 The dishes _____ in this restaurant are all prepared using fresh and locally sourced ingredients.
3 The buildings _____ by the fire include a cinema and a school.
4 The concert _____ place next weekend could attract over 50,000 fans.
5 Guests _____ to use the gym should book a slot at reception.
6 All electrical items _____ in this shop come with a two-year guarantee.

cleft sentences

2 **Choose the correct option to complete the conversations.**

1 A: I keep losing my phone!
B: **What to do** / **What you should do is** set up the 'find my phone' control.
2 A: Did Blake win the overall competition?
B: No, **what he won was** / **what did he win was** a medal for best dancer.
3 A: Wow, that's a big student demonstration!
B: Yes, **what do they ask for is** / **what they're asking for is** more financial support.
4 A: Did the thieves steal much money?
B: No, **what stole they** / **what they stole was** jewellery, worth over £1 million.
5 A: Do you have any information about tourist attractions in the city?
B: Yes, **what I'll do is** / **what I'll find** send you a link to our website, where you can find all the details.

no matter

3 **Complete the sentences with one word in each gap.**

1 I always feel tired, no matter _____ early I go to bed.
2 No matter _____ car it is, they need to move it!
3 No matter _____ we're a bit late, we can still enjoy the show.
4 We treat everyone the same way, no matter _____ they are!
5 Everyone can use the sports centre, no matter _____ you live.
6 I want you to know that you can phone me any time, no matter _____ the problem is.

uses of *should*

4 **Choose the correct response to each sentence (a or b).**

1 My water bottle is empty.
a You should have filled it up before you came out.
b Should you wish to fill it up.
2 Our company makes us work too hard!
a They shouldn't give us a day off.
b We should ask for a day off.
3 Thank you very much for your help.
a You shouldn't need to call reception.
b Should you need more information, please call reception.
4 The cake's been in the oven for an hour.
a It should be cooked by now.
b It should have taken longer to cook.
5 I don't know exactly where the company is.
a You should have some problems finding it, so call me.
b Should you have problems finding it, call me.

the perfect aspect

5 **Choose the correct options to complete the text.**

Since the Mars Curiosity rover landed on Mars in 2012, scientists [1]**have learned** / **learned** / **have been learned** a lot about the planet. The planet's surface [2]**has explored** / **has been explored** / **had been explored** in detail and the results sent back to Earth. Before they began to study the planet in detail, scientists [3]**had assumed** / **have assumed** / **will have been assumed** that there was no water on the planet. It is now clear that water seems [4]**to have existed** / **will have existed** / **has existed** there in the past, but it appears [5]**it has been disappearing** / **to have disappeared** / **to have been disappeared** at some point, leaving the planet completely dry. Mars Curiosity continues to operate on Mars and by the time the mission ends, scientists hope that one key question [6]**will have answered** / **will have been answered** / **had been answered**: was there ever life on Mars?

inversion

6 **Correct the underlined parts of the sentences. Use no more than three words.**

1 George walked onto the stage confidently. Never before <u>he felt</u> so sure of his own abilities.
2 She remained silent. Under no circumstances <u>she would tell</u> him the password.
3 I picked up my bag and went home. Only later <u>I realised</u> that I had left my purse on the table.
4 I couldn't believe he had lied to me. Never <u>I will</u> trust him again!
5 Not only <u>he's</u> a talented singer, but he is also a very good actor.
6 His views are completely different to mine. In no way <u>I agree</u> with him!

fronting: reasons, causes and explanations

7 **Complete the sentences with the words in the box.**

as	because	by	light	result	seeing

1 _____ of the bad weather, we delayed the start of the match.
2 _____ everyone is here now, I'd like to make an announcement.
3 _____ as we don't have much money, why don't we just buy a sandwich for lunch?
4 In _____ of this new information, we will have to rethink our strategy.
5 As a _____ of the delays on the road, we missed our flight.
6 Annoyed _____ the noise outside, Liam went out to complain.

concession

8 **Choose the correct options to complete the review.**

Always Tomorrow

Always Tomorrow is set in a dystopian future, where individuals are completely controlled by the state. [1]**However** / **Although**, the story is not completely gloomy, as the main characters remain definitely human. [2]**Admittedly** / **Even though** life has changed significantly for most people, the issues and emotions the characters struggle with are familiar. [3]**That said** / **Same time**, the new world order throws up some interesting dilemmas for the characters to deal with. [4]**However** / **Although** I enjoyed the book overall, some of the descriptions are a bit too long. [5]**Even though** / **Admittedly**, they help build up the atmosphere, but at the same time, they really slow down the story. Overall, I'm not sure I would recommend it. Interesting [6]**though** / **although** some of the ideas are, it is not an easy read.

How to ...

compare and evaluate ideas

9 **Choose the correct phrases to complete what people say about their work conditions.**

1 For me, having colleagues I get on with is **as much** / **every bit as** important as a good salary.
2 Having extra unpaid holiday is **invaluable** / **a waste of time** for me, as I love travelling!
3 A four-day working week is **infinitely more** / **nowhere near as** appealing to me than job perks such as health insurance.
4 On-site childcare isn't **useful** / **a little more attractive** for me because I don't have children.
5 Shorter working hours are **nowhere so** / **nowhere near as** important to me as a higher salary.

steer a conversation towards a topic

10 **Complete the responses with the phrases in the box.**

can give you	can say	feel quite strongly
most important point	quite a broad	
that's an interesting		

A: How well do you deal with conflicts at work?
B: Well, that's [1] _____ topic. Maybe I [2] _____ an example of a conflict I have dealt with in the past.

A: What are the best ways of motivating staff?
B: [3] _____ question. What I [4] _____ is that I have always had very positive feedback from the people working for me.

A: Will it be a problem that you have no experience of dealing with customers?
B: This is something I [5] _____ about. The [6] _____ is that I'm willing to learn, so I don't think it will be a problem at all.

negotiate in a dispute

11 **Complete each conversation with three words from each box.**

acceptable	arrangement	expect	happy	offer

A: The bathroom is damp. This isn't really [1] _____.
B: Yes, I can see that. Maybe we could come to an [2] _____ about the rent. Maybe a 20% reduction?
A: Yes, I'd be [3] _____ with that.

expect	fair	offer	really	sounds

A: I don't think it's [4] _____ that I have to live with no heating in the flat.
B: Yes, I can understand that. I can [5] _____ you a reduced rent until it's fixed.
A: Yes, that [6] _____ like a good compromise.

maintain and end a discussion

12 **Complete the conversations with one word in each gap.**

A: As I [1] _____ it, everyone should be paid a decent wage.
B: I'm [2] _____ you there!

A: It [3] _____ to me that health care should be free for everyone.
B: I [4] _____ see what you're saying, but on the [5] _____ hand, a lot of health treatments are extremely expensive.

A: I'm definitely in favour of higher taxes for the rich.
B: That [6] _____ two of us. We seem to [7] _____ quite similar ideas.

CUMULATIVE REVIEW

VOCABULARY

transforming places; urban spaces

1 Choose the correct words to complete the advert.

For sale

A large family [1]**residence** / **architecture** on the [2]**slums** / **outskirts** of the city. Perfect for families with small children. There are three bedrooms, and the previous owners have [3]**built in** / **demolished** some cupboards, so there is plenty of storage space. The house dates from the 1960s, but it has been completely [4]**merged** / **modernised**, with a brand-new kitchen and bathroom. It is situated in a quiet area, and a new school is under [5]**construction** / **built-up** nearby. There is an old factory in the area, but this is due to be [6]**demolished** / **merged** and replaced by a sports centre.

idioms: winning and losing

2 Complete the words in the sentences.

1 It was near the end of the game, so she was playing for t_____.
2 He's the f_____, so everyone expects him to win.
3 It's tempting to b_____ the rules in order to win.
4 United definitely cheated – they didn't play f_____ at all!
5 I don't believe in winning at all c_____.
6 Did you see that deliberate handball? I can't believe she got a_____ with that!

business; work benefits

3 Complete the sentences with the words in the box.

bankruptcy bonus cutbacks on-site profitability scheme

1 The company has run out of money, so it is facing _____ and will probably close next month.
2 They offer a generous pension _____.
3 Profits are down, so there will be some staff _____ this year.
4 It's great that that the company offers _____ childcare.
5 They've introduced a new _____ scheme to reward employees who do well.
6 The company has put up its prices to increase _____.

idiomatic phrases: emotions

4 Choose the correct options to complete the messages.

I'm feeling a bit [1]**down** / **low** in the dumps.

Oh, no. Why?

It's Brad. I'm [2]**sick** / **stiff** to death of the way he makes fun of me all the time.

Yeah, I know. He's a real [3]**pain** / **hurt**. I think he drives everyone [4]**down the path** / **up the wall**!

One day I'll just lose my [5]**temper** / **mood** with him and tell him what I think of him!

That would [6]**get** / **make** my day! It would be so funny!

rules; photography

5 Choose the correct words to complete the article.

The City Museum has announced plans to [1]_____ photography at the museum. They are apparently tired of people [2]_____ next to sculptures to take selfies. People will be allowed to take [3]_____ of the outside of the building, but photos will be [4]_____ inside. Notices will be put up to [5]_____ people. If people wish to have a record of their visit, the shop will sell postcards with [6]_____ of all the most popular exhibits.

1	**a** implement	**b** restrict	**c** impose
2	**a** zooming	**b** framing	**c** posing
3	**a** shots	**b** foregrounds	**c** frames
4	**a** imposed	**b** prohibited	**c** implemented
5	**a** deter	**b** impose	**c** abolish
6	**a** foregrounds	**b** focus	**c** close-ups

skills, abilities and experience

6 Complete part of an interview with one of the words in brackets.

Q: Do you have any [1]_____ of working as a receptionist? (experience / skills / competent)
A: No, but I'm happy to do some [2]_____ to learn the job. (skill / training / experience)
Q: Can you speak any languages?
A: Yes, I'm [3]_____ in French, and I speak a little Italian, too. (hopeless / proficient / beyond)
Q: And I presume you are [4]_____ in using standard computer programs? (beyond / incompetent / competent)
A: Yes, I am. I've used all the standard programs.
Q: We use a computer booking system. Have you used something like that before?
A: No, but I learn quickly and I'm sure it's not [5]_____ me. (skilled / trained / beyond)
Q: And what personal [6]_____ do you have which will help you in the job? (incompetence / proficiency / skills)
A: Well, I'm very good with people …

the natural world

7 **Choose the correct word to complete the sentences.**

1 Sharks are **predator** / **predatory** animals.
2 Their behaviour is **instinct** / **instinctive**, so it is difficult to change.
3 If the animals don't have enough food, they are unable to **breed** / **breeding**.
4 The chemicals that farmers use cause all kinds of **environment** / **environmental** problems.
5 People still **poach** / **poacher** hundreds of wild animals every year.
6 Contact with chemicals can lead to **reproduce** / **reproductive** problems in many insects.
7 It is vital that we **conserve** / **conservation** these rich habitats.
8 We still don't know exactly where these animals **migrate** / **migration** to.

algorithms

8 **Complete the sentences with the words in the box.**

categorise	dictate	forecast	input
miscalculate	process		

1 When you're painting a room, it's easy to _____ the amount of paint you need and buy too much.
2 It's important to _____ the figures into the computer accurately, so you get the right results.
3 They can only _____ the weather accurately for the next twenty-four hours.
4 It will take the system a few minutes to _____ your application.
5 We _____ our restaurant customers as either 'regulars' or 'one-offs'.
6 The amount of money we have will _____ how much we can do.

buildings and homes

9 **Choose the correct words to complete a buyer's report on a house.**

Buyer's report

23 The Dale is an older property, built in around 1930. Generally, it feels quite [1]**run-down** / **luxurious** and in poor condition. There are some [2]**ruins** / **cracks** on two of the outside walls which may be serious and should be investigated further. There is a brick-built shed in the garden which is [3]**cosy** / **crumbling** and should therefore be knocked down. Inside, the rooms are small and [4]**cramped** / **overlooked**. The bathroom is damp, with large patches of [5]**cracks** / **mould** on the walls. Some of the floorboards are [6]**rotten** / **cramped** and need to be replaced. Overall, the house feels [7]**chilly** / **filthy**, as no central heating has been installed. Outside, the garden is small and [8]**cosy** / **overlooked** by three other properties.

Recommendation: Do not buy.

trends; food and drink

10 **Choose the correct option (a or b) to match the meaning of each sentence (1–4).**

1 More people are choosing to buy food that is produced without chemicals.
   a People are switching to organic food.
   b People are reverting to eating vegetables.
2 There has been a huge increase in sales of products without meat.
   a Sales of snack foods have surged.
   b Sales of vegetarian foods have exploded.
3 Fewer people are consuming unhealthy products.
   a There has been a decline in sales of junk foods.
   b Sales of snacks have remained constant.
4 A lot more people are monitoring the energy value of their food, in an attempt to lose weight.
   a There has been a surge in the number of people counting calories.
   b There has been a shift towards foods with high levels of cholesterol.

dystopian and utopian societies

11 **Choose the correct words to complete the article.**

There have been reports of [1]**social unrest** / **greed** in the city, with large demonstrations in several areas. People are calling for the end of what they call government [2]**harmony** / **oppression**. They are also demanding fair trials and [3]**justice** / **paradise** for people arrested in last week's demonstrations. The government has introduced a [4]**paranoia** / **curfew** which makes it illegal for anyone to be outside after 6 p.m. They have also increased [5]**surveillance** / **innocence** in city centre areas, so they can see if new protests begin.

money

12 **Complete the New Year's resolutions with the words in the box.**

blow	discounted	essentials
overdraft	overpriced	put aside

1 Repay my _____ as quickly as possible.
2 Make sure I buy all the _____ I need each month before spending money on luxuries.
3 Do not fail to _____ at least £50 each month to start building up savings.
4 Look out for special offers and _____ products when shopping for food.
5 Buy coffee at the university – coffees in town are _____!
6 Don't _____ large amounts of money on nights out with friends.