



American Language Hub



LEVEL 3
Workbook
+ access to Audio



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LEVEL 3
Workbook without Key

+ access to **Audio**



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Macmillan Education
4 Crinan Street
London N1 9XW
A division of Springer Nature Limited

Companies and representatives throughout the world

American Language Hub Level 3 Workbook without Key
ISBN 978-1-786-32424-5

American Language Hub Level 3 Workbook without Key + access to Audio
ISBN 978-1-786-32417-7

Text, design and illustration © Springer Nature Limited 2020

Written by Signature Manuscripts

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First published 2020

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Printed and bound in Dubai

2024 2023 2022 2021 2020

10 9 8 7 6 5 4 3 2 1

U1	COMMUNICATION
(p4–10)	G – simple present and present progressive; subject and object questions V – seeing and hearing; languages P – schwa /ə/; pronouncing questions W – write a report about trends
U2	EXPERIENCES
(p11–17)	G – present perfect and simple past; present and past ability V – collocations: making big decisions; dependent prepositions; problems and solutions P – 's and 've; word stress; verbs with two syllables W – write an informal email
U3	ON THE MOVE
(p18–24)	G – narrative tenses; articles and quantifiers V – collocations: travel information; nouns ending in <i>-ion</i>; gradable and ungradable adjectives P – word stress in nouns ending in <i>-ion</i>; sentence stress: quantifiers W – write an email of complaint
U4	CHANGE
(p25–31)	G – future forms; making predictions V – collocations: goals and resolutions; prefixes: <i>dis-</i>, <i>mis-</i>, <i>over-</i>, <i>re-</i>, <i>under-</i> P – intonation for attitude and mood; contraction of <i>will</i>; linking final consonant and first vowel sounds W – write a short essay
U5	WORK AND BUSINESS
(p32–38)	G – past habits and states; the passive voice V – employment skills and qualities; verbs of influence P – intonation and rhythm: holding your turn; silent consonants W – write a cover letter for a job application
U6	SPORTS AND HOBBIES
(p39–45)	G – modals of obligation; present perfect progressive; <i>had to</i> / <i>needed to</i> V – adjectives ending in <i>-ive</i>; sports; hobbies and free time activities P – rhythm: pausing; <i>been</i>: unstressed W – write an article for a magazine
U7	FOOD
(p46–52)	G – modals of speculation and deduction; comparatives and superlatives; <i>the ...</i>, <i>the ...</i> V – phrasal verbs; adjectives to describe food; waste P – diphthongs; word stress with modals; vowel + <i>w</i> W – write a reply in an online discussion forum
U8	INNOVATION
(p53–59)	G – adjective clauses; zero and first conditionals; conditionals with modals and imperatives V – word families; creative thinking; positive adjectives P – adjective clauses; <i>//</i> and <i>won't</i> W – write a short biography
U9	THE ARTS
(p60–66)	G – second conditional; reported speech V – the arts; verbal idioms; reporting verbs P – /tʃ/, /ʃ/ and /k/; using your voice to make a story more interesting W – write a review
U10	PSYCHOLOGY
(p67–73)	G – third conditional; <i>should have</i> + past participle; hopes and wishes V – psychology verbs; expressions with <i>mind</i>; reflexive verbs; staying organized P – third conditional; emphasis and reflexive pronouns W – write a report
AUDIO SCRIPTS	
(p74–80)	

GRAMMAR

Simple present and present progressive

A Underline the correct options to complete the sentences.

- How many languages *do you speak / are you speaking*?
- I *take / am taking* the Number 36 bus to work every morning.
- Misha *learns / is learning* Spanish right now.
- Ahmed *seems / is seeming* to like living in another country for now.
- I *look / am looking* for my tablet. Have you seen it anywhere?
- They *become / are becoming* increasingly depressed with the wet weather.
- Don't worry – the movie *doesn't contain / isn't containing* anything unsuitable for children.
- My husband *thinks / is thinking* of buying a smartphone.

B Complete the table with the verbs in the box.

believe belong bring complain cost get include
know mean need own prefer relax
seem show take understand want watch write

Stative	Dynamic

C Complete the blog post with the simple present or present progressive form of the verbs in parentheses.

My Travel Adventures

Blog post

2/23/2018 | 12:26pm | 3 comments

What a week we had! I ¹ _____ (relax) at home now because I ² _____ (need) a good rest. I ³ _____ (have) a very busy life but I ⁴ _____ (not think) it's something to complain about. I ⁵ _____ (travel) all over the world for work and I ⁶ _____ (love) that aspect of my job. Last week, we were in Russia. That's me in the photograph, in St. Petersburg. I ⁷ _____ (smile) because it was a beautiful sunny day. It usually ⁸ _____ (snow) in February!

Like | Comment | Share

VOCABULARY

Seeing and hearing

A Complete the sentences with the correct form of the verbs in the box. You will need to use some of the verbs more than once.

hear listen look see sound watch

- 1 Ava _____ like she's been very sick.
- 2 Do you want to _____ to the podcast about rock climbing?
- 3 Can you _____ that strange noise coming from the computer?
- 4 Ute didn't _____ the step in the hallway and tripped over it.
- 5 I can't talk now because I _____ my favorite comedy series.
- 6 In today's lesson, we _____ at the use of technology for language learning.
- 7 That song _____ a lot like an old folk song my father used to sing.
- 8 Does this dress _____ good on me?

B Read each sentence. Circle the correct answer, a, b or c.

- 1 With her bright pink hair you can always — Sandra in a crowd.
a observe
b spot
c stare
- 2 Part of his job is to — people's behavior in group situations.
a spot
b recognize
c observe
- 3 He edits his selfies so much that sometimes I don't — him!
a recognize
b observe
c spot
- 4 It's very rude to — at other people like that!
a notice
b stare
c observe
- 5 Luckily, my teacher didn't — when I arrived five minutes late for class.
a recognize
b spot
c notice



C Complete the following sentences so that they are true for you.

- 1 I enjoy watching _____ (type of sports/ movies/TV shows).
- 2 I've been told I look just like _____ (family member or celebrity).
- 3 I really hate/love the sound of _____ (noise).
- 4 I've been listening to _____ (music or podcast) a lot lately.
- 5 I'm good at noticing when _____ (thing or action).

PRONUNCIATION

Schwa /ə/

A Underline three schwas in each sentence.

- 1 We speak a lot of English at home.
- 2 The Spanish exam was difficult, but I think I passed.
- 3 I don't usually listen to podcasts.
- 4 A photo doesn't always show the real you.
- 5 I met up with an old friend at the park.
- 6 That's me in the photograph with my family.



B Listen. Check your answers to Exercise A.



C Listen again and repeat each sentence.

1.1

GRAMMAR

Subject and object questions

A Correct the mistakes in each question.

- What do you guys go out the other night?

- Which do you want, an ice-cream cone?

- What Jack want to do for his birthday next week?

- How much did she have to wait at the bank?

- Who shoes are these?

- How doesn't Laura come to the party with us?

B Rewrite these sentences as questions. The underlined words are the answer to each question.

- Kyoko speaks English with a strong Japanese accent.
_____ Who speaks English with a strong Japanese accent? _____
- Danny learned Spanish at a school in Madrid.

- The language lab is open from 10 am to 9 pm.

- You can improve your English by watching English movies.

- Yes, we should ask the teacher what this word means.

- Shakespeare is considered the greatest writer of modern English.

- I'm studying modern American literature this semester.

- We speak Jamaican English at home.

C Complete the conversation with one to four words in each space.

Charley: Simone, how many languages are spoken in South Africa?

Simone: Well, officially there are 11 languages.

Charley: Wow, that's a lot. ² _____ all of them?

Simone: Yes, I can. Well, ... a little bit of all of them, and one or two completely.

Charley: ³ _____ language is your native language?

Simone: I speak Southern Sesotho, which is also called *Sotho*. This language is also commonly spoken in Lesotho.

Charley: Ah, interesting. ⁴ _____ for English speakers to learn?

Simone: Yes, it's difficult to learn, unfortunately. It's very different from English.

Charley: Oh, ⁵ _____ different?

Simone: Well, there are 9 vowels and 35 consonants, and 3 of the consonants are clicks, written as x, c and q.

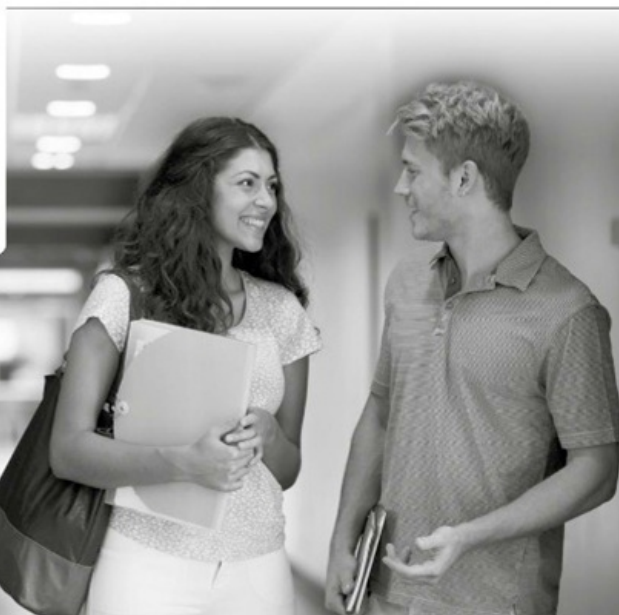
Charley: Oh, I've heard about that. ⁶ _____ that sound?

Simone: You make it by clicking your tongue against your mouth. It takes some practice to get used to it, but anyone can learn!

Charley: Cool! I'd like to try that. ⁷ _____ me how to do it sometime?

Simone: Of course I'll teach you!
But ⁸ _____ so interested in languages?

Charley: I suppose because I enjoy communicating in very different ways.



VOCABULARY

Languages

A Match the words (1–7) with the definitions (a–g).

- | | |
|---------------|--|
| 1 phrase | a the way someone pronounces words |
| 2 bilingual | b able to speak only one language |
| 3 fluently | c (speaking) correctly, without making mistakes |
| 4 accent | d able to speak two languages |
| 5 accurately | e any small group of words that form a single meaning |
| 6 monolingual | f a group of words which, when used together, have a different meaning from the individual words |
| 7 idiom | g (speaking) easily, without difficulty |

B Complete the sentences with the words from Exercise A.

- When teachers want you to use a dictionary to find out the meaning of a word, they usually use the _____. *Look it up!*
- His tongue wasn't literally tied; to 'have your tongue tied' is a(n) _____ meaning that you have nothing to say.
- I can't speak Russian _____, but I can understand it when I hear it.
- Many English speakers are _____ because they don't have a major need to learn another language.
- I can tell by her _____ that she's from Argentina.
- If you don't spell the words _____, you will lose points.
- Canadians living in Quebec are usually _____; they can speak both French and English.

PRONUNCIATION

Pronouncing questions

 A Listen to the speakers and underline which question you hear.

1.2

- a What do you learn in class?

b What did you learn in class?
- a What do you want for lunch?

b What did you want for lunch?
- a How do you like your class?

b How did you like your class?
- a How do you know Marcus?

b How did you know Marcus?
- a Do you want to use my phone?

b Did you want to use my phone?

B Practice saying the questions in Exercise A.

 C Listen again and check your pronunciation.

1.2





READING

A PREDICT What are some possible answers to these questions?

- 1 Are there countries where more than ten languages are spoken?
- 2 How many languages do you think it's possible for one person to learn?
- 3 Does learning a new language make us more intelligent?

B READ FOR GIST Read *Secrets of the super language learners* quickly to check your predictions.

C READ FOR DETAIL Match the rhetorical questions with paragraphs 1–3 of the article. There are two rhetorical questions you do not need to use.

- a What are the benefits of speaking other languages?
- b Do monolinguals have better memories?
- c How many languages is it possible for one person to learn?
- d Are hyperglots smarter than the rest of us?
- e What's the record number of languages spoken?

Secrets of the super language learners

- 1 — Some European citizens may use two or three languages regularly, but the number of languages spoken in some African countries is incredible. Cameroon in Central Africa has an amazing 250! People who have learned several languages through hearing them on a daily basis are known as *multilinguals*. A different type of learner altogether is the *hyperglot* – a person who has spent their entire life learning and perfecting dozens of different languages.
- 2 — This question is difficult to answer as some of the world's most famous hyperglots lived many years ago. Emil Krebs, who was born in 1867, spoke and wrote 68 languages fluently and also studied another 120 languages. In more recent times, Kenneth Hale, an American college professor, probably holds the modern-day record with 50 languages spoken. What's more, he could pick up a new language with incredible speed and was able to have a basic conversation after just 15 minutes of listening to a native speaker.
- 3 — Studies have shown that the brain activity of both multilinguals and hyperglots is very different from that of people who speak only one language. The act of learning a new language, like any cognitive process, builds new neural pathways and actually increases the size of the brain. Other benefits include improved ability to focus and better memory.

Glossary

cognitive (adj) related to mental processes such as memory, reasoning, etc

neural pathway (n) nerve cells that receive messages from your brain

pick up (phr v) to learn a new language without effort or study

D REFLECT Think about the answers to these questions.

- 1 Do you think learning many languages is a good idea?
- 2 Which new language(s) would you like to learn? Why?



5:15 pm: In today's TechHub,
presenter John Grimes examines the selfie phenomenon.

LISTENING

- 1.3 A PREDICT** Look at the pictures and the magazine listing and circle the best answer. Listen to the introduction and check your answers.

- I'm going to hear *an advertisement for a selfie camera / part of a radio show*.
- The recording will be about *selfie addiction / a new selfie app*.

- 1.4 B LISTEN FOR GIST** Listen to the full interview and answer the questions.

- The purpose of *Meitu* is to
 - share your personal information.
 - create the perfect selfie.
- Meitu* is
 - the same as other similar apps.
 - better and more advanced than other similar apps.

Glossary

facial recognition technology (n) computer technology used to scan and recognize human faces

launch (v) to start selling a new product or service

retouch (v) to make small changes to a photo or picture

- 1.4 C LISTEN FOR DETAIL** Are the sentences true (T) or false (F)? Correct the false sentences. Then listen again and check your answers.

- Meitu* is a new app.
- It is only available in Asia.
- Meitu* is for people who want to look perfect.
- The user ends up looking like a different person.
- The app is now being used by airport security companies.
- Meitu* is different because it has access to all your personal information.

- D REFLECT** Think about the answers to these questions.

- How important is it to look good in selfies?
- Are you worried about phone apps accessing your personal information? Why/Why not?



FUNCTIONAL LANGUAGE

Asking for, offering and responding to help

- A** Complete the conversation with one or two words in each space.

Jess: Would you ¹_____ me a hand with something?

Matt: I'd be happy ²_____. What's the problem?

Jess: I'm trying to download *Meitu* onto my phone. It's a Chinese photo-editing app.

Matt: First go to your settings and click on *clear cache*.

Jess: OK. I've done that.

Matt: Now you need to restart your phone. Do you want me ³_____ that?

Jess: That ⁴_____ great. If ⁵_____ mind.

Matt: No problem. There you ⁶_____.

Jess: Thank you so much.

- B** Circle the correct words to complete the conversation.

Milo: Do you want a ¹*hand / help* with your project?

Fiona: Hi, Milo. Yes, I could use your ²*hand / help*. I have to Photoshop this picture I drew in art class.

Milo: Hmm. That isn't going to be ³*nice / easy* because your computer is slow. Why don't you use my laptop?

Fiona: Thanks, Milo. You're ⁴*a myth / amazing*! I owe you one!

Milo: Actually, I need a ⁵*help / favor*, too. My drawing is terrible. Can you help me draw it again?

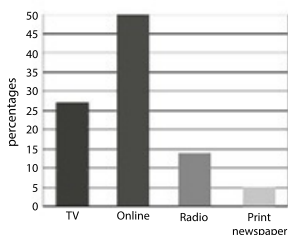
Fiona: Of course I can.



WRITING

- A Look at the results of a college survey and answer the questions.

Where do you get your news?



- Are these results surprising? Why/Why not?
- Where do you and your friends usually get your news?

- B **ORGANIZATION** Match the sections (a–g) from a report about trends in news media with the paragraphs in which you think they will appear. Then read the report to check your ideas.

- Where they got their information.
- A summary of the situation.
- The purpose of the report.
- Information about TV news.
- Information about radio news.
- Information about print newspapers.
- Information about online news.

Introduction: _____

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Conclusion: _____

- C Match the headings (a–f) to the paragraphs (1–3) in the report. There are three headings you do not need to use.

- Nobody watches TV these days.
- Digital is more popular than print.
- Where most students get the news.
- Newspapers are boring.
- Why television scores low.
- Online news tops the charts.

Report about trends in news media

Statistics suggest that young people today are not particularly interested in *hard news*. We ¹**conducted / did** a survey to see how true this is. While our results might seem to confirm the statistics, they do not give the whole picture.

1

Half of those surveyed got their news online. ²**A lot of them said / Many claimed** that they did not have time to keep up with all the news and preferred to read brief summaries. If there was a big news story, they followed it in greater detail.

2

The surprisingly low figure for television news is partly explained by the fact that few of them have televisions. This does not suggest ³**they don't like / a lack of interest in** the news.

3

The very low percentage of print newspaper readers is ⁴**due to the fact that / because** most newspapers have an online version. Those that got their news from the radio said that it was because they had the radio on most of the time anyway.

Conclusion

While it is true that few young people read print newspapers or watch television news, this is a sign of the times. ⁵**I know that / It seems that** they get the news they want online and are as well-informed as any previous generation.

- D **USING FORMAL LANGUAGE** Circle the more formal phrases to complete the report.

WRITING PRACTICE

- A **PREPARE** You are going to write a report about trends in the use of technology for education.

- Choose two or three points to include in your report. These will be your main paragraphs.

- B **WRITE** Write your report in 150–200 words. Remember:

- to start with an introduction, stating the purpose of your report and where you got your information.
- to provide suitable headings for each paragraph.
- to use formal language.
- to end with a conclusion.

PRONUNCIATION

's and 've



2.1

A Listen to eight sentences. Complete the sentences with a missing word or contraction.

- 1 _____ planted a tree.
- 2 _____ finished my work.
- 3 _____ made a list.
- 4 _____ started an online course.
- 5 _____ saved a lot of money.
- 6 _____ climbed a mountain.
- 7 _____ started a new job.
- 8 _____ made our decision.

B Practice saying the sentences in Exercise A.

GRAMMAR

Present perfect and simple past

A Complete the conversation with the present perfect or simple past form of the verbs in parentheses.

Alex: So, I _____ you ever _____
(make) a bucket list?

Bex: Yes, I have. I _____ (write) one
about five years ago. But I _____
(not do) many of the things yet!

Alex: How many _____ you
_____ (do) so far?

Bex: Only one, actually! On my last birthday,
I _____ (go) skydiving.
That _____ (be) wonderful. So,
only 99 more things to do! How about you?

Alex: Oh, I _____ never
(make) a bucket list. My brother
_____ (write) one, though. He's
always doing the things on his list.

Bex: Such as?

Alex: Well, for example, already this year, he
_____ (learn) how to fly. Last
December, he _____ (go)
swimming with dolphins. He loves doing new and
unusual things if he has the money.

B Underline the correct option to complete the sentences.

- 1 I still / yet haven't visited Australia, but I will one day.
- 2 My friend has gone / went swimming with dolphins last year.
- 3 Where is the most memorable place you have ever been / ever went?
- 4 I've still / just solved a difficult problem we had at work.
- 5 Philippe has been / was here for three months so far.
- 6 I've just / never wanted to do anything daring, like climbing a mountain.
- 7 Marta went / has gone skydiving on her 30th birthday.
- 8 I've been so busy that I haven't answered that email already / yet.

C Complete the blog so that it is true for you.

Have you ever ...?

blog

When I was younger two of my dreams were
_____ and _____.

Unfortunately I haven't _____ yet, but I have
_____.

I achieved my dream _____ (when) in
_____ (where). I was with
_____ (who) at time. I felt so _____ (emotion).

VOCABULARY

Collocations: making big decisions

A Complete the collocations with the verbs in the box.

lose make (x2) put set stay take turn work

- 1 _____ the next step
- 2 _____ a plan into action
- 3 _____ a dream into reality
- 4 _____ short-term and long-term goals
- 5 _____ heart
- 6 _____ the break
- 7 _____ toward a goal
- 8 _____ motivated
- 9 _____ a decision

B Complete the sentences with the collocations from Exercise A.

- 1 Don't _____ – we'll get to the top of the mountain in the end.
- 2 We have to find a way to stay _____, otherwise we'll never finish this project.
- 3 Making a list of your plans and ambitions is great in theory, but you won't achieve them unless you put those plans _____.
- 4 Leaving home is a difficult decision, Anya, but I really think you need to make _____ and learn to be independent.
- 5 You came first in the local talent contest, but are you ready to take _____ and audition for the national contest?
- 6 I have to make _____ – do I stay at this job or look for something better?
- 7 Giles is working toward _____ of becoming a successful businessman.
- 8 We all have a dream, but some of us manage to turn that dream _____.
- 9 I know what I want to achieve in the long term, but it's important to set _____ along the way.



VOCABULARY

Dependent prepositions (verb / adjective + *for* / *of*)

A Match the beginnings of the sentences (1–8) with the endings (a–h).

- | | |
|---------------------------------------|---|
| 1 This job would only be suitable | a of Joel to try to solve the problem on his own. |
| 2 Management doesn't seem to be aware | b for an animal charity as a volunteer. |
| 3 It was typical | c for someone who speaks Japanese. |
| 4 Niaz has asked for | d for your first job interview. |
| 5 Sally is very proud | e of herself for learning how to surf. |
| 6 In my first job I worked | f permission to take the day off. |
| 7 It can be difficult to prepare | g of how big the problem is. |
| 8 Are you looking | h for a new job now? |

B Complete the sentences with the collocations from Exercise A.

- Anyone who takes up mountaineering should be _____ the dangers involved.
- Sandra was going to take her kids to see a new fantasy movie; luckily her sister warned her that it wasn't _____ children before she bought the tickets.
- The dishes in the restaurant were very _____ the region – all the food was delicious!
- Thomas spent all morning _____ his keys, but he still couldn't find them.
- Melissa is _____ a big tech company in California. She absolutely loves it there.
- Lara's parents were so _____ her when she graduated from college last year.
- The couple in the café _____ their bill.
- Claire has been _____ her first marathon for the past six months.

Problems and solutions

C Complete the letter of advice with the correct form of the verbs in the box.

agree analyze cause come deal solve suggest

Dear Carlo,

In your letter you told me that you don't know how to ¹ _____ with a difficult situation at work. Well, first you need to think about what's ² _____ the problem. You say that whenever you ³ _____ solutions for problems at work, your boss is very negative and just rejects them all. Have you tried ⁴ _____ up with a variety of different solutions? Do you try to look at all the different ways you can ⁵ _____ a work problem? Maybe your boss thinks that your ideas aren't flexible enough. And finally, get together with your colleagues to ⁶ _____ each issue as it occurs. Maybe if you work together and ⁷ _____ on a plan of action, your boss will be less likely to reject it!

PRONUNCIATION

Word stress: verbs with two syllables

A Put the verbs in the box in the correct column.

achieve focus manage regret study suggest

Verbs with stress on first syllable	Verbs with stress on second syllable
_____	_____
_____	_____
_____	_____



B Listen to the verbs. Check your answers to Exercise A. Listen again.

GRAMMAR

Present and past ability

A Circle the correct option to complete the interview.

Interviewer: Today, my guest is 52-year-old Lydia Maleknia. Lydia, you have completed two full marathons now, but you told me earlier that two years ago you ¹*couldn't* / *can't* even run 200 meters without getting tired!

Lydia: That's right! I started running a couple of years ago to get in shape and now I ²*am able to* / *could* run 26 miles in under four hours.

Interviewer: Amazing. You also said that you found the motivation to train when you read about the difficulties other women marathon runners had faced in the past.

Lydia: Yes, I did. Kathrine Switzer, for example, is an inspirational athlete. She only ³*could* / *managed to* get a place in the 1967 Boston Marathon because the organizers didn't realize she was a woman.

Interviewer: ⁴*Could she* / *Was she able to* finish the race?

Lydia: Yes, she finished the race – and she proved that both women and men ⁵*are able to* / *manage* run marathons.

Interviewer: You also ⁶*managed to* / *could* show your friends and family that it isn't only young people who ⁷*can* / *could* run marathons.

Lydia: Yes, that's right. My daughter was so happy when I got a medal for the fastest time in my age group that she ⁸*didn't manage to* / *couldn't* stop crying!

B Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

1 How is Kate able to work and take care of her children?

MANAGE

How _____ work and take care of her children?

2 Joe Bartley likes the fact that he can work part-time at the café.

ABLE

Joe Bartley enjoys _____ part-time at the café.

3 Callum didn't manage to do much preparation for the interview.

NOT

Callum was _____ for the interview very well.

4 Helga's low wage means that she can't spend much money on clothes.

SPEND

Helga's low wage means that she is not _____ much money on clothes.

5 Were you able to speak French before you went to France?

COULD

_____ French before you went to France?

6 We weren't able to solve the problem.

DIDN'T

We _____ a solution to the problem.

7 Just think what it would be like to swim with dolphins!

IMAGINE

Can you _____ to swim with dolphins!



Walk on the Wild Side

READING

A READ FOR GIST Read *Walk on the Wild Side* quickly and circle the correct option for each sentence.

- 1 The article is about people who *don't want smartphones* / *want a simpler life*.
- 2 Dan Usher is *a TV announcer* / *somebody who lives in a remote place*.
- 3 According to Tessa, her lifestyle is suitable *for everyone* / *for some people*.

B Read the article again. Match the words and phrases in bold from the article (1–6) with their meanings (a–f). Underline the parts of the text which helped you understand the meanings.

- | | |
|--------------------|-----------------------------|
| 1 off the grid | a easy to find or get to |
| 2 the rat race | b things you need to live |
| 3 accessible | c with no modern technology |
| 4 supplies | d fixing |
| 5 maintaining | e change ideas or behavior |
| 6 adapt themselves | f modern life |

C READ FOR DETAIL Read the article again. Are the sentences true (T) or false (F)?

- 1 The people on the TV show reject modern technology. ☐
- 2 They sometimes have to share their homes with rats. ☐
- 3 You cannot get to the island by helicopter. ☐
- 4 Tessa and Jack had to transport all the things they would need. ☐
- 5 They have to be good at fixing things. ☐
- 6 Dan thinks the couple is good at solving problems. ☐

Glossary

isolation (n) the state of being alone
lighthouse (n) a tower built next to the ocean with a flashing light to warn ships of danger
readings (n pl) measurements
remote (adj) far away from other people or places

D REFLECT Think about the answers to these questions.

- 1 How would you feel about living off the grid?
- 2 Would you like to live on Maatsuyker Island? Why/Why not?



For some people, the idea of being without their smartphone for an hour is enough to send shivers down their spine. But how about being without an internet connection, without electricity, without a car – completely **off the grid**? Who would willingly put themselves into such a situation? The answer is – a growing number of men and women who want to leave behind the security of a nine-to-five routine to explore the wild places of the Earth.

In the new series of *Walk on the Wild Side*, Dan Usher travels to the remotest corners of the Earth to meet some of the daring people who have left **the rat race** behind to find a way of life that is simpler and more satisfying.

In the first episode, Dan visited Maatsuyker Island, Australia's southernmost lighthouse station. Tasmania Parks and Wildlife Service advertized for a couple to live on the island for a period of six months.

Accessible only by helicopter, a six-month stay on the island means total isolation and very little communication with the outside world. However, this didn't daunt Tessa and Jack Littleton who made the decision to come and live here.

'Although we have a landline, it's usually out of order and our only other means of communication is the emergency radio, explains Jack. 'Obviously there's no internet or email. At the beginning of our stay, we had to bring all the **supplies** we would need for six months – food, fuel, clothing and bedding.'

I asked Tessa what everyday life is like. 'Our jobs on the island include cutting the grass, taking weather readings, **maintaining** the buildings and the lighthouse – things are regularly broken or damaged by the wind and rain. It isn't for everyone, but we love the challenge.' Weather conditions on the island are extreme with strong winds and frequent storms which cause a variety of problems.

At the end of his visit to the island, presenter Dan told viewers, 'What was most interesting about these people was that they are able to deal with change on a daily basis. They have an amazing ability to accept new situations and **adapt themselves** to new surroundings.'

LISTENING

A PREDICT Look at the picture and the caption. Check (✓) the things you think a guidance counselor does.

- 1 analyzes situations ☐
- 2 teaches students ☐
- 3 solves problems ☐
- 4 suggests solutions ☐
- 5 deals with money ☐



B LISTEN FOR THE MAIN IDEA Listen to an interview with a guidance counselor and check your ideas from Exercise A. Complete the job description with the words in the box.

adults dealing decisions pressure solve support

Children and young ¹ _____ need guidance and ² _____, especially when it comes to ³ _____ with academic, personal, parental and social ⁴ _____. A guidance counselor assists young people by listening to their concerns and uses different techniques to help them to ⁵ _____ problems and make the right ⁶ _____.



C LISTEN FOR DETAIL Listen again and complete the sentences (1–7) with one word in each space. The first letters have been given to help you.

- 1 The main focus of the interview is how Gareth helps young people to make l _____ - ch _____ d _____.
- 2 Young people have to deal with f _____ t _____, exams, as well as worrying about their career prospects.
- 3 Gareth asks young people to write down a l _____ of advantages and disadvantages.
- 4 Sometimes parents d _____ a _____ with the choices their children are making.
- 5 Gareth believes that it's important to set l _____ - t _____ g _____ and not just to think about the near future.
- 6 It can be helpful to imagine that you are giving a _____ to a friend.
- 7 It's possible to spend too much t _____ and e _____ thinking about a difficult situation.

Glossary

fatigue (n) tiredness

imaginary (adj) not real, only existing in the mind

D REFLECT Think about the answers to these questions.

- 1 Have you ever spoken to a guidance counselor? Would you like to?
- 2 Do you think that Gareth's suggestions for making decisions were helpful? Why/Why not?



FUNCTIONAL LANGUAGE

Asking for, giving and refusing permission

Complete the conversation with the words and phrases in the box.

can call can we start if I ask I'd like
I'm afraid I'm sorry must be would it be

- Tania:** Hi. Is this the right place for the skydiving club?
- Jamal:** Yep! Let me see. You ¹ _____ Tania. I saw your name on the list of new members.
- Tania:** Yes, that's me! But you ² _____ me 'Tan' – all my friends do.
- Jamal:** OK, Tan. Well, I'm going to need a few details from you. Is it alright ³ _____ you a few questions?
- Tania:** No problem. What do you need to know?
- Jamal:** ⁴ _____ with your height? How tall are you, Tan?
- Tania:** ⁵ _____, but I don't understand why you need to know that.
- Jamal:** It's for the safety equipment. I need to have your measurements so I can provide you with the right kit.
- Tania:** Oh, OK. I'm one meter and 70 centimeters.
- Jamal:** Good – that's fine. And, how old are you?
- Tania:** I'm 17.
- Jamal:** Oh dear. You're too young; our rules say that you have to be 18 to join the club.
- Tania:** ⁶ _____ OK to say I'm 18? It doesn't matter, does it? Just write down '18'.
- Jamal:** ⁷ _____ that isn't possible. We take safety very seriously, Tania. ⁸ _____ to help, but at the end of the day I'm responsible for you and the other club members. You'll just have to come back again next year.
- Tania:** What a disappointment!
- Jamal:** Sorry, Tania.

WRITING

A Which of these sentences or phrases are you most likely to see in an email from a friend or family member?

- 1 I look forward to hearing from you.
- 2 A friend of mine's just gotten married.
- 3 Yours truly
- 4 You'll never guess what happened!
- 5 Lots of love
- 6 I'm writing in reply to your email from July 7th.
- 7 Hi Mike
- 8 Know what I mean 🗨️?

B USING INFORMAL LANGUAGE Rewrite these sentences in informal language.

- 1 I apologize for not having written sooner.
- 2 I am most grateful for the advice you gave me.
- 3 I hope this email finds you in good health.
- 4 I didn't attend due to the fact that I was unwell.
- 5 I haven't found suitable accommodations yet.

C Read Heike's email to Adriana and circle the best answers.

- 1 Heike *rarely* / *regularly* writes to her friend, Adriana.
- 2 Heike has some *good* / *bad* news.
- 3 She is *sure* / *not sure* about her plans for the future.
- 4 She thinks Adriana *will not* / *will* be able to help her.

D USING INFORMAL LANGUAGE Find at least one example of each of these in Heike's email.

- 1 informal opening and closing expressions
- 2 sentences with incomplete grammar
- 3 informal punctuation
- 4 contractions
- 5 informal words and phrases
- 6 an emoji

WRITING PRACTICE

A PREPARE You are going to write an informal email to a friend telling him/her about some good news you've received and asking for advice. Think about the answers to these questions and write notes.

- 1 Who are you writing to?
- 2 What's your good news?
- 3 What advice do you need from your friend?

B WRITE Write your email in 150–200 words.

- Use your notes and ideas from Exercise A.
- Remember to use an informal writing style.

To: Adriana

Subject: Hard choice

Hi Adriana,

What's up? It's been a couple of weeks since I last wrote, but a lot of stuff's been happening. Remember I told you I was applying for jobs at fashion magazines? I thought I'd made a mess of the interviews, but obviously not. Guess what? I've been accepted by two!!! Woo-hoo!

Trouble is, though, I don't know which one to go for! They're both well-paid, but the one that pays best is in London! The other one's here in New York. So what to do? I'll be far away from my friends and family if I go to the UK. Plus, I'll have to find somewhere to live, make new friends ... I know it's a great opportunity, but ... what do you think?

It would be so cool if we could talk about this in person. How about going out for coffee? It would really help me to talk it all through with you. Great new café has opened near me – it's called *Bean There* (like 'coffee bean' – get it? lol 😊). Let me know if you can make it.

Love to you & Dave & the baby,

Heike



GRAMMAR

Narrative tenses

A Circle the correct answer, a, b or c.

- I ____ down the street when a bus passed by and splashed water all over me!
 - was walking
 - walked
 - had walked
- It was a typical Monday morning commute; the trains were running late and everyone ____ about it.
 - complained
 - was complaining
 - had complained
- Elsa took her seat on the plane, but after ten minutes, the flight attendant ____ a delay.
 - had announced
 - was announcing
 - announced
- She turned around to pay the taxi driver, but he ____ off and was nowhere to be seen.
 - already drove
 - had already driven
 - was already driving
- Hamish saw a great travel deal online and ____ it immediately.
 - was reserving
 - had reserved
 - reserved
- Because Hank ____ a cheap ticket, he couldn't change it without paying a penalty.
 - bought
 - had bought
 - was buying
- Although the weather was bad, it ____ when the accident occurred.
 - was raining
 - rained
 - wasn't raining
- She wanted to sit in the back by the window, but someone ____ the seat already.
 - had taken
 - took
 - was taking

B Rewrite the verbs in bold in the story using the correct forms of the simple past, past progressive or past perfect.

Chapter one: An observation

While Louis ¹**drove** ____ ²**was driving** ____ to work one day, he noticed a bike lane on his street.

He ³**didn't see** ____ it before, so he guessed that it was new. He mentioned it to his neighbors, but they said it ⁴**was** ____ there for months. 'How did I not notice that?' Louis wondered to himself.

He ⁵**had decided** ____ to give the new bike lane a try. So, the next day, he got his bicycle out of the garage and ⁶**was leaving** ____ home half an hour early, to give himself more time to get to work. As he rode down the street, he ⁷**had suddenly found** ____ that he was looking at his neighborhood in a completely new way.

He ⁸**had seen** ____ the children walking to school, the trees by the side of the road and his neighbors calling out greetings. He ⁹**was never noticing** ____ these things before because he usually took his car to work. Now commuting to work had become the best part of his work day!

VOCABULARY

Collocations: travel information

A Match the beginnings of the sentences (1–8) with the endings (a–h).

- | | |
|-------------------------------------|---|
| 1 Be careful driving here; the road | _____ a rain, so drive slowly on the way to Revi's house. |
| 2 If I leave during rush | _____ b light is red and I have to wait for it to turn green to go! |
| 3 Is there a subway | _____ c hour, the highways will be packed. |
| 4 I really hate overcrowded | _____ d buses because there's never anywhere to sit! |
| 5 We're in a terrible traffic | _____ e work up ahead, so we'll have to go by a different route. |
| 6 Steven, the traffic | _____ f sign says there are falling rocks. |
| 7 The forecast is for heavy | _____ g line that runs below this building? |
| 8 There is road | _____ h jam – we haven't moved for 20 minutes! |

Nouns ending in *-ion*

B Rewrite the following verbs as a noun using *-ion*. Other spelling changes may be necessary.

- 1 connect _____
- 2 decide _____
- 3 pollute _____
- 4 act _____
- 5 react _____
- 6 situate _____

C Complete the blog post with the nouns from Exercise B.

**Goodbye, car!
Hello, clean air!**

I've finally made the ¹_____ to stop using my car and start using public transportation. Well, we all know that there is a direct ²_____ between cars and air ³_____.

But what was my inspiration for making this choice? The ⁴_____ in my home city is particularly bad; the air quality is just terrible. One day, I noticed an ugly brown cloud hanging over the city and my ⁵_____ was one of disgust. And that was it – I parked my car in the garage and that's where it's going to stay.

Now I use buses and I usually walk short distances. We simply can't have the expectation that our environment will improve if we ourselves do not take ⁶_____.

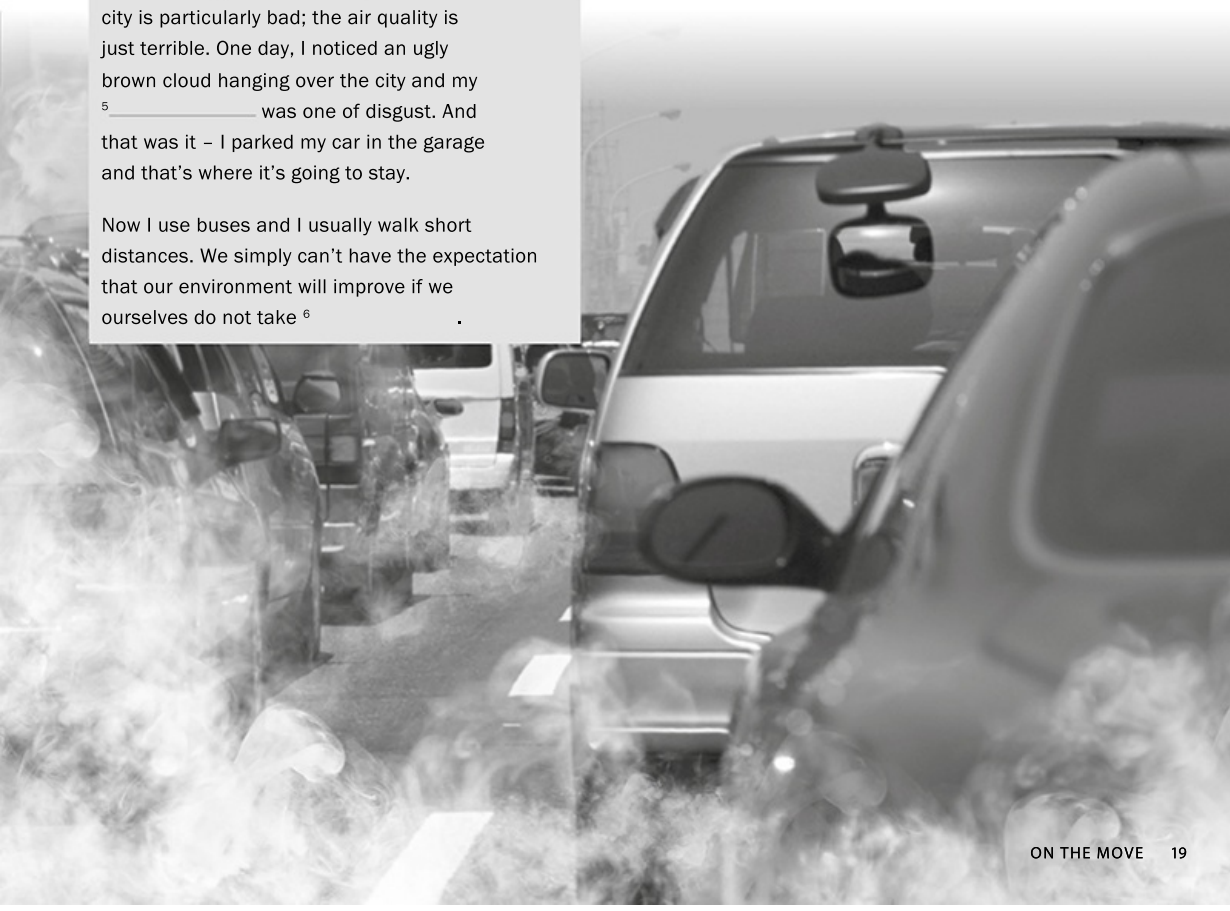
PRONUNCIATION

Word stress in nouns ending in *-ion*

A Listen to two speakers saying the same sentence. Check (✓) the speaker who pronounces the *-ion* word correctly.

- 1 *information*
Speaker A: ☒ Speaker B: ☐
- 2 *reaction*
Speaker A: ☐ Speaker B: ☐
- 3 *decision*
Speaker A: ☐ Speaker B: ☐
- 4 *destination*
Speaker A: ☐ Speaker B: ☐
- 5 *expression*
Speaker A: ☐ Speaker B: ☐
- 6 *situation*
Speaker A: ☐ Speaker B: ☐

B Practice saying the *-ion* words in Exercise A.



GRAMMAR

Articles and quantifiers

A Fill in the blanks with *a/an, the* or – (no article).



Bicycles are better

Everyone wants to live in ¹ town or city without pollution. And, naturally, we also want ² town or city where we live to be people-friendly and easy to get around. But, like all ³ city-dwellers, we know there's ⁴ issue with transportation. How do we get around without causing pollution? The city of ⁵ Helsinki is ⁶ European capital that has always embraced bikes and bike riding, so why not here in ⁷ US, too? Officials in American cities throughout the country need to do more to encourage people to use ⁸ bicycles by creating more bike lanes and safe spaces for bike riders.

B Circle the correct option to complete the sentences.

- How *few* / *much* / *many* luggage are we allowed to take on the plane?
- There aren't *much* / *enough* / *plenty* trains during rush hour, so they're usually very crowded.
- I have very *enough* / *much* / *little* money so I can't afford to buy a new car.
- There's *plenty of* / *little* / *too much* time until the train leaves – let's go and get some coffee.
- Would you like *very few* / *a lot* / *a little* sugar in your tea?
- The Kutsuplus service had *enough* / *a lot of* / *too many* advantages.
- Few* / *Little* / *A few* people use the local bus service, so it's in danger of being canceled.
- I can't hear you – there's *plenty of* / *not enough* / *too much* noise in this train car!



C Complete the sentences with one word in each space.

- There was _____ of traffic in the city center today.
- We'd better buy some gas because we don't have _____ left.
- There aren't _____ seats for everybody to sit down.
- There's _____ chance of finding a taxi at this time of the day.
- _____ of pollution is created by private cars.
- Sadly _____ few people in my town use bicycles as a means of transportation.

PRONUNCIATION

Sentence stress: quantifiers



A Listen and underline the quantifiers the speakers stress in each sentence.

- A lot of people were angry about the delay.
- There were a few trains operating on Sunday.
- Were there many people on the bus?
- There's too much traffic in the city center.
- Do you have enough money for the tickets?
- There's little chance of leaving early today.

B Practice saying the sentences in Exercise A with the correct intonation.

VOCABULARY

Gradable and ungradable adjectives

A Underline the correct answers to complete the letter to a newspaper.

Dear Sir/Madam,

Yesterday's article on reducing traffic in towns and cities was ¹**really** / **completely** interesting and I wanted to add my thoughts on the issue.

Many of my friends find it ²**absolutely** / **a little** surprising that I have never learned to drive. I point out to them that since I live in a big city, it is ³**completely** / **very** easy to get around using public transportation.

Some of them are ⁴**very furious** / **furious** when I point out that driving cars is ⁵**extremely** / **a little** damaging to the environment and the number one cause of air pollution in our cities. I find it ⁶**very funny** / **very hilarious** how people react to unpleasant truths.

I look forward to more articles on this topic.

Sincerely,
Femi Oke

B Which adjectives collocate with *very*? Put a check mark (✓) or an X in the box.

- | | |
|--------------|--------------------------|
| 1 brilliant | ☐ |
| 2 enormous | ☐ |
| 3 smart | ☐ |
| 4 impossible | ☐ |
| 5 filthy | ☐ |
| 6 excellent | ☐ |
| 7 dirty | ☐ |
| 8 large | ☐ |

C Complete the sentences using an adjective from Exercise A or Exercise B.

- The exam was almost _____. No one in the class got more than 30%!
- Stephen Hawking was considered to be one of the most _____ physicists of his generation.
- The skyscraper being built in the city center is going to be _____.
- My boss was _____ with me when I accidentally deleted some important files.
- Simon's van is absolutely _____. He really should get it cleaned.
- We knew the movie would be funny, but it was _____. I'd definitely recommend seeing it.



READING

A PREDICT Look at the title of the article and the picture and answer the questions.

- 1 What do you think the article is going to be about?
- 2 Will the tone of the article be positive or negative?

B SKIM Read the article quickly, paying particular attention to the paragraph headings. Complete each paragraph with the missing topic sentences (a–e).

- a Maybe the most important, but also the most expensive, innovation will be the insertion of thousands of tiny sensors into the surface of highways and main roads.
- b Smart road technology, including solar-powered road surfaces, wi-fi communication and embedded sensors, will transform road transportation as we know it.
- c The term *smart road* covers a range of developing technologies which scientists believe will transform the future of road transportation.
- d Modern roads have been in existence for more than a hundred years.
- e While the electronic surface-to-vehicle system will help drivers, a different kind of technology is being developed to help the environment.

C READ FOR DETAIL Read the article again. Circle the correct answer, a, b or c.

- 1 What has changed during the last 100 years?
 - a Only cars
 - b Only roads
 - c Cars and roads
- 2 The term *smart roads* refers to
 - a road safety applications.
 - b a range of technologies.
 - c the use of solar energy.
- 3 Using smart road technology, drivers will be able to
 - a ignore traffic lights.
 - b communicate with each other.
 - c make time-saving choices.
- 4 The vehicles of the future will
 - a work better in winter.
 - b be powered by the road.
 - c be made of glass.

D REFLECT Think about the answers to these questions.

- 1 What are the advantages of smart road technology?
- 2 When do you think this technology will exist in your country?

Glossary

congestion (n) when a road is crowded with vehicles, so that it is difficult for them to move

fossil fuel (n) a fuel such as gas, oil or coal

relay (v) to communicate information

sensor (n) an electronic device that reacts to changes such as the amount of heat or movement

Smart roads: the transportation technology of the future?



What is the situation today?

1 — The smooth, solid surface allows us to drive cars, trucks and buses over short and long distances, connecting us to other people, cities and faraway places. Modern cars, with their incredibly powerful engines, GPS systems and excellent safety features, would be unrecognizable to the road user of a hundred years ago. However, the roads they drive on remain largely unchanged by time or technology.

What are smart roads?

2 — Some technological advances include the creation of road surfaces which will generate power using solar energy, and wi-fi communication between vehicles and the road surface. Another advance is the monitoring of road traffic in order to reduce congestion and improve driving times and road safety.

How can they improve traffic congestion?

3 — The sensors will register the number of cars passing over them. This information will be relayed to the traffic control system which will change speed limits, traffic lights and recommended routes, depending on the volume of traffic. The information could also be sent directly to drivers who can choose to change their route in order to avoid delays.

How can they help the environment?

4 — Solar panels embedded into glass road surfaces will power electric cars as they drive along them. Alternatively, electric cars can recharge their batteries while parked in solar-powered parking lots. In addition, the road surface will contain LED lights and road markings as well as heating elements to melt snow and ice during the winter months. Glass is renewable, environmentally friendly and as strong as traditional road surfaces. This technology will allow road transportation to become independent of fossil fuels as vehicles will no longer be using gas-driven engines.

What will the future bring?

5 — These emerging technologies will save time and money for drivers, leading to faster and more economic road transportation. They will improve road safety, especially in poor weather conditions, and most important of all, they will contribute to slowing down climate change by reducing greenhouse gas emissions from today's gas-driven engines. Smart road technology may still be at an experimental stage, but it won't be long before it becomes a part of our everyday lives.



LISTENING

A Look at the pictures and answer the questions.

- Are car accidents a problem in your country?
- Do young people have more accidents than older drivers?
- What could be done to improve the situation?



B LISTEN FOR SIGNPOSTING LANGUAGE Listen to a talk about road safety. Check (✓) the phrases you hear the speaker use.

- First, I want to talk about ...
- Now, let's turn to ...
- Moving on, I'll now discuss ...
- In addition, ...
- That's all I want to say ...
- In conclusion, ...

☐
☐
☐
☐
☐
☐


C LISTEN FOR DETAIL Listen again. Underline the correct option to complete the sentences.

- Drivers who are over 40 are *more* / *less* likely to die in a car accident.
- Older* / *Younger* drivers are better at seeing possible dangers on the road.
- Young drivers want to *live dangerously* / *gain more driving experience*.
- The speaker thinks that young people shouldn't be so *confident* / *excited* about their driving skills.
- Family members* / *Different groups of people* must help young people to deal with problems.
- The speaker believes that young adults should go through a *more difficult test* / *different stages* before gaining a full license.
- Young people should be encouraged to *wait until they are older* / *learn to ride a bicycle* before taking their driving test.

Glossary

fatal (adj) which causes death

hazard (n) danger

trial period (n) period of time during which you test somebody's abilities, skills, etc

vital (adj) very important, necessary or essential

D REFLECT Think about the answers to these questions.

- Were your ideas about improving road safety similar to the speaker's?
- Do you agree with the speaker's possible solutions? Why/Why not?

FUNCTIONAL LANGUAGE

Telling a story in five stages

Complete the conversation with one word in each space.

Camila: You'll never ¹ _____ what happened to me when I was taking that class last week.

Matias: What?

Camila: Well, after class, we could use the campus athletic facilities. On Wednesday, I ² _____ just had a really tough class, so I decided to go to the swimming pool.

Matias: And?

Camila: There were some other kids from the program at the pool ... mostly boys and just a couple of us girls. The funny ³ _____ was that I had just gone there to relax – I didn't have any other plan in mind. Well, ⁴ _____ I was just floating in the water, I noticed that the boys were organizing a race among themselves.

Matias: So what did you do?

Camila: I lined up at the end of the pool along with the boys. One of them turned to me and said, 'You're a girl. Do you really want to race against us? You know you're going to lose.' I just looked at him and didn't reply. Then somebody yelled 'Ready, Set, Go!' and we were off.

Matias: So, what ⁵ _____ ?

Camila: Well – this is the ⁶ _____ part – I beat them all!

Matias: No way! You're ⁷ _____ ?

Camila: Nope. I've been training as a swimmer since I was little you know. In the ⁸ _____, the boy apologized for being so rude to me. I'm still laughing about it now!

WRITING

A ORGANIZATION Look at the points (a–d) from an email of complaint. Match the points with the main paragraphs in the email.

- a the effects of the event, the problems it has caused Paragraph ____
- b the result you want from your email Paragraph ____
- c a description of the main complaint Paragraph ____
- d the reason for writing Paragraph ____

B Complete the email with the adverbs in the box.

definitely extremely regularly
seriously totally unnecessarily

Subject: Local buses

Dear Sir or Madam,

I am writing to complain about the new bus schedule for the town of Bedford, because I am ¹ _____ concerned about how this has affected the lives of residents.

Up until two years ago, the bus came ² _____ every half an hour. Now there is an hour and a half wait between buses. This is ³ _____ unacceptable. It has made life for those without their own transportation ⁴ _____ difficult and I know of several people who have missed important appointments – for example, with the doctor – because of it.

If, for example, you have a dentist appointment at 9:45, you must catch the 8:00 am bus because the next one is at 9:30 and you ⁵ _____ risk missing the appointment. In addition, now there is only one bus during school times and it is usually packed with noisy students, with no room for older people to sit down.

In short, we in the town ⁶ _____ want to see a return to the old schedule.

I hope to hear from you soon regarding this matter.

Kind regards,

Bernard Wise

WRITING PRACTICE

A PREPARE You are going to write an email of complaint about a problem you had while traveling. Choose one of these topics to write about.

- A travel agency booked you into a terrible hotel.
- Your train/plane was rerouted to a different destination.
- There was no transportation to take you from the airport to your vacation destination.
- The car you rented was badly maintained and broke down.

B PREPARE Think about the answers to these questions and write notes.

- 1 What happened? What are the key dates, events, etc?
- 2 What problems did this cause?
- 3 What result do you expect after writing this email?

C WRITE Write your email in 150–200 words.

- Use your notes and ideas from Exercise B.
- Remember to use adverbs to give emphasis to your writing.



GRAMMAR

Future forms

A Complete the sentences with the correct future form using the prompts.

- I / meet / Sarah* _____ tomorrow at 6 pm.
- We / have* _____ a test on Tuesday.
- Petra says *she / run* _____ her own business one day.
- I / try* _____ hard to finish my classes this year.
- I forgot to call Danny – *I / do* _____ it now.
- What / you / do* _____ tomorrow morning?
- Carl will be in town tomorrow because *he / buy* _____ a new coat.
- If you don't like the music, *I / turn* _____ it down.

B Complete the conversations with the correct future form of the verbs in parentheses.

Ben: So, have you made any resolutions for this year?

Tom: Just one. I ¹ _____ (learn) to drive.

Ben: Finally! Let me know when your classes are; I ² _____ (make sure) I keep off the roads then!

Tom: Very funny. What about you? You said you wanted to get in shape. What about riding your bike to work?

Ben: Yeah, but I don't have a bike.

Tom: No problem. I have a spare one. I ³ _____ (lend) it to you.

Ben: Oh wow! Thanks a lot! Can I pick it up next week?

Tom: Yes, but I ⁴ _____ (start) my first class on Monday, so I won't be at home then.

Anna: Hi Claire! What are you doing with all those Italian books? ⁵ _____ (you / learn) Italian?

Claire: Yes, I am! We ⁶ _____ (go) to Rome in the summer.

Anna: But you ⁷ _____ (not be) able to learn Italian in six months!

Claire: No, I know. I just want to be able to speak a little of the language – that's all.

Anna: Oh, I see. Anyway, a few of us are meeting up later. ⁸ _____ (you / do) anything tonight?

Claire: No, I'm free.

Anna: Great! I'll call you later and give you details.

C Choose the correct option (a, b or c) to complete the sentences.

- Ian promised his professor that he _____ harder in class this semester.
a 'll try
b 's trying
c 's going to
- _____ to the party with us or with Liz?
a Will Sarah come
b Is Sarah coming
c Is Sarah going to come
- We _____ in the ocean if it's freezing. We'll have to see how cold it is when we get there.
a won't swim
b aren't swimming
c aren't going to swim
- I think I _____ the steak and fries please.
a 'll have
b 'm having
c 'm going to have
- William _____ a candidate for the job tomorrow afternoon.
a 'll interview
b 's interviewing
c interviews



PRONUNCIATION

Intonation for attitude and mood



4.1

A Listen to eight sentences. Circle the option that best describes each speaker's attitude or mood.

- | | |
|--|---------------------------------------|
| 1 I'll help you if you want. | <i>happy to help / not interested</i> |
| 2 Are you going to go to that restaurant again? | <i>excited / bored</i> |
| 3 I need to make some changes starting tomorrow. | <i>determined / unsure</i> |
| 4 Peter's coming for lunch tomorrow. | <i>negative / positive</i> |
| 5 Really? You do surprise me. | <i>surprised / sarcastic</i> |
| 6 OK, OK. I understand. | <i>thoughtful / angry</i> |
| 7 What are you going to do? | <i>nervous / curious</i> |
| 8 Thanks a lot! | <i>ironic / excited</i> |

B Practice saying the sentences in Exercise A using the same intonation.



4.1

C Listen again to check your intonation.

VOCABULARY

Collocations: goals and resolutions

A Complete the collocations with the verbs in the box. Use each verb only once.

break cut keep make quit reach

- _____ down on something
- _____ a resolution
- _____ a target
- _____ a resolution
- _____ a bad habit
- _____ a resolution

B Match the collocations in Exercise A to the correct definition.

- stop doing something that isn't good for you _____
- not do what you promised _____
- set (yourself) a goal _____
- achieve something _____
- do less of something _____
- stick to a plan _____

C Complete the sentences with one word in each space. Use words from Exercise A and B.

- You should cut _____ on eating chocolate and candy.
- Linda has finally managed to _____ drinking coffee.
- I'm determined to _____ my resolution to pass my English exam by working extra hard.
- If your target is not realistic, you'll never _____ it.
- I've made a _____ to stop playing video games until I have finished my work.
- You will never _____ success if you don't try.
- I've _____ myself a goal – I want to be ready to run in the next marathon.
- We decided to _____ to the original plan.

GRAMMAR

Making predictions

A Circle the correct option to complete the sentences.

- The council **will / is going to** knock down that old building because it's dangerous.
- She **may / will** take a job with a media company, but she hasn't decided yet.
- I'm **definitely / probably** going to attend the climate change conference – I'm one of the speakers!
- We **will / might** use less paper if we receive all our bills electronically – that's much more environmentally friendly.
- I think we need industry to survive, but companies **are going to / could** try to pollute less.
- You **will probably / are going to** make a huge difference in the world – I just know it!
- They **won't / might not** come tonight – it depends on how tired they are after work.
- Danielle **probably will / will probably** move out of the city if she can find a house she likes.

B Complete the sentences with one word in each space.

- They _____ definitely support our program; they plan to donate \$1 million!
- She's _____ to work with her neighbors to set up a community garden.
- I'll _____ see you later tonight, but I'll see how tired I am when I get home.
- Lionel _____ be here tonight; he called earlier to say he can't make it.
- You never know, English _____ not always be a global language.
- My brother _____ become a rich man if his latest business deal succeeds.
- You're _____ going to get the job; I heard the manager telling her assistant that she's chosen you.
- We're _____ going to buy a hybrid car just yet; our old one still has some life in it.

C Correct the mistakes in each sentence

- Hannah probably will get the job.

- It depends how busy Lisa and Alan are, but they definitely will come tonight.

- The weather probably might be good this weekend.

- My neighbors could to at least try to keep the noise down a little!

- The local soccer club won't definitely win the league this season.

D Complete the predictions so that they are true for you.

- This year I'll definitely _____.
- Next month I definitely won't _____.
- Next year I might _____.
- In five years, I'll probably _____.
- Next weekend, I probably won't _____.



PRONUNCIATION

//: contraction of will



A Listen to five sentences and underline which phrase you hear.

4.2

- 1 a We work b We'll work
2 a I make b I'll make
3 a It cost b It'll cost
4 a You quit b You'll quit
5 a She let b She'll let

Linking words: final consonant sound and first vowel sound



B Listen and complete the sentences with a missing phrase.

4.3

- 1 You won't find _____ a self-help book.
2 _____ things can we do to help?
3 I think she _____.
4 _____ terrific plan!
5 You _____ what I'm saying!

C Practice saying the sentences in Exercise B. Make the links between the final consonants and the first vowel sounds.



D Listen again to check your pronunciation.

4.3

VOCABULARY

Prefixes: *dis-*, *mis-*, *over-*, *re-*, *under-*

A Circle the correct answer, a, b or c.

- 1 Oh, I thought you said you were a *lifestyle* expert. Sorry, I _____ understood you.
a over b dis c mis
2 I wanted to move to the country, but I've had to _____ think my plans.
a re b over c mis
3 I can't seem to find my wallet; I must have _____ placed it.
a re b dis c mis
4 If ocean levels keep rising, many low-lying islands will _____ appear.
a over b dis c re
5 This town used to be a nice place to live, but it's becoming _____ populated.
a under b over c re
6 Working as a teacher is very difficult, and on top of that, you're generally _____ paid.
a over b dis c under
7 Is it better to fix up an old building or knock it down and _____ build it?
a re b dis c over
8 If you _____ agree with your boss too many times, you might find yourself out of a job!
a mis b over c dis



B Complete the text with the correct form of the words given in capital letters.

The sea is rising

Urban areas all over the world are ¹ rethinking their city planning as a result of rising sea levels. Officials must consider whether they should ² _____ housing to better withstand the changing environment or erect high concrete walls. Of course, wealthier cities can manage climate change much better.

THINK

BUILD

Experts may ³ _____ over the best approach, but they are at least able to implement a solution when they come up with one. Bangladesh, for example, is at sea level and its capital was already ⁴ _____ before thousands of *climate refugees* began arriving. Many came to the capital because they were already experiencing changes in the environment – leaving behind coastal towns that will probably have ⁵ _____ in a few years' time.

AGREE

POPULATE

APPEAR

Ultimately, it will take a global effort to find a solution to climate change, particularly by policymakers who ⁶ _____ the problem and heavy polluters who don't even want to admit there is one.

UNDERSTAND

Indian Summer School at 9 pm on Channel 4



Challenge and change are the keywords to describe the experience of a group of teenagers in *Indian Summer School*, broadcast on Channel 4 in three episodes. This documentary follows the progress of five working-class British boys who are preparing to retake their high school exams at the Doon School in India. Having failed their exams in the UK, they hope that the famous Indian boarding school with the world-class reputation will help them to improve their academic performance and achieve the grades that they need.

The Doon School in Uttarakhand is one of India's finest, and most expensive, private boarding schools. Set in 70 acres of beautiful gardens and open spaces, the school was founded in 1935 by Satish Ranjan Das, a lawyer from Calcutta. The school has an exam pass rate of 100 percent and a zero-tolerance approach to any kind of misbehavior. Staff at the school encourage hard work, personal development and respect for others – there's no room here for somebody who is not prepared to accept the school's ethos.

However, this communal philosophy is not one that the British boys are used to. On their arrival, they are expected to have their hair cut short and are required to hand over their smartphones and tablets. The principal, Matthew Raggett, believes that up to 80 percent of problems in the classroom are caused by the distractions of electronic devices. One of the boys, Ethan, refuses to have his hair cut and none of the boys are happy about having their smartphones taken from them.

As the show progresses, we see a clash of two cultures, as the British boys find it extremely hard to adhere to the strict rules and traditional values of the Indian school. Ethan finds it difficult to socialize with the other students and usually skips classes. Alfie and Jack do better and become interested in the Hindu religion, as well as working hard to contribute to class discussions and homework projects.

As viewers, we all want the boys to do well, but we are possibly frustrated by their refusal to make an effort and gain from their experience. Will the boys manage to complete their six-month course? Are they up for the challenge? Will this be a life-changing experience or another academic failure? Watch the full series to find out!

READING

A Look at the title of the text and read the first paragraph. Answer the questions.

- 1 Is this a magazine article, a review or a letter to a newspaper?
- 2 Is it about fictional or real people?
- 3 Which countries are mentioned?

B READ FOR DETAIL Read the rest of the review and check (✓) the information that is mentioned.

- 1 the number of classes
- 2 where the school is
- 3 the people in the program
- 4 when the school started
- 5 the idea of the TV show
- 6 the students' hobbies
- 7 the size of the school campus
- 8 why the boys are there
- 9 what kind of program it is

☐
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C SUMMARIZE Which of the points you checked in Exercise B should be included in a summary? Why should the other points NOT be included?

D SUMMARIZE Complete the summary with a word or phrase from the box.

British boys deal with the challenge
documentary failed India

In this TV ¹ _____, five
² _____ who have ³ _____
their exams are given a second chance when
they take part in a study program at the
world-famous Doon School in ⁴ _____.
In this three-part Channel 4 series, we see how the
boys ⁵ _____ and changes in their lives
when they have to adapt to a very different way of
life and learning.

E REFLECT Think about the answers to these questions.

- 1 Would you like to watch this documentary?
Why/Why not?
- 2 How easy or difficult do you think it would be to
adapt to life in a different country?

Glossary

boarding school (n) school that students live at

clash (n) conflict between different ideas/systems/etc

ethos (n) set of beliefs

zero-tolerance approach (n phrase) a system where no
rule-breaking of any kind is accepted



LISTENING

A What changes would you like to make in your life?
Think about:

- your health and fitness.
- your work, career or school.
- your free time.



4.4

B **LISTEN FOR GIST** You will hear Doctor Maria Davos, a psychologist, talking about how people can achieve their personal goals. Listen and check (✓) the statements you think Doctor Davos would agree with.

- a It's easy to achieve your goals. ☐
- b Changing your life takes time. ☐
- c Setting smaller goals is more realistic than setting one big goal. ☐
- d People are happy when they can measure the results of their efforts. ☐
- e Everybody should try to improve their diet. ☐
- f Make changes one step at a time. ☐

Glossary

overdo (v) do too much, do more than is possible
transform (v) change completely

C **PARAPHRASING** Read the sentences and circle the answer, a or b, which has a similar meaning.

- 1 She failed to stick to her resolution.
 - a She made a resolution but didn't keep it.
 - b She didn't make a resolution.
- 2 You can only achieve long-term goals.
 - a Your goals must be challenging.
 - b You can't change your life overnight.
- 3 Track your progress by taking photos.
 - a Use photos to keep a visual record.
 - b Use photos to improve your appearance.
- 4 I want to cut down on sugar in my diet.
 - a I have too much sugar in my diet.
 - b I don't have enough sugar in my diet.



D **LISTEN FOR DETAIL** Listen and circle the correct answer, a, b or c.

- 1 Many people
 - a stick to their resolutions.
 - b make resolutions but don't keep them.
 - c don't make good plans.
- 2 You will succeed in changing your life if you
 - a set difficult challenges for yourself.
 - b act quickly and decisively.
 - c set long-term goals.
- 3 A good way of achieving your goal is to
 - a break it into smaller steps.
 - b make a list.
 - c concentrate.
- 4 Why does Doctor Davos suggest taking photos?
 - a So you can admire your nails.
 - b So that you have a visual record of your progress.
 - c Because it will keep your hands busy.
- 5 Keeping a food diary can help you to
 - a cut down on something.
 - b feel more positive.
 - c have more strength.
- 6 Doctor Davos says we should
 - a try to achieve several goals.
 - b achieve our goals one by one.
 - c only ever make one change.

E **REFLECT** Think about the answers to these questions.

- 1 Are you good at achieving your goals?
- 2 Have you ever used any of the techniques that were suggested in the interview?

FUNCTIONAL LANGUAGE

Clarifying and asking for clarification

Complete the conversation with the words in the box.

catch going leave lost up what

Adele: Hi, Hector. What's ¹ _____? How's your first day of college ² _____?

Hector: Umm ... it's OK but I'm having a little trouble with the layout.

Adele: With the ... ³ _____ did you say? Sorry I didn't ⁴ _____ that.

Hector: With the layout ... of the building.

Adele: You've ⁵ _____ me.

Hector: Actually, it's me that's lost! I mean I can't find my way around. The college is really big and I've been late for all my classes because I can't find the rooms!

Adele: Oh, I see. ⁶ _____ it to me. I have a map somewhere ... of the college. Here you go. It shows the different rooms, the gym, the cafeteria. That should be a help.

Hector: Thanks, Adele.

Win a chance to see the future @ Roboworld!



Enter our competition and win a guided tour of our laboratories where we design and build robots for top science-fiction movies *and* for use in the real world.

Here, science fiction becomes science fact!

Robotics has already changed our lives in many ways and will continue to do so. We want to know how you think robots will change everyday life in the home over the next 50 years.

Write a short essay describing two changes you think robots will make to our home lives. Explain why you think these changes will happen and any consequences they may have.

The winning entries will be published in this magazine and on our website roboworld.com.

WRITING

A Read the ad for a competition above. Would you like to visit Roboworld? Why/Why not?

B ORGANIZATION Read a competition essay entry. Put the paragraphs (a–d) in the correct order.

a — Second, I believe that in the future, people will demand more free time to develop their personal interests, **and so** we will want machines to do more work. Robots will take over all of the housework **because** we will be busy with more useful and creative tasks.

b — To sum up, it is probable that robots will play a bigger part in our lives in the future. **Consequently**, we must decide how we will deal with those changes if robots are there to do everything for us.

c — One way in which they will be useful is in helping older people. **Because** people are living longer, the population has more elderly people, and **as a result** they need more care and practical help. The robots of the future will do household chores as well as keeping their 'owners' company with conversation and entertainment. In addition, they will be able to call for help in an emergency.

d — We already have a lot of machines in our homes which could be classified as robots, for example, washing machines and dishwashers. I believe that **because of** advances in robotics, we will soon have walking, talking machines which will live and work in our homes.

C Read the essay again and answer the questions.

- 1 What sort of machines in the home can be considered as robots?
- 2 What is the consequence of people living longer?
- 3 Why will humans want machines to do even more household chores?

D USING LINKING WORDS Complete the sentences with the words and phrases in bold from Exercise B. In two sentences, more than one answer is possible.

- 1 Robots will do all of the household chores, _____ we will have more free time.
- 2 We all have more free time _____ all the gadgets we have in our homes.
- 3 Almost every home now has a washing machine; _____, we no longer waste time washing clothes by hand.
- 4 There was an increase in unemployment _____ more and more machines were used.
- 5 Older people will need more care _____ people are living longer and longer.
- 6 Some elderly people do not have access to the internet and _____ they cannot benefit from modern technology.

WRITING PRACTICE

A PREPARE You are going to write an essay about what effect robots and machines will have on work and jobs in the future. Think about the answers to these questions and write notes.

- 1 What effect have recent developments in technology had on people's jobs?
- 2 How will technology affect work and jobs in the future? Think of two ideas.
- 3 What are the reasons for these possible changes?
- 4 What consequences do you think these developments will have?

B WRITE Write your essay in 150–200 words.

- Use your notes and ideas from Exercise A.
- Remember to use linking words to describe reasons and consequences.

VOCABULARY

Employment skills and qualities

A Complete the text with the words and phrases in the box.

communication skills creative people
pressure reliable teamwork time management



TIPS FOR A SUCCESSFUL INTERVIEW

I've interviewed hundreds of people over the years. So, what do I look for when I'm hiring new staff?

Well, first, I'm looking for people who can get their ideas across to others effectively; in other words, people who have good ¹ _____. Of course, to be able to do this, they also need to come up with good ideas and that means having ² _____ thinking skills as well.

Anyone with both of these qualities will probably work well with others and be good at ³ _____, which is very important. Of course, all companies want their employees to have ⁴ _____ skills, not only with colleagues, but with clients, too.

Finally, if people aren't ⁵ _____ or aren't able to work well under ⁶ _____, then they don't make good employees. To be good at ⁷ _____ is as much a skill as anything else.

Verbs of influence

B Find and correct the mistakes in the sentences.

- 1 I was pleased that the manager let me to use my digital technology skills.

- 2 Did you encourage him looking for a new job?

- 3 She's tired because her boss made she come to work at 7 am today!

- 4 Our company allows us work from home one day a week.

- 5 She persuaded them that they cancel the meeting at the last minute.

- 6 Mrs. Carter told to me to improve my time management skills.

- 7 I advised my colleague for speaking to our manager about the problem.

- 8 Mr. Jones doesn't want that I give the presentation today.

C Choose the correct verb for each sentence.

- 1 My parents used to *let* / *allow* me to stay up late on the weekend.
- 2 Fans are supposed to *encourage* / *persuade* their team not boo them.
- 3 No one is *making* / *wanting* Jonathan quit college. It's his decision.
- 4 You really need to stop *advising* / *telling* me what to do!
- 5 Natasha's sister sometimes *lets* / *allows* her borrow her clothes.
- 6 Bill couldn't be *persuaded* / *encouraged* to come to the party.
- 7 Harry's friend Charlotte *wants* / *makes* him to teach her how to speak English.
- 8 I *advise* / *tell* you to leave early because the traffic can be terrible.

PRONUNCIATION

Intonation and rhythm: holding your turn

5.1 A Listen to eight sentences. Check (✓) the sentences where the speaker makes words longer or uses rising intonation to show they want to continue speaking.

- 1 I think that my people skills are excellent. ☐
- 2 In the end, I realized that it wasn't the job I wanted. ☐
- 3 I left because I was overworked and underpaid. ☐
- 4 Job satisfaction makes employees more productive. ☐
- 5 The perks in my last job were really great. ☐
- 6 It wasn't just the pay that attracted me to the job. ☐
- 7 My work doesn't offer enough challenges. ☐
- 8 You can't imagine what kind of people work there. ☐

B Practice saying the sentences in Exercise A using rising intonation to show that you want to continue speaking.

C Practice saying the sentences from Exercise A using falling intonation to show that you have finished speaking.

GRAMMAR

Past habits and states

A Complete the article with *used to* or *would* and the correct form of the verbs in parentheses. In some sentences, more than one answer is possible.

It ¹ _____ (be) very difficult for women in the United States to get good jobs and be financially independent. Very few women ² _____ (work) in professions such as medicine or law. For one thing, they ³ _____ (not have) access to a college education in order to be able to train for a profession.

It was even harder for working-class women. My grandmother ⁴ _____ (work) in a factory until she got married. She ⁵ _____ (leave) the house at dawn and return late in the evening. The workers ⁶ _____ (rarely/get) vacations, except for once a year, when the factories all closed down for a week. Then, everyone ⁷ _____ (leave) to spend time with family in the country.



B Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Write between two and five words.

1 Were you a career advisor?

_____ be a career advisor? (*use*)

2 We didn't go on vacation when I was young.

We _____ go on vacation when I was young. (*never*)

3 She enjoyed their trips to the beach as a child.

She _____ their trips to the beach as a child. (*used*)

4 The whole team used to meet to discuss the day's business.

The whole team _____ to discuss the day's business. (*would*)

5 Darren didn't have good communication skills back then.

Darren _____ good communication skills. (*to*)

6 Sonja worked at a vacation resort when she was a student.

Sonja _____ at a vacation resort when she was a student. (*work*)



GRAMMAR

The passive voice

A Complete the sentences about the company *Aethaer* with the correct passive voice of the verbs in the box.

not prove usually/buy order sell set up train

- The project _____ by De Watts after he read an article about bottled air.
- Since the company started, 200 jars _____ to customers in China.
- The jars of air _____ as gifts for wealthy customers' friends.
- Jars of *Aethaer* can _____ online.
- Right now, new 'air-gricultural' workers _____ to collect and bottle the product.
- So far the health benefits of *Aethaer* _____ by scientists.

B Rewrite these sentences using the passive voice.

- Someone robbed Christopher's house last night.

- Some people can learn the correct technique.

- Someone has stolen the necklace.

- Usain Bolt broke the 100-meter record.

- The artist's assistant had completed the painting.

C Rewrite these passive voice sentences so they are active.

- The alarm had been set off by Sheila.

- The building was designed by Zaha Hadid.

- The championship was held in Russia.

- The Oscar for Best Picture was won by *Moonlight*.

- Communities are being destroyed by the government's policies.

D Complete the extracts from a business magazine with the active or passive form of the verbs in parentheses.

He sells seawater

This year, a Scottish businessman
 1 _____ (start) selling his
 country's cheapest natural resource –
 seawater. The water 2 _____
 (collect) from the clear northern seas, and then
 it 3 _____ (use) in restaurants for
 cooking. Since the New Year, 20 orders
 4 _____ (receive) from all over
 Europe.

Plastic Revolution in Ghana

Plastic trash is a serious problem, but now,
 in Ghana, trash 5 _____
 (turn into) handbags.
 The process is simple. Plastic water
 containers 6 _____
 (pick up) from the streets. After they
 7 _____ (clean), they
 8 _____ (can/make) into the
 bags.

The rock millionaire

Gary Dahl, the inventor of the *Pet Rock*,
 9 _____ (die) recently at the age
 of 78. He 10 _____ (run) his *Pet
 Rock* business for one year in 1975 and he 11
 _____ (make) \$1 million. The
 small rocks and stones
 12 _____ (take) from Mexican
 beaches, and they 13 _____ (sell)
 as novelty gifts.



VOCABULARY

Business collocations

A Match words 1–5 to a–e to make collocations.

- | | |
|-----------|-----------------|
| 1 launch | a a profit |
| 2 run | b a business |
| 3 make | c a brand |
| 4 build | d a campaign |
| 5 attract | e new customers |

B Complete the sentences with the correct form of the collocations from Exercise A.

- A lot of people dream of _____ their own _____, but they don't realize how hard it is to set one up.
- Our company has just _____ to make more people aware of our products.
- Some people are only in business to make money fast, but it's important to provide quality so that your satisfied customers can help you _____.
- Sales figures are poor; if the company's going to survive, we need to _____ – preferably ones with spending power.
- We lost money in the first two years of running the company, but I'm happy to say we have just started to _____.

PRONUNCIATION

Silent consonants

A Underline the silent consonants in each sentence.

- Who launched this campaign to protect the environment?
- We should talk on Wednesday.
- The sign on the door said knock, so I did, but there was no answer.
- I can't eat a whole sandwich – do you want half?
- He's written a lot but I doubt that he knows everything.
- We listened for an hour but his foreign accent made it hard.
- When they gave the design prize, it went to the wrong person.
- To be honest, I'd say that psychology would not be a good subject for you.



B Listen to the sentences from Exercise A and check your answers. Practice saying the words and the sentences.

READING

A Read the first paragraph of the text and underline the best title for the article.

- 1 All about the money
- 2 Not just a job
- 3 Modern working conditions

B PREDICT What do you think the article will be about?

C REFERENCE LINKS Read the rest of the article quickly. Circle the correct person, place or thing that each numbered word or phrase in bold refers to.

- 1 company owners / employees
- 2 an employee's diet goals / tech firms' work environment
- 3 people at the recruiting agency / employees in general
- 4 the game developer's website / the amount of benefits
- 5 employees / dogs
- 6 at the beach / at the clothing company
- 7 make a difference / help the environment

D READ FOR DETAIL Read again and circle the correct answer, a or b.

- 1 Which of these do tech firms not offer their employees?
 - a a diet plan
 - b transportation
- 2 According to the article, what motivates many young people when looking for a job?
 - a a high salary
 - b job satisfaction
- 3 Working at the game development company mentioned in the text is unusual because you can
 - a take your dog to work.
 - b have free medical treatment.
- 4 What effect does the game development company's unusual policy have on its employees?
 - a They work more.
 - b They become more active.
- 5 How do working conditions at the clothing company reflect its products?
 - a They are both related to the ocean.
 - b They both promote fitness.

Glossary

boost (v) to help something increase
motivated (adj) enthusiastic and wanting to succeed
productive (adj) achieving good results

E REFLECT Think about the answers to these questions.

- 1 Which do you think is more important – a high salary or job satisfaction?
- 2 Which of the benefits mentioned in the text would be important for you?

Company owners and entrepreneurs all know that employee satisfaction is essential to a company's success, so it's very important that **they** offer a working environment that nurtures and supports the staff. So what can a company do to keep employees motivated, loyal and productive?

Tech companies, such as Google and Apple, are now famous for their trendy office spaces with perks like free transportation to and from work, weekly massage sessions and, of course, free food and drinks. One employee at a well-known tech firm told us, 'It saves me time and money, and helps me stick to my diet goals.' But which other companies are following **this** example? Hilary works for a large recruiting agency. 'We want and require the best – bright and intelligent young people who want to contribute to the development of the company they work for, and who really want to make a difference. A good salary is important, but **they** are not only motivated by money. There are other ways to reward your staff.'

Take a leading developer of online games as an example. The games are played by millions of people around the world. The company website lists a large number of benefits: **it** includes medical and dental care, paid parental leave, free gym membership and an on-site dry-cleaning service. But maybe the most unusual item on the list is this: 'Every day is bring your dog to work day.' Pet-friendly services include a rooftop park for dogs to play in, pet insurance and special treats for employees' pets. You probably won't be surprised to learn that in a survey carried out by *Business Options* magazine, employees who take their furry friends to work with them say that they are more satisfied with their working life than **those** who can't. In addition, pets can help people to improve their physical and psychological well-being, and this in turn boosts productivity because fewer days are lost to illness.

Other types of companies which are known to care about the health and well-being of their employees are those which sell outdoor clothing and equipment for adventure sports. To help promote their brand they want their employees to stay in shape. What better example to its customers than to have an active staff? Employees are encouraged to use the company bikes, volleyball courts and on-site yoga classes. An example is a well-known American clothing company that has its offices right on the beachfront. Staff members can go surfing on their lunch breaks. In addition, the company runs campaigns to raise awareness of issues such as climate change, environmental protection and fair trade. 'The staff **there** is motivated by more than just good pay', says Hilary. 'Employees believe that in their own small way they can make a difference. Working for an ethically sound company allows them to do **that**.'



LISTENING

A PREDICT What kinds of problems do you think school teachers have in the course of their work? Put the problems in order (1 = most important, 4 = least important).

- a difficult students —
- b heavy workload —
- c too much paperwork —
- d stress —



B LISTEN FOR EXAMPLES You are going to listen to a report about problems which teachers face. Check (✓) the phrases for introducing examples which you hear.

- 1 To be more specific ...
- 2 For example, ...
- 3 What's most important is ...
- 4 ... as the survey results show ...
- 5 That brings me to ...
- 6 For instance, ...
- 7 ... such as ...
- 8 ... like ...
- 9 ... a more specific idea ...
- 10 Let's take a look at ...

☐
☐
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Glossary

- exodus (n)** a situation in which a lot of people leave a place at the same time
- qualify (v)** earn the certificate, degree, etc which you need to do a certain job
- vacancy (n)** a job that is available for somebody to do
- workload (n)** the amount of work you have to do



C LISTEN FOR EXAMPLES Listen to three extracts from the report and complete the sentences with one word in each space.

- 1 For example, toward the end of my time in the teaching profession, I was grading up to _____ notebooks every _____.
- 2 That's what's important to students, and teachers, not just things like _____ and _____.
- 3 For instance, government figures for this year show that there are 10,000 _____ for _____ school teachers.



D LISTEN FOR DETAIL Listen again and answer the questions.

- 1 According to the survey, how many newly certified teachers quit their jobs after less than five years?
- 2 Do more language teachers or science teachers leave the profession every year?
- 3 What did 80% of teachers consider doing?
- 4 How many teachers are missing from high schools this year?
- 5 How many types of assessments does Amal mention?
- 6 What did Amal have to do every week which took up all her time?
- 7 What does Amal believe is *not* so important, compared to a student's personal development?
- 8 When did Amal's heavy workload increase even more?

E REFLECT Think about the answers to these questions.

- 1 Is a teacher's job stressful in your country?
- 2 Would you like to become a teacher? Why/Why not?

FUNCTIONAL LANGUAGE

Structuring a presentation

Circle the best options to complete the talk given by a speaker on the topic of 'Interview Skills'.

Good morning and thank you. ¹*for coming / that you came* to today's workshop. The ²*purpose / reason* of today's ³*interaction / presentation* is to teach you how to succeed in a job interview. So ⁴*first of all / at first*, I'd like to talk about introductions. Offer the interviewer a firm handshake, stand straight and look him or her in the eye. Confidence is the key here. Let's ⁵*throw a glance / take a look* at the first slide – this diagram shows the *dos and don'ts* of personal appearance. We'll talk more about these later.

Let's ⁶*continue on / move on* now to think about what you're going to say in the interview. Give thoughtful answers but ... don't talk too much! ⁷*From / Within* our research we know that a candidate who talks a lot without interacting with the interviewer can leave a negative impression.

That ⁸*carries / brings* me to the final part of this *introduction to interview skills*. Try to use language which is suitable for the occasion – you should avoid slang words and any references to sensitive topics; and avoid humor if possible, it doesn't always go over well!

So the next ⁹*theme / question* is how to put these ideas into action. In pairs, you're going to role-play an imaginary interview. Now, ¹⁰*do you have / will you make* any questions before we move on?

WRITING

A Read the job ad and answer the questions.

- 1 What do you think the job involves?
- 2 Is having previous experience in the travel business essential?
- 3 What are the most important skills you need for this job?

Eurojobs.com: Travel Consultant (Ref: 2713)

An amazing opportunity has become available to work for a dynamic, award-winning travel company.

Responsibilities include: being the first point of contact with customers, both face to face and on social media; creating and planning tailor-made travel arrangements; keeping up to date with offers, promotions and new products; providing advice and solutions to travel problems; providing first-class customer service; and attracting new customers.

The skills we are looking for:

- one year's travel agent experience or sales experience or relevant degree plus work experience
- a real passion for travel and interest in other countries and cultures
- confident, polite and reliable, with a can-do approach and a good work ethic
- comfortable dealing with people at all levels
- ambitious and capable of working well under pressure in a tough sales environment

To apply, email a cover letter and résumé to Carl Dennis:
C.Dennis@wdtravel.nett

B ORGANIZATION Read Edward Browning's cover letter. What is the main topic of each paragraph? Write brief notes.

- Paragraph 1 _____
- Paragraph 2 _____
- Paragraph 3 _____
- Paragraph 4 _____

Dear Mr. Dennis,

I am writing to apply for the position of Travel Consultant currently advertised on Eurojobs.com (Ref: 2713). I have attached my résumé. I recently graduated with a BA in Tourism Management and am interested in starting a career in the tourism industry.

^aThe course included hands-on experience as well as insight into how different countries approach tourism. ^bThis required organizational ability, good communication skills and the ability to work with others. ^cAs well as being an active member of student societies, I organized the annual Meeting of Minds event, which gathers tourism graduates from all over the world. ^dI believe that the skills and experience I gained in college make me the ideal candidate for this position.

Working for your company would be a great opportunity for me to share my passion for travel. I am interested in working for a company which offers such excellent customer service. A role at one of the top companies in the travel industry would fulfill my ambition to work in the tourism industry.

Thank you for considering my application. I am available for interview at any time, and look forward to hearing from you.

Sincerely yours,
Edward Browning

C PARAGRAPH STRUCTURE The sentences (a–d) in the second paragraph are in the wrong order. Put them in the correct order to make a better-organized paragraph. Find the topic sentence first.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

WRITING PRACTICE

A PREPARE You are going to write a cover letter for a job. Find an advertisement online or in a newspaper for a job you would like to apply for. Think about the answers to these questions and write notes.

- 1 Which phrases will you use to open and close this formal letter?
- 2 What is the job title and where did you see it advertised?
- 3 Why are you interested in this company and the job opening?
- 4 What skills and experience do you have which make you suitable for the role? Think of examples.

B WRITE Write your cover letter for the advertisement you found in Exercise A. Write your letter in 150–200 words.

- Use your notes and ideas from Exercise A.
- Remember to use standard phrases suitable for a formal letter.
- Don't forget to begin each paragraph with a topic sentence and give examples where necessary.

GRAMMAR

Modals of obligation

A Circle the correct answer, a, b or c.

- You attend soccer practice today – you can come tomorrow if you like.
 - shouldn't
 - don't have to
 - must not
- You tell the coach if you can't play in Saturday's game or she'll be annoyed with you.
 - must
 - need
 - don't have to
- Don't disturb him – he concentrate on making the shot.
 - doesn't have to
 - has to
 - should
- You wear the helmet, but I strongly recommend that you do.
 - must not
 - shouldn't
 - don't have to
- If you want to improve your performance, you train every day.
 - have
 - should
 - don't need to
- Hey! You kick the ball – you can only use your hands!
 - must not
 - don't have to
 - don't need to

B Circle the modal verb which *cannot* be used in each sentence.

- When running a marathon, you drink water regularly so that you stay hydrated.
need to / must / shouldn't
- But, you drink too much liquid, or you'll get a stomachache.
don't need to / shouldn't / must not
- Frank, you yell; I'm sitting right next to you!
don't have to / don't need to / must not
- We be at the stadium until noon, so we're free until 12.
must / don't need to / don't have to
- She score any more points to win the game – she has enough already.
doesn't have to / shouldn't / doesn't need to
- You hit the other players – it isn't the right way to play.
don't have to / must not / shouldn't
- If you're interested in volleyball, you sign up for the school team.
should / must / don't need to
- You throw the ball into the net to score a point.
must / have to / don't have to





VOCABULARY

Adjectives ending in -ive

A Complete the text with the correct form of the words given in capital letters.

The Olympics are considered the greatest sporting event ever known. However, it takes more than being a ¹ _____ athlete to win.
There is a ² _____ amount of pressure from the media.

**COMPETE
MASS**

Players are sometimes greeted by camera crews when they arrive for practice. The media can be very ³ _____ at times, and this can break a player's concentration. Without a doubt, having this added pressure is not the most ⁴ _____ way for a player to train.

AGGRESSION

EFFECT

Athletes have to employ ⁵ _____ ways of dealing with the stress, such as meditation, taking long baths or using positive thinking to calm them. All Olympians deserve a medal for their ⁶ _____ strength in competing under these conditions.

CREATE

IMPRESS

B Matching the nouns in the box to the meanings.

champion fan final league medal players
spectator stadium tournament trophy

- 1 A large building, usually without a roof, where people watch sporting events such as soccer games or races.
- 2 Someone who has won an important competition, especially in a sport.
- 3 People who play a particular game or sport.

- 4 The last game, race, etc in a competition. The winner of this is the winner of the whole competition.
- 5 A large silver cup or similar object given as a prize to the winner of a competition, especially a sporting event.
- 6 Someone who likes to watch a particular sports team and wants that team to win.
- 7 A small flat piece of metal that you are given for winning a competition.
- 8 A group of teams or players who regularly compete against one another, put in order according to how many games they have won.
- 9 A series of games in which the winner of each game plays in the next game until there is one player or team left.
- 10 Someone who watches a sporting event.

Sports

C Circle the correct option to complete the sentences.

- 1 Roger is a terrific baseball *spectator* / *coach*; his team always wins the championship.
- 2 His shelves weren't tall enough for the *trophy* / *medal* he had just won!
- 3 The FIVB is the world *champion* / *league* of international volleyball teams.
- 4 The *spectator* / *stadium* was so packed with fans that there was nowhere to sit.
- 5 If you don't win this last game, you'll lose the whole *trophy* / *tournament*.
- 6 The team's *fans* / *spectators* arrived at the game wearing red and white scarves.
- 7 To win the competition, you'll have to compete against last year's *final* / *champion*.
- 8 Getting a place on the team is very difficult; they only pick the top *fans* / *players*.
- 9 I'd rather play a sport than be a *spectator* / *champion* – participating is more fun than watching.
- 10 If he wins this game, he'll be through to the *final* / *league*.

PRONUNCIATION

Rhythm: pausing

A Read this excerpt from a radio show. Mark (/) where you think the speaker will use a short pause and (//) for a longer pause which is used to add emphasis or drama.

Stay tuned, / folks. We have an exciting show for you today. Later on in the show, Lionel Messi – world famous athlete, considered by some to be the greatest soccer player of all time – will be joining us to talk about his life and career. We'll speak about the challenges he's faced, both on and off the field, and how he overcame them to be who he is today.



B Listen and check whether you have placed your pauses appropriately.

C Practice reading the excerpt aloud with the correct use of pauses.

VOCABULARY

Hobbies and free time activities

A Circle the correct option to complete the radio interview.

Presenter: Aisha has come on to the show today to tell us about her work as a life coach. Aisha, how do you help people ¹*escape / get* from daily stress?

Aisha: There are a lot of ways, actually. But, mainly, it's all about finding out what is ²*relaxing / fitting* for you, personally. I do think, though, that the best activities are ones that you both enjoy and that ³*close / get* you out of the house.

Presenter: I see. I've always really enjoyed ⁴*keeping / collecting* stamps, but I don't think that's a very popular hobby anymore.

Aisha: It doesn't matter what it is, as long as you really enjoy doing it. The real benefits come from having a ⁵*close / near* interest in a hobby. Whatever you ⁶*have / are* into doing is going to have positive results for you.

B Complete the sentences with the words in the box.

active fan hobby member society thing

- Why don't you join a _____ to be with other people who share your interest in old books?
- I decided to take up a _____ and I've started doing yoga once a week.
- Going to a gym isn't really my _____ to be honest.
- I'm a _____ of the Rihanna fan club.
- Cross-training is becoming a very popular way to keep _____.
- I'm a huge _____ of Drake and his music.



GRAMMAR

Present perfect progressive

- A Complete the blog post with the present perfect or present perfect progressive form of the verbs in parentheses.

MY SPORTY SISTER AND ME

My sister Samia loves sports. I ¹

(*never / know*) anyone as active as her.

She ² (play) soccer, tennis, basketball and other sports for years. If you ask her 'How long ³ (you / take part) in sports competitions?' She'll tell you that she started as soon as she could walk! This month

she ⁴ (train) for another marathon. She ⁵ (complete) two so far. One in New York and one in Chicago.

I ⁶ (not achieve) very much all day today, apart from writing this blog post.

Not like Samia. She ⁷ (just / come in) very hot and sweaty because she

⁸ (work out) at the gym all afternoon.

- B Rewrite each sentence using the present perfect progressive and the word given in capital letters. Write no more than five words.

- 1 Clara moved here six years ago.

FOR

Clara _____ six years.

- 2 Seth started playing tennis as a child.

SINCE

Seth _____ he was a child.

- 3 I go to the gym a lot less recently.

NOT

I _____ to the gym a lot recently.

- 4 They began to train last year to get ready for the marathon.

A

They _____ year to get ready for the marathon.

had to / needed to

- C Find and correct the mistakes in the sentences.

- I hadn't to buy a yoga mat because my sister lent me hers.
- We have to have lessons before we could jump out of the plane for the first time.
- Julio need to practice a lot before he became good at fly fishing.
- Kayleigh hadn't to watch the ukulele teacher because she already knew how to play the song.
- She didn't had to do anything yesterday so she spent the day relaxing at home.
- I had spend a lot of money to buy this stamp, but I'm pleased that I did.
- The coach said we needed practice more, so we did.
- I had use my friend's Ping-Pong paddle last week because I broke mine.

PRONUNCIATION

been: unstressed



- A Listen and underline the words the speaker stresses in each sentence.

- I've never been to India.
- Tanya's been playing tennis for hours.
- He's been very quiet all day.
- How long have you been captain of the club?
- We've been training since last year.
- Have you been surfing before?

- B Practice saying the sentences in Exercise A. Don't forget that *been* should be unstressed.

READING

A Read three short texts which are all on the same topic. What is that topic?

B IDENTIFY TONE Where would you expect to read the three different texts? Match the texts (a–c) with the sources (1–3).

- 1 an encyclopedia —
- 2 a blog —
- 3 a magazine —

C READ FOR DETAIL Which text mentions ...

- 1 international styles of music?
- 2 work and free time?
- 3 children?
- 4 a life-changing experience?
- 5 different kinds of instrument?
- 6 helping others?

D REFLECT Think about the answers to these questions.

- 1 Do you play a musical instrument? If not, would you like to?
- 2 How can music help people to overcome a difficult experience?

a Great concert at the Memorial Hall last night – and all for charity! We raised \$350 for the Hope Children's Hospital. Wonderful result! Well done everybody – the ladies of the organizing committee, Kingfisher Café who provided the refreshments ... AND the band! They were just sensational ... so impressive! I loved EVERY MINUTE of the concert. And a special thank you to the kids – it's great to see the young ones getting involved at such an early age. We hope we'll see you again next year, guys!

b A brass band is a musical group generally consisting entirely of brass instruments, frequently accompanied by a percussion section. Some groups include both brass and woodwind instruments, and this combination is typified by the New Orleans-style band. Variations on the make-up of the brass band vary across the world; the Balkan countries have a strong brass band tradition and have a distinctive style influenced by gypsy trumpet music, Turkish marching bands and traditional folk music. A British brass band usually consists of 28 players. The British scene is characterized by a strong competitive element, with annual contests being held to determine the best band in the country.

c Founded in 1917 to give miners something to do in their free time, the Grimethorpe Colliery Band has a long and proud history. The musicians were full-time mine workers, spending their days deep under the ground, digging out coal, and their evenings in music rehearsals. Sadly, the band is all that remains of Grimethorpe Colliery since the government closed it down in 1992. The closure of the pit came as a terrible shock and hundreds of people lost their jobs. At that time, 17 members of the band were working miners. Since then, the band has risen to fame for its part in the award-winning movie *Brassed Off*.

Glossary

colliery (n) a coal mine (place where coal is dug from the ground)

percussion (n) musical instruments which you hit or shake (e.g. drums)

woodwind (adj) musical instruments made of wood which you blow into to produce a sound





a



b



c

LISTENING

A Look at the pictures (a–c). How could these people make money from their hobbies?



6.3

B LISTEN FOR MAIN IDEAS You will hear a talk about how to turn a hobby into a business. Read the main ideas of the talk. Listen and put them in the order (1–6) that they are mentioned.

- a Organize your ideas and your time. _____
- b Advertise your new business. _____
- c Make money from what you enjoy. _____
- d Organize the money side of your business. _____
- e Don't be scared – it's the right decision. _____
- f Use different ideas, not just one. _____



6.3

C LISTEN FOR DETAIL Listen again and circle the correct answer, a, b or c.

- 1 The advantage of turning your hobby into a business is that you will
 - a learn how to make things. _____
 - b have more free time. _____
 - c enjoy what you do to earn money. _____
- 2 Which statement best describes how people feel after making a business from a hobby?
 - a I'm too scared of failure to start up my own business. _____
 - b I don't regret making this life-changing decision. _____
 - c Starting my own business was a mistake. _____
- 3 New businesspeople should organize their time by
 - a practicing how to concentrate. _____
 - b setting detailed short-term actions. _____
 - c focusing only on positive targets. _____
- 4 Why should you use your hobby in different ways?
 - a To have various ways of making money. _____
 - b So you can teach others about it. _____
 - c To sell more products. _____
- 5 How can you attract customers?
 - a By using the internet effectively. _____
 - b By giving away free products. _____
 - c By sharing your ideas. _____
- 6 What is the speaker's advice about money?
 - a Enjoying your hobby is more important than money. _____
 - b You must earn more than you spend. _____
 - c It's a good idea to consult a professional. _____

Glossary

entrepreneur (n) person who creates a successful business
profitable (adj) which makes money

D REFLECT Think about the answers to these questions.

- 1 Do you have a hobby which you could turn into a business?
- 2 If you turned passion into profit, do you think you would still enjoy your hobby?

FUNCTIONAL LANGUAGE

Expressing your opinion

Complete the conversation with the words and phrases in the box.

another example brutally honest don't think
 for instance if you my opinion probably right

Leon: I've decided to turn my hobby into a business.

Pam: What – working out at the gym and keeping active?

Leon: Yes, ¹ _____, I could set up an online fitness advice service, or, to give you ² _____, I could become a personal trainer.

Pam: ³ _____ ask me, that's not a good idea.

Leon: Why not?

Pam: In ⁴ _____, if you turn your hobby into a business, you won't enjoy it. It won't be fun anymore – it will be stressful and boring.

Leon: I certainly ⁵ _____ that's true. I'll just be making money doing something I love, instead of sitting at a desk all day.

Pam: And to be ⁶ _____, Leon, I don't think you have what it takes to become a businessman. You need to know about finances and marketing and so on.

Leon: Hmm. You're ⁷ _____.



Your chance to win an adventure vacation with *Pursuits* magazine!

In our **'What to do'** section we're going to publish a series of readers' articles called *Try it!*

Send us your articles about a sport or hobby you think our readers should try doing. At the end of the series, readers will vote for the best article. Get writing!

WRITING

A Read the magazine ad above. Think about the answers to these questions.

- 1 Which sport or hobby would you choose to write about?
- 2 The first prize for this competition is an adventure vacation. Would you enjoy that? Why/Why not?

B ORGANIZATION Read *Try it – canoeing*, ignoring the blanks. You will see that each paragraph has a clear topic. Put the topics (a–e) in the order they are mentioned in the article.

- a start in a group with others ☐
- b buying your own equipment ☐
- c risk-taking or relaxing ☐
- d taking safety precautions ☐
- e canoeing in other countries ☐

Try it – canoeing

Whether it's paddling slowly along a river or racing down a white-water run, canoeing is one of the most exciting activities I've ever tried.

¹ about canoeing is that it can be both relaxing *and* thrilling. If you want excitement, try a white-water run. If you want a quiet day in the countryside, ² and canals is that you can stop off wherever you like to rest.

If you've never done it before, it's best to join a club. ³ is that you get basic training and safety tips, and you make a lot of new friends. ⁴ joining a club is you don't have to provide your own canoe.

⁵ is that you become part of a community. And you don't have to limit yourself to canoeing near home. There are clubs all over the country and ... all over the world! Traveling to another country for a canoeing trip is just awesome!

Try it! It's great fun and a good way to meet new people. ⁶, though, is to put safety first and always wear a lifejacket. It isn't just a walk in the park!

C INTRODUCTORY CLAUSES Read the article again and fill in the blanks (1–6) with the introductory clauses (a–f).

- a The reason for joining a club
- b One thing I especially like about canoeing
- c One of the nice things about exploring rivers
- d Another good thing about
- e The most important thing to remember
- f One of the great things

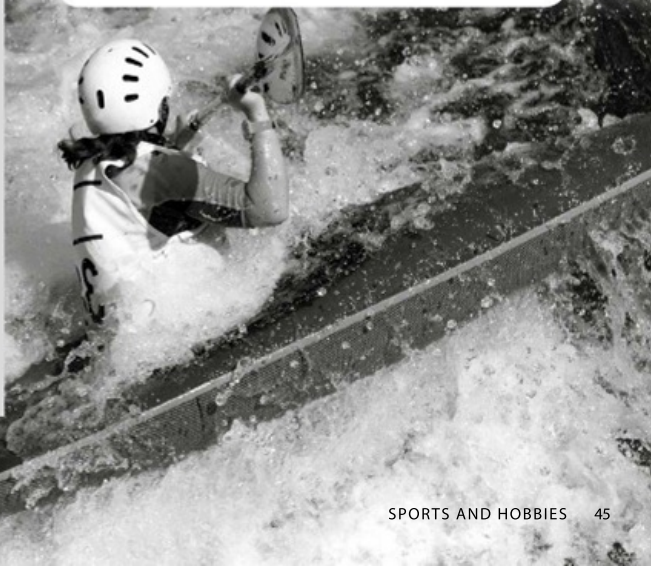
WRITING PRACTICE

A PREPARE You are going to write a magazine article called *Try it!* about a sport or hobby you think other people would enjoy. Write notes about each of the points below.

- 1 Look back at Writing Exercise A. Which sport/hobby did you choose?
- 2 Think of three or four reasons why you enjoy it.
- 3 Think of a way to grab the reader's attention in your first paragraph.
- 4 Can you think of a memorable closing sentence?

B WRITE Write your article in 150–200 words.

- Use your notes and ideas from Exercise A.
- Remember to give each paragraph a clear topic.
- Don't forget to use introductory clauses.



PRONUNCIATION

Modals of speculation and deduction

A Complete the conversation with the missing modal verbs. Use one to three words in each space. Then practice the conversation.

Woman: What do you think of the food?

Man: It's very nice. I'm glad you brought me here ...
Wait a minute; what's this in my soup?

Woman: I don't know – it ¹ _____ a piece of meat.

Man: That ² _____ right – this is a vegetarian restaurant, remember?

Woman: Right, yeah. It ³ _____ some kind of vegetable. Of course.
It ⁴ _____ a potato. Do you want to ask the waiter?

Man: No, it ⁵ _____ meat and then I'll look stupid! I'm sure it ⁶ _____ anyway. It ⁷ _____ a vegetable, like you said, but I don't recognize the taste.
I ⁸ _____ a look at the menu and see if it says anything there.

Diphthongs

B Match words (1–7) with words (a–h) which have the same diphthong sounds.

- | | | |
|------------|---|------------|
| 1 human | — | a phone |
| 2 boy | — | b choice |
| 3 cry | — | c say |
| 4 straight | — | d computer |
| 5 no | — | e choose |
| 6 brown | — | f doubt |
| 7 fruit | — | g light |



C Listen and check your answers. Then practice saying the words in Exercise B.

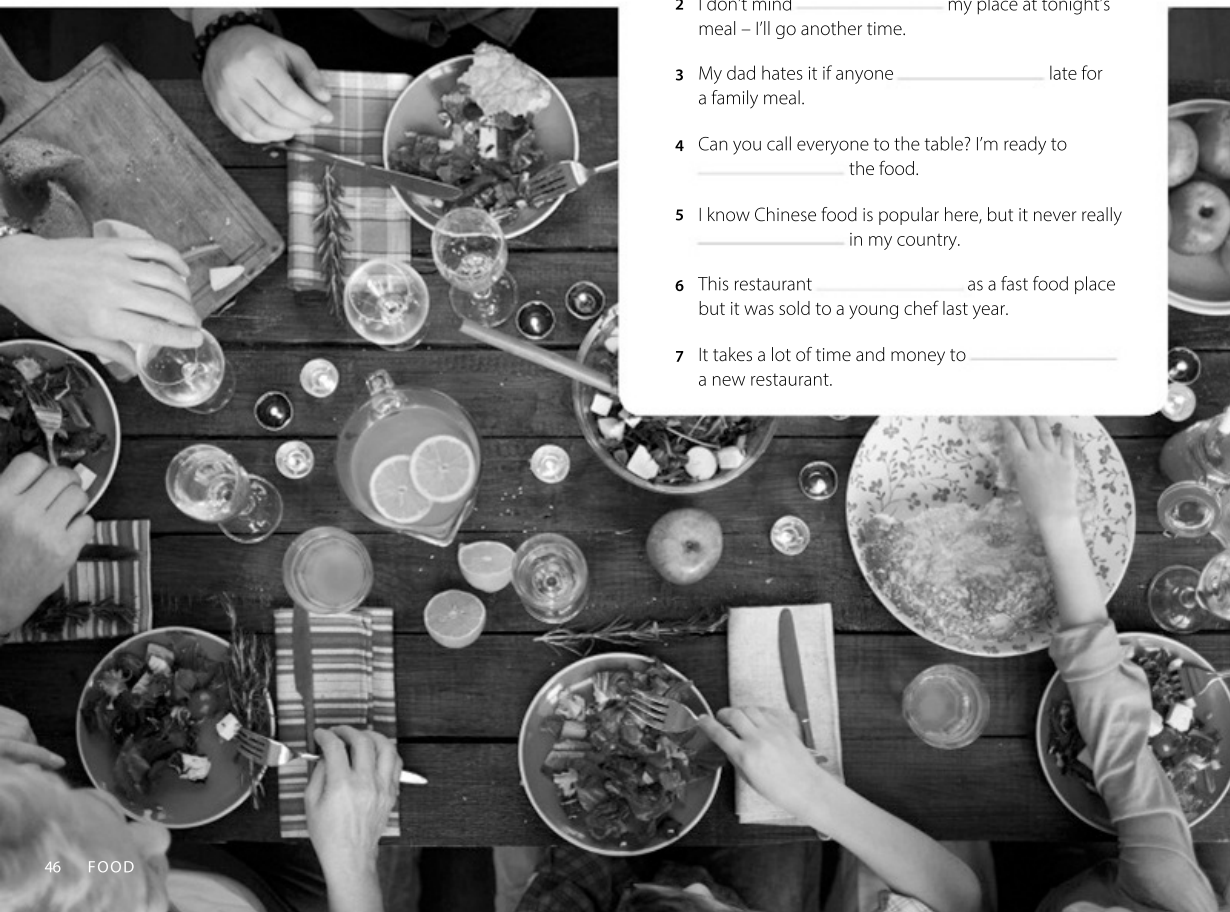
VOCABULARY

Phrasal verbs

A Complete the sentences with the correct form of the phrasal verbs in the box.

give up serve up set up show up start off
take off try out

- Stay for dinner! I've found a new recipe online that I want to _____.
- I don't mind _____ my place at tonight's meal – I'll go another time.
- My dad hates it if anyone _____ late for a family meal.
- Can you call everyone to the table? I'm ready to _____ the food.
- I know Chinese food is popular here, but it never really _____ in my country.
- This restaurant _____ as a fast food place but it was sold to a young chef last year.
- It takes a lot of time and money to _____ a new restaurant.



Adjectives to describe food

- B** Complete the restaurant reviews with the missing words. The first letter has been given to help you.

To be honest, the meat was ¹d _____ because it was clearly not cooked properly and was ²r _____ in the middle. The soup was very ³w _____, too – there was very little in it. We won't be going back there!

They have a great selection of sweet and ⁴s _____ snacks, which are so ⁵f _____ that you really won't be hungry afterward. We've now tried most things on the menu and have to say that the food is delicious – really ⁶t _____! A word of warning, though – the home-made ice cream is so ⁷r _____ and chocolatey that you won't want to move for an hour!

I had a pizza, which was very ⁸c _____ (you can never have enough cheese!) and well-cooked with fresh ingredients. My friend had a ⁹f _____ chicken dish with apple and banana in it – very unusual! It was ¹⁰s _____ but not too hot. We were very impressed!

- C** Look at the table below. Put the adjectives from Exercise B in the correct column based on the context of the reviews.

Positive	Neutral	Negative

GRAMMAR

Modals of speculation and deduction

- A** Find and correct the mistakes in the sentences.

- That must not be our bill – we only had a snack!

- We should call and make a reservation – there might don't be a table.

- You must to think I'm very rude eating with my fingers!

- You maybe are right about this food – it doesn't taste good.

- Let's try this new restaurant – it could maybe good.

- This place might have not the best food, but it's good enough and very cheap.

- B** Rewrite these sentences using modals of speculation and deduction.

- 1 I've never tried buffalo wings, but I love all the ingredients so I'm sure they're delicious.

I've never tried buffalo wings, but I love all the ingredients so they must be delicious.

- 2 Allergy warning! It is possible that this snack contains nuts.

Allergy warning! This snack _____ nuts.

- 3 You've just eaten two whole meals! It's impossible that you want more food!

You've just eaten two whole meals! You _____ more food!

- 4 That salad looks strange, but maybe it doesn't taste too bad.

That salad looks strange, but it _____ too bad.

- 5 This sauce is OK, but I'm sure it isn't homemade – surely it's from a store.

This sauce is OK, but it _____ homemade – it _____ from a store.

- 6 I'm sure you think it's strange that I don't eat meat, but I just don't like it.

You _____ it's strange that I don't eat meat, but I just don't like it.

GRAMMAR

Comparatives and superlatives;
the ..., the ...

A Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Write between two and five words.

- Buy these chips – they don't have as much salt as the others.
Buy these chips – they have _____ of all the bags. (*the*)
- David doesn't cook as well as Mark.
Mark _____ David (*than*)
- If you add more pepper, the sauce will be spicier.
The more pepper you add, _____ sauce will be. (*the*)
- The juice in a carton isn't as fruity as the homemade kind.
The homemade juice _____ the carton kind. (*tastes*)
- Does a carrot have as many calories as a potato?
Which has _____ – a carrot or a potato? (*calories*)
- I didn't do as badly as Kate on the cooking exam.
Kate did _____ on the cooking exam. (*me*)

B Circle the correct answer, a, b or c.

- I find that the longer you leave a fruit on the tree, the _____ it tastes.
a juicy b as juicy c more juicy
- That was _____ pizza ever! It was delicious!
a tastiest b the tastiest c more tasty
- I think that curry will be too spicy for me. Do you have anything _____?
a milder b mild c more mild
- Hank wants to eat _____ than he does now, but he simply doesn't know how.
a more healthy b most healthily c more healthily
- Goji berries are _____ than strawberries, but they contain fewer calories.
a more expensive b the most expensive c expensive
- I felt full after one bowl. That was one of _____ soups I've ever eaten!
a most filling b the more filling c the most filling
- Açaí berries became popular _____ than anyone expected.
a quickly b quicker c more quickly
- I've noticed that the more I eat at lunch, the _____ I want to work in the afternoon!
a little b less c least

PRONUNCIATION

Vowel + w

A Circle the word, a or b, which has the same vowel sound as the word in bold.

- She **knew** her grandma would make her favorite recipe!
a now b you
- Tell me again **how** you made your famous apple pie.
a about b go
- Don't **throw** that potato peel in the trash can – we can use it in the garden.
a toe b wow
- I ate too much for dinner – now I feel **awful**.
a owe b for
- Are we **allowed** to bring drinks into the museum?
a throw b now
- You can't smoke in here – it's against the **law**.
a view b draw
- It didn't rain much this spring, so the plants **grew** very slowly.
a flew b so
- How much do I **owe** you for this sandwich?
a flower b go



B Listen and check your answers. Then practice saying the sentences in Exercise A.



VOCABULARY

Waste

A Circle the correct option to complete the sentences.

- 1 If we *recycled* / *reduced* more, we wouldn't have to produce more plastic or glass.
- 2 I can't believe you *threw* / *wasted* so much money on that silly diet that didn't even work!
- 3 Once these glass bottles are empty, we can *reduce* / *reuse* them for storing water.
- 4 There's so much *trash can* / *garbage* in the streets, and it really looks awful!
- 5 We're trying to *get rid* / *reduce* expenses, so we're buying cheap brands of products.
- 6 You should *use up* / *throw away* all of the sauce in that jar – don't waste it!

B Complete the conversation with the words in the box.

away can down of garbage up

Gregory: What do you do about recycling in your house, Sasha?

Sasha: Well, my mom had this great idea. She put a small recycling bin next to every trash
1 _____ in the house.

Gregory: That sounds handy.

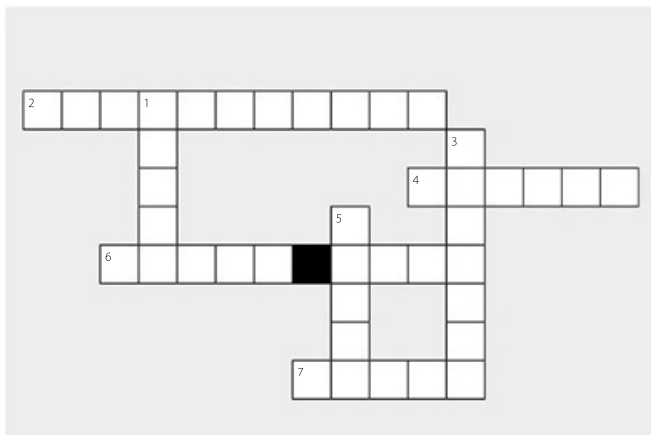
Sasha: It works very well in the bathroom. Instead of throwing
2 _____ the packaging of a tube of toothpaste, for example, it gets recycled.

Gregory: I see what you mean. In my house, we only have one place to get rid
3 _____ our plastic, paper and glass. And that container fills up really quickly!

Sasha: That's right. I have to say, my mom's system works well. It really cuts
4 _____ on the amount of
5 _____ we throw away every week. The only disadvantage is that we use
6 _____ a lot of plastic garbage bags.



C Complete the crossword using the clues.



Across

- 2 a container for putting garbage in
- 4 to make something smaller or less in size, amount, importance etc
- 6 to get rid of something that you no longer want, for example by putting it in a trash can
- 7 to use something again, sometimes for a different purpose

Down

- 1 things that are no longer useful, such as old food, paper or plastic used for wrapping things, and empty containers
- 3 to change waste materials such as newspapers and bottles so that they can be used again
- 5 the failure to use something valuable in an effective way

Angela: Recipe tester

I love cooking and I buy a lot of cooking magazines. One week, I saw an ad: 'Wanted: Recipe Tester – must love cooking.' Well I do love cooking



and all my free time was spent in the kitchen anyway, so I applied and ... that's what I do now. I test recipes for popular food magazines and publishers. There are also jobs available for big manufacturers like Kraft or Nestle but personally, I prefer to work for a smaller company. When you buy a fancy new cookbook, it's me, or someone like me, who has practiced every recipe in that book – once, twice, maybe even three or four times. Some recipe testers have a background in food science or nutrition and some, like me, have taught themselves instead. I've worked on recipes for all kinds of people, even celebrity chefs – it's my job to translate the chef's ideas into practical instructions which are suitable for a home kitchen. I don't earn much but to be honest, I don't mind – I'm just happy doing a job I love!

Jason: Food stylist

I started out in catering. I used to work as a chef and then I moved into writing for magazines and cookbooks. Apart from anything else, I now earn a lot more! Then, for one of my books, I had to create the recipes and photograph the dishes. That's when I learned that it's really



an art to make food *look* as good as it tastes. Some people in the profession have graduated from a catering school but I'm self-taught. And you can't just show up and take some pretty pictures – you have to make all the dishes yourself, so you have to be a good cook as well as a good photographer! My friends ask me how they can make their Insta pictures look good – well, probably the most important thing is lighting. Use white or light-colored plates to serve the food – it will show off the colors of the food better. If a food is brown-colored, use green herbs or brightly colored vegetables to brighten it up.

Yoko: Food taster

In ancient times, powerful kings and emperors were frequently murdered with poison. That's the origin of a food taster's job – powerful men and women hired servants to taste their food and drink. Not so good for the food taster if it was poisoned! But don't worry, the modern-day job doesn't involve getting poisoned! No, my job is to taste new products created by a large international food manufacturer. I have to assess how the food looks and smells, as well as how it tastes. The product must always be exactly the same – customers don't want a product which looks or tastes different every time they buy it. I graduated from college with a degree in nutrition and a lot of my day is spent in the food laboratory where we test products for their nutritional content. I'm well-paid for what I do – in fact, I earn more than most of my friends. The worst thing about my job? I have to watch my weight and I regularly go without lunch or dinner.

**READING**

A PREDICT What do you think each of these jobs involves?

B READ FOR SPECIFIC INFORMATION Read again. Which person or people ...

- 1 don't have any formal qualifications? —
- 2 mentions a negative aspect of his/her work? —
- 3 doesn't get a lot of money for the job? —
- 4 are concerned with the appearance of food? —
- 5 works for a big company? —
- 6 has a job which does not include cooking? —
- 7 has to understand other people's ideas? —
- 8 offers tips on how to do what he/she does? —

Glossary

assess (v) look at something or test it carefully
manufacturer (n) a company which makes a product

C REFLECT Think about the answers to these questions.

- 1 In your opinion, which of the three jobs sounds the most interesting?
- 2 Which job would you like to do? Why?

LISTENING

A In your opinion, which of these are food fads and which are sensible guidelines for a healthy diet?

- 1 Only eat one kind of food for a week.
- 2 Eat a balanced diet from all the food groups (proteins, dairy, etc).
- 3 Eat the same food as prehistoric people.
- 4 Never cook your food – eat everything raw.
- 5 Eat five portions of fruits and vegetables a day.

B IDENTIFYING OPINIONS Read these sentences. Are the people describing a fact or expressing an opinion? Write F (fact) or O (opinion).

- 1 It sounds crazy. ____
- 2 They only eat food which has been found in the wild. ____
- 3 Fresh ingredients have more nutrients than processed food. ____
- 4 They're interesting ways of exploring new ideas. ____
- 5 I feel more energetic and less tired. ____
- 6 Olive oil is better for you than butter. ____
- 7 It prevents heart disease. ____
- 8 I don't think that's such a big deal. ____



7.3

C LISTEN FOR SPECIFIC INFORMATION You will hear three people talking about food fads. Listen and match the sentences (1–6) to the speakers.

- 1 A varied diet of different foods can prevent serious illness.
- 2 These foods can't be bought in a grocery store.
- 3 This diet has been in existence for a very long time.
- 4 It's OK if you don't stick strictly to a healthy eating plan.
- 5 Food fads can help people to be more aware of what they eat.
- 6 This food fad makes me feel sick.

César ____

Olivia ____

Wing Shan ____

Glossary

forage (v) search for food out in the country

D REFLECT Think about the answers to these questions.

- 1 Have you ever heard of any of these food fads and diets?
- 2 Would you like to try any of the ideas from the listening exercise? Why/Why not?

FUNCTIONAL LANGUAGE

Complete the conversation with one word in each space.

Ellie: 1 _____ up, Jude?

Jude: I haven't been feeling very well. I'm always tired and I usually feel sick after I've eaten.

Ellie: 2 _____ you tried talking to your doctor?

Jude: No, I haven't.

Ellie: What 3 _____ changing your diet?

Jude: What do you mean?

Ellie: Well, maybe you're eating the wrong foods. If I 4 _____ you, I would go and see a nutritionist. It could be a real help.

Jude: That wouldn't be a good 5 _____, I don't think it would help.

Ellie: It's worth a 6 _____ though, isn't it?
7 _____ don't we go together?

Jude: That's a good 8 _____, OK.



WRITING

A Think about the answers to these questions.

- 1 How often do you eat out?
- 2 Would you go to a restaurant because of a friend's recommendation?
- 3 Have you ever recommended a restaurant to a friend? Why?

B RECOMMENDING Read the forum post and the three replies. Which person (or people) make(s) these mistakes? Write *Gourmand*, *SloppyJoe* or *Sylvia*. Then say whose recommendation you think Betty should follow and why.

- 1 Doesn't start with a clear recommendation.
- 2 Says the decision '... depends ...'.
- 3 Only talks about his/her personal preferences.
- 4 Doesn't mention the wishes of the friend.
- 5 Doesn't end with a clear recommendation.

C COMPARING AND RECOMMENDING Read again and circle the correct option to complete the posts.

WRITING PRACTICE

A PREPARE You are going to write a reply to a forum post. Read the forum post below. Think about the answers to these questions and write notes.

- 1 What are the two options?
- 2 Can you think of some points for and against each option?
- 3 Whose wishes should you focus on?

I want to invite some friends who are coming down from New York for dinner. My first thought was that we could have a barbecue in the backyard. I'm really good at grilling food, and barbecues are such fun. But the weather forecast for the weekend is bad. The alternative is to reserve a table at a nice restaurant – less fun, I think, but possibly the safer option. What do you recommend?

B WRITE Write your reply to the forum post in approximately 100 words.

- Use your notes and ideas from Exercise A.
- Remember to start and end with a clear recommendation, giving reasons.
- Don't forget to use comparatives to show why your recommendation is better.

Message from Betty

Hi everyone. Has anyone been to *Bamu* yet, the new restaurant in town? I've heard good things about it from people at work, but the review in the paper wasn't so good. Says it isn't as good as *Yukio's* if you want authentic Japanese – which I do. I'm thinking of taking a friend there for a birthday treat – she's never tried sushi before. What do you recommend?

Reply from Gourmand:

Are you asking us to choose between the two? I've been to both and I prefer *Bamu*. For a start it's ¹**more quieter** / **quieter**. OK, *Yukio's* is one of ²**popular** / **the most popular** restaurants in town, but, in my opinion the reviewer got it wrong; *Bamu* is just as authentic. It depends on what you and your friend want. *Yukio's* is ³**most casual** / **more casual** – at *Bamu* I always feel that I have to dress and behave kind of formally, but the food's tastier. ⁴**I'd recommend** / **I like** *Yukio's* if you want a fun time and *Bamu* if you want a dining out 'experience'.

Reply from SloppyJoe:

You do realize there's a perfectly good sushi bar in the mall, don't you? Just kidding. Remember, *Bamu* is new and fancy, as my friend calls it – and much more expensive ⁵**than** / **as** *Yukio's*. Is your heart set on Japanese food? It may be a small town, but there are other and, in my opinion, ⁶**more nice** / **nicer** restaurants around here. You can go somewhere just as nice as those two, but cheaper, and then go to a show afterward.

Reply from Sylvia:

I recommend that you put your friend first. What's important is how she feels and what she wants, not which is the best restaurant. ⁷**I think you** / **You should** try to find out if your friend wants to go to a Japanese restaurant on her birthday. Maybe she'd prefer to eat somewhere else, or even do something else. Not easy to do without spoiling the surprise, I know. ⁸**Why don't you** / **It's better if you** ask her family and other friends what she'd really like to do?



VOCABULARY

Word families

A Complete the text with the correct form of the words given in capital letters.

WHAT WILL YOU DISCOVER?

Is your ambition to become a
 1 _____ and make the next
 great discovery? Or maybe you would like
 to go into the field of 2 _____ and
 help build the machines of the future? Whatever
 your dreams are, to 3 _____ in
 these fields you need more than just knowledge
 and a college degree. What will
 make the difference is your ability to be
 4 _____ and to come
 up with original ideas. For instance, creating
 a 5 _____ that can be turned
 into a 6 _____ that everyone
 needs and wants. The more 7 _____
 you are, the better your chances of becoming
 the next Steve Jobs!

SCIENCE

ENGINEER

SUCCESS

INNOVATE

DESIGNER

PRODUCE

INVENT

'Creative thinking' phrases

B Circle the correct answer, a, b or c.

- 1 I need new ideas for the spring fashion show, but my mind's gone _____.
 a empty
 b blank
 c out
- 2 At today's meeting, we want to come up ____ fresh ideas for the advertising campaign.
 a with
 b to
 c for
- 3 Try ____ unplug completely for a couple of hours – you'll feel less stressed.
 a to
 b on
 c out
- 4 A good way to generate new ideas is to ____ your mind wander freely.
 a give
 b go
 c let
- 5 They say that eating certain kinds of food can ____ your creativity.
 a grow
 b boost
 c switch
- 6 One characteristic of brilliant inventors is that they can think outside the ____.
 a block
 b square
 c box
- 7 A lack of confidence can ____ your creativity.
 a close
 b shut
 c block
- 8 ____ your imagination to picture life in the future.
 a Use
 b Try
 c Feel
- 9 Yoga and other forms of gentle exercise can help you to ____ new ideas.
 a design
 b generate
 c engineer
- 10 Why don't you try looking at the problem from the ____?
 a outside
 b upside
 c inside



PRONUNCIATION

Adjective clauses



Listen and check (✓) the sentences

8.1 that contain non-essential adjective clauses.

1 ☐

4 ☐

2 ☐

5 ☐

3 ☐

6 ☐

GRAMMAR

Adjective clauses

A Circle the correct option to complete the sentences.

- 1 It was Afua *who / whose* came up with the idea.
- 2 The college, *that / which* was established in 1840, is famous for its science department.
- 3 The invention *who / that* made him famous was the clockwork radio.
- 4 She visited the Science Museum *where / when* she was in New York last year.
- 5 I don't know *which / whose* idea it was to use a laser beam.
- 6 The town *which / where* her parents live is on the northern coast of the island.
- 7 Cyrus, *which / who* is wearing a black jacket, is an astronomer.
- 8 It was a decade ago, *when / where* I was still a teenager, that I first became interested in computers.



B Complete the short biography with the words in the box.

when where which which who whose

The amazing Ms. Jackson

Shirley Ann Jackson is a scientist ¹ _____ achievements and research have helped the development of modern communications technology.

Shirley Ann, ² _____ was the first African-American woman to get a PhD in Physics in the United States, started her studies in the mid-1960s.

The college ³ _____ she studied, the Massachusetts Institute of Technology (MIT), ⁴ _____ is near the city of Boston, is one of the most famous colleges in the country.

After graduating from college, she worked for the communications company AT&T Bell Laboratories. The 1970s was a time ⁵ _____ there were a great many developments in communications technology.

The research for ⁶ _____ she is most famous contributed to the development of *call waiting*, portable fax machines and fiber optic cables.

VOCABULARY

Positive adjectives

A Unscramble the words in parentheses to complete the sentences.

- 1 Nobody is the same as anyone else – we are all _____ . (*quinue*)
- 2 I think you will look _____ in that jacket – try it on. (*soorgeug*)
- 3 We spent a _____ afternoon at the museum. (*gnifacsniat*)
- 4 I don't think it's very _____ to spend all your money on gadgets. (*bles sien*)
- 5 Meeting and talking to an inventor was an _____ experience. (*blettanforgeu*)
- 6 My laptop is old and it isn't really _____ for what I need to do on it. (*blesatui*)
- 7 His ability to find solutions to problems is very _____ . (*vermispres i*)
- 8 Those shoes look very nice but they're not very _____ for walking long distances. (*lactiparc*)
- 9 The picture on my new TV is _____ – I can see so much more detail than on the old one. (*bledcreini*)
- 10 The electrical gadgets in my home are very _____ and I can control them using my cell phone. (*catphosistied*)

B Complete the text with the missing positive adjectives from Exercise A. The beginning of each word has been given to help you.

Are gadgets a good thing?

Electronic gadgets are getting more and more ¹s _____, and we can do an amazing number of ²p _____ things using them – a lot of the work is now done by machines. In home entertainment, technology used to have one ³u _____ job, like playing music or showing videos. Now, the emphasis is on doing many different tasks from a central control point. How much more ⁴im _____ will our gadgets become? We don't know, but the future promises to be ⁵in _____.

However, many people worry about the effect that all this technology will have on us. Will we become lazy, or will we be ⁶s _____ and limit our use of technology so that we can enjoy nature and get healthy exercise? For example, will we still choose to sit and admire a ⁷g _____ sunset or enjoy the ⁸un _____ experience of climbing to the top of a mountain? Or will we lose all our creativity because we get all our experiences digitally?

Zero and first conditional

- 1 The computer gets really slow if you _____
(*keep*) too much on the desktop.
- 2 I'll buy some new batteries if you _____ (*tell*)
me what size you need.
- 3 Unless we can fix this problem, we _____
(*have to*) change the design.
- 4 The phone can last about 24 hours if you _____
(*not charge*) it.
- 5 I _____ (*not buy*) this product again –
it's awful!
- 6 He'll help you tomorrow if it still _____
(*not work*).

- 1 If you'll listen to next week's podcast, you'll hear about some more amazing gadgets.
- 2 Are you angry if I cancel our plans for tonight?
- 3 If the puzzles are too difficult, I usually get bored.
- 4 I won't go out tomorrow unless the weather will be good.
- 5 It's easy to share photos on social media if you want to.
- 6 What happens if you press this button?
- 7 I never buy gadgets unless I don't really need them.
- 8 Will you buy a new tablet if the price is right?

C Complete the sentences with the words and phrases in the box.

- 1 The price will go down if you _____ for a few months.
- 2 If you stop using electronic gadgets in the evening, it _____ you sleep at night.
- 3 You can't succeed if you _____.
- 4 If it rains, _____ go to the beach?
- 5 If you're free tonight, _____ my band playing live.
- 6 You _____ to work hard if you decide to take this exam.
- 7 If you need a laptop, you _____ mine for a day or two.
- 8 Many restaurants seem to have the attitude: if you don't like it here, you _____ somewhere else.

'll and won't

- 1 if you want to / if you won't
- 2 you'll really like it / you really like it
- 3 I want to go / I won't go
- 4 I lend / I'll lend
- 5 I'll enjoy / I enjoy
- 6 we'll have a nice time / we have a nice time
- 7 I won't miss it / I want to miss it
- 8 I call them / I'll call them

B Practice saying the pairs of phrases in Exercise A.



READING

A How long do you spend every day doing the following household tasks? Make a list of the electrical appliances you use to do them.

- washing the dishes
- cooking food
- doing the laundry

B TOPIC SENTENCES Read the article about household gadgets in the Victorian kitchen. Match the topic sentences (A–D) with the main paragraphs (1–4).

- A** The task of washing, ironing and folding clothes may seem never-ending, but that's nothing compared to how tiring and time-consuming it was in Victorian times.
- B** The Industrial Revolution was marked by the invention of steam power and the use of mass production, but was this technological progress also reflected in the home?
- C** Maybe the most important task in any household, old or modern, is cooking, which today we do on a gas or electric stove.
- D** Another modern invention which we take for granted is the fridge-freezer.

C READ FOR GIST In which main paragraph (1–4) would you expect to read about the following items?

- a soap
- b food
- c different kitchen gadgets
- d coal

D READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 According to the writer, people today appreciate the household appliances which they use every day. _____
- 2 Only the rich benefited from advances in technology in the Victorian era. _____
- 3 Some of the Victorians' appliances were similar to those we use today. _____
- 4 Servants had to take coal out of the kitchen range to keep it burning. _____
- 5 It was possible to preserve food by covering it with salt. _____
- 6 Rich Victorians could only keep their food cold in the winter. _____
- 7 Water was available in every Victorian household. _____
- 8 The 'dolly' was a kind of simple washing machine. _____

E REFLECT Think about the answers to these questions.

- 1 Which modern household appliance could you *not* live without? Why?
- 2 Do you think we still spend too long doing housework?

Must-have gadgets – Victorian style!

For most of us, an ordinary day will probably include starting the coffee maker for a cup of coffee, preparing a meal on the stove or in the microwave (using fresh ingredients from the fridge) and maybe loading the washing machine with the family's dirty clothes. These are all household gadgets that we take for granted and wouldn't dream of doing without. But how did people manage in the not-so-distant past?

¹ For poor families, the answer is 'no', but for the aristocracy and for well-off middle-class homes, then the answer is a definite 'yes'. Although the gadgets which were used in the Victorian kitchen relied on hand power rather than electricity, they were sophisticated machines which could accomplish many of the jobs that we do today with modern appliances. They had food processors to chop food, machines to slice bread and even a gadget to make ice cream!

² The Victorian kitchen used an iron *range* which consisted of a kind of iron box with a coal fire – this heated the oven and the hotplates and also boiled water. Although this style of kitchen stove was efficient, it certainly wasn't convenient. Coal had to be carried in regularly and ashes removed throughout the day. A servant would have to light the stove in the early hours of the morning and keep it burning all day.

³ But without electricity, how did the Victorians keep things cold? Traditionally, both rich and poor used other food preservation techniques, such as keeping food in salt or vinegar, or smoking it, in order to make it last longer. However, the very rich had ice houses. The ice house was built underground, near a water source such as a lake, so that during the winter, ice could be taken from it into the ice house. The ice blocks, packed together underground, stayed frozen, even during the warm summer months. Here, the Victorians were able to keep food throughout the year.

⁴ Since there was no running water, it usually had to be carried some distance, before being boiled in a huge pot over a wood or coal fire. And then just add soap? No, because the soap had to be made by hand, using a mixture of fat and ashes! In wealthier households, the clothes would be put into a *dolly*, a kind of bucket with a long wooden pole which was used to hit and move the clothes around. The whole process would take an entire day!

So, next time you take a carton of cold milk out of the fridge, press a button on your electric oven or complain about having to load the washing machine, spare a thought for the women of the Victorian era, who spent most of their lives doing what electricity and modern gadgets do for us in a few minutes!

Glossary

accomplish (v) to succeed in doing something

dolly (n) a kind of bucket with a long wooden pole

preservation (n) the process of stopping food from going bad

time-consuming (adj) taking a long time

LISTENING

A What advice could you offer a friend in each of these situations?

- 'I have to go to work every day and take care of my children, too.'
- 'There's so much housework that I don't know where to start.'
- 'My teenage children never help around the house.'



B LISTEN FOR GIST Listen to a conversation between two friends, Adam and Lucy. Check (✓) the problems which Adam mentions.

- pressure at work
- studying for his exams
- preparing for a business trip
- juggling work and family
- ironing the clothes
- not having enough time

☐
☐
☐
☐
☐
☐


C LISTEN FOR DETAIL Listen again and circle the correct answer, a, b or c.

- Adam is worried because ...
 - his wife has to work.
 - he can't cope with doing so many things.
 - his children are badly behaved.
- Lucy thinks that it's important to ...
 - dress your children in clean clothes.
 - have a family and a career.
 - accept that you can't be perfect.
- Lucy advises Adam to ...
 - achieve the most important tasks.
 - forget about cooking meals.
 - focus only on one goal.
- Adam will have fewer jobs to do if he ...
 - sets a better example to his children.
 - makes his own sandwiches.
 - asks his children to help.
- What should Adam do to avoid heaps of dirty clothes or dishes?
 - Always do jobs right away.
 - Do everything at the end of the week.
 - Make the children do the dishes.
- The best kind of checklist includes ...
 - a list of the day's meals.
 - who will do a task and when.
 - only a few items.

Glossary

- chore (n)** a difficult or boring household job
delegate (v) give part of your work or responsibilities to somebody else
juggle (v) try to do several important things at the same time
prioritize (v) decide which order to do a number of different tasks

D REFLECT Think about the answers to these questions.

- Do you agree with Lucy's advice to Adam?
- Should men and women share the household chores and childcare? Why/Why not?

FUNCTIONAL LANGUAGE



Circle the correct option to complete the conversation between a woman and her granddaughter.

Rhoda: Amber – your mother bought me this new gadget. It's called a tablet, but I don't know how to use it.

Amber: Well, the ¹first / start thing to do is press this little button here – to turn it on.

Rhoda: This one?

Amber: Yes, that's right. ²When / As you've done that, the screen comes on. See? Now, let's say you want to google something ...

Rhoda: Sorry, can you ³tell / say that again?

Amber: Yes, 'google' something. Google is a search engine. It helps you to find information. So, you touch this little icon – the picture – with the letter *g*. Here – ⁴leave / let me show you.

Rhoda: Is this ⁵what / how you do it?

Amber: Yes, that's it. Well done, Grandma! ⁶After / Later that, you'll see a long white box. Use the letter keys to write what you want to know.

Rhoda: I'm not sure what you ⁷mean / say.

Amber: Look – can you see the letters of the alphabet? Tap each letter that you want with your finger. ⁸Do / Make sure you don't press too hard.

Rhoda: Like this?

Amber: Yes, Grandma. That's it. Finally, you tap this key, and you'll see a list of all the different websites with the information you want.

Rhoda: That's wonderful. Thank you, Amber.

WRITING

A Read the short biography of Ada Lovelace and answer the questions.

- 1 Who was Ada Lovelace?
- 2 What was the turning point in her life?
- 3 What important contribution did she make to the field of computing?

B ORGANIZATION Read the biography again. Match the headings (a–e) with the paragraphs (1–5).

- a Her early life. _____
- b Introduction. _____
- c Conclusion. _____
- d A turning point. _____
- e Her most important work. _____

C USING LINKING WORDS TO SHOW CONTRAST

Complete the sentences with the linking words in bold from the text.

- 1 _____ she didn't have a college degree, she was treated as an equal by fellow scientists.
- 2 The design looked good on paper. _____, it proved impossible to build.
- 3 He managed to complete the project, _____ not having financial support.

Glossary

insist on (phr v) to say that you must have something
pioneer (n) one of the first people to do something important that is later continued and developed by other people

WRITING PRACTICE

A PREPARE You are going to write a short biography of an innovative person. It can be someone famous or someone you know personally. Think about the answers to these questions and write notes.

- 1 Which person are you going to write about?
- 2 What do you know about his/her early life?
- 3 Was there a turning point in his/her life? What was it?
- 4 How did he/she make an impact?
- 5 What can we learn from his/her life?

B WRITE Write your biography in 150–200 words.

- Use your notes and ideas from Exercise A.
- Divide your writing into five clear paragraphs.
- Remember to use linking words and phrases to show contrast.

C REVIEW Check and edit your biography.

BIOGRAPHY

Ada Lovelace: the first computer programmer?

- 1 Ada Lovelace is known as one of the pioneers of computer science. Her methods led her to see the possibilities of what were, at the time, simply *calculating* machines. She realized they could do much more than just calculate.
- 2 Born in 1815, her father, the poet Lord Byron, abandoned her as a baby, and her mother, Annabella Milbanke, left her to be brought up by her grandmother. **However**, she did insist on Ada getting a good education, especially in science and mathematics.
- 3 **Despite** her difficult childhood, she proved to be a good student. **Although** women could not enter college in those days, she was educated to a high level by private tutors. One of them introduced her to Charles Babbage, a professor of mathematics at Cambridge University – a meeting that changed her life.
- 4 Babbage wanted to build a machine that could do calculations and Ada asked to see his plans. She wrote and published notes on the machine including how to give it instructions. That is why she is often called the world's first computer programmer.
- 5 Ideas matter, and she realized that anything could be operated by computer programs. Her work changed the way the world worked.

VOCABULARY

The arts

A Complete the sentences with the words in the box.

choir concert exhibit instrument musician
orchestra performed rehearsed stage studio

- 1 Maya had never sung better and she left the recording _____ with a big smile on her face.
- 2 She was the only _____ in her family; her father was an actor and her mother a dancer.
- 3 Most singers will tell you that it's a great joy to sing at a live _____.
- 4 They _____ the play every afternoon until the day of the performance.
- 5 The _____ consisted of violinists, trumpeters and drummers from Eastern Europe.
- 6 He was really nervous because he had never _____ live before in front of such a large audience.
- 7 Jose spent hours setting up an _____ of his latest work at the famous art gallery.
- 8 At what age did you first learn how to play a musical _____?
- 9 Thirty people sing in our _____ and we perform at festivals all over the country.
- 10 She stepped out onto the _____ and froze – she couldn't remember her lines!

Verbal idioms

B Circle the correct option to complete the sentences.

- 1 I'm going to be taking **note of / part in** a community theater project this summer.
- 2 The audience didn't find the play funny – all the jokes **fell / dropped flat**.
- 3 Can you **make / tell** the difference between a 3D-printed sculpture and a hand-carved one?
- 4 Don't do the work for free; your employer might take **place / advantage** of you later on.
- 5 Isaac made **fun of / friends with** the other members of the cast during rehearsals; they still like him to this day.
- 6 Even famous artists who are wealthy have to **keep / make** track of their finances like everyone else.
- 7 When she got the lead role in the movie, she felt as if her wildest dreams had **come / gone** true.
- 8 If you want to be a famous director like your uncle, you should **draw / pay** attention to his advice.
- 9 The director wants us to **take / make** use of the whole stage – not just the front part.
- 10 We're ready for the live concert – the choir is ready and the sound system is working. I hope nothing goes **wrong / off**!



GRAMMAR

Second conditional

A Circle the correct answer, a, b or c.

- Yiannis would study art in another country if he _____ enough money.
 - has
 - had
 - would have
- If we all _____ Katrina's work, she'd make a lot of money.
 - would buy
 - will buy
 - bought
- The actors _____ more if they had time.
 - would rehearse
 - rehearsed
 - can rehearse
- Do you think more people would visit the museum if they _____ charge an entrance fee?
 - doesn't
 - didn't
 - wouldn't
- If I _____ you, I'd try to sell my art on the street.
 - were
 - am
 - be
- He'd give away his art for free if he _____ afford to do so.
 - will
 - would
 - could
- Would you perform at the Grand Theater even if the job _____ well?
 - won't pay
 - didn't pay
 - doesn't pay
- If you _____ a gallery, what type of art would you display?
 - would own
 - owned
 - own

B Complete the second conditional sentences with the correct form of the verbs in parentheses.

- Tony is a talented artist, but he's also lazy! If he _____ (work) harder, he _____ (become) really successful.
- If I _____ (have) more time, I _____ (learn) to play a musical instrument.
- I _____ (go) to the exhibit if it _____ (be) free, but I'm not going to pay \$20 for a ticket!
- I love dancing. If I _____ (cannot) dance, my life _____ (be) so empty!
- You have a good voice, but you need to practice more. If I _____ (be) you, I _____ (take) singing lessons.
- They _____ (have) a lot more money if they _____ (not spend) it all on paintings!

PRONUNCIATION

/tʃ/, /ʃ/ and /k/

A Read the sentences and underline the *ch* words. Then match the sequence of three phonemes to the order of the *ch* sounds as they appear in each sentence.

- Her character on the TV show is a young, talented chef from China.
 - /ʃ/, /k/, /tʃ/ ☐
 - /k/, /ʃ/, /tʃ/ ☒
- Malek is doing research for his role as a chemist, and he's learning a lot about science and technology.
 - /tʃ/, /k/, /k/ ☐
 - /ʃ/, /tʃ/, /k/ ☐
- When Danny was a child, he wanted to become a mechanic, just like his dad, Charley.
 - /tʃ/, /k/, /ʃ/ ☐
 - /tʃ/, /k/, /tʃ/ ☐
- She had two choices; she could sing in a choir or play in an orchestra.
 - /ʃ/, /k/, /ʃ/ ☐
 - /tʃ/, /k/, /k/ ☐
- It's a challenge to learn new singing techniques; in some ways, your voice is like a machine.
 - /ʃ/, /k/, /ʃ/ ☐
 - /tʃ/, /k/, /ʃ/ ☐
- Standing outside the church, Matthew noticed a strange chemical smell.
 - /tʃ/, /tʃ/, /k/ ☐
 - /tʃ/, /k/, /k/ ☐



B Listen and check your answers. Then practice saying the sentences in Exercise A.

GRAMMAR

Reported speech

A Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Write between two and five words.

- 'What time are you leaving?'
She asked _____ leaving. (*him*)
- 'We've never read any of J.K. Rowling's books.'
They said _____ any of J.K. Rowling's books. (*read*)
- 'I'm sorry I made a mistake.'
She said she was sorry _____ a mistake. (*she*)
- 'I can't understand why you changed your mind.'
She said she _____ I had changed my mind. (*why*)
- 'Where is the manager?'
They wanted to know _____. (*where*)
- 'Do you want to go to the movie theater?'
They asked me _____ to the movie theater. (*go*)
- 'I won't come tomorrow.'
Susan said that she _____ day. (*come*)
- 'Is Aisha here yet?'
I asked _____ yet. (*there*)

B Complete the dialogue with one to three words in each space. Use the reported conversation to find the information you need.

Dialogue

George: I'm reading a great book right now. It's called *Saturday* and it's by a writer named Ian McEwan.
1 _____ a few of his books.

Have you heard of him?

Caroline: No, I haven't. What's it about?

George: I don't want to tell you because I will spoil it for you. I'll probably finish it tomorrow. You
2 _____ it if you want.

Caroline: Thanks. Let me know when you finish it.
I 3 _____ a report I'm writing this week so I don't have a lot of time for reading. I read a book on vacation – that was the last time I read a novel.

George: What was it called?

Caroline: *The Rosie Project*.

George: I've heard of that. 4 _____?

Caroline: Yes, 5 _____. Do you want to borrow it?

George: Yeah sure. We can swap!

C Now complete the reported conversation using the information from the dialogue.

Reported conversation

George said that he was reading a great book called *Saturday* by Ian McEwan. He said he'd read a few books by the same writer. Caroline, however, said she hadn't heard of him and she asked what the book 6 _____.

George said he didn't want to tell Caroline because he 7 _____ it for her, but he said she could borrow it if she wanted. He said he would probably finish it the 8 _____ day.

Caroline told him to let her know when he had finished it but she said that she had to finish a report she was writing that week so she didn't have much time for reading. She said the last time she 9 _____ a novel was on vacation and that it was called *The Rosie Project*. George asked her if it was good. Caroline said it was and she asked George 10 _____ to borrow it.

VOCABULARY

Reporting verbs

A Circle the correct answer, a, b or c.

- Smith ___ that he had taken the money.
a told b admitted c wondered
- The woman ___ that she had been in front of me in the line.
a reminded b refused c argued
- Penelope ___ Tom to fix the garden gate.
a explained b persuaded c replied
- Giles ___ me he was tired.
a told b insisted c mentioned
- I ___ that the store was closed and she would have to come back the following day.
a explained b asked c told
- David ___ that he was right, even though it was obvious he had made a mistake.
a persuaded b insisted c advised
- Why are you ___? Is the baby asleep?
a repeating b yelling c whispering
- Did Farid ___ his sickness during your conversation?
a mention b advise c remind

B Circle the correct option to complete the sentences.

- Julia said she was tired and *added that / added me that* she had a headache.
- They warned *us / to us* that the test would be hard.
- I wondered *where / that* Rosemary was and why she was so late.
- Harriet agreed *to come / come* with me to the doctor's.
- He asked *me to go / that I go* to the movie theater with him.
- My boss advised *to me / me* to say nothing about our conversation.
- Frank predicted *to snow / that it would snow* the next day and he was right!
- We reminded *them to leave / that they leave* home early.
- The children refused *them to go / to go* outside in the rain.
- I finally persuaded the police *that / to* take action.

PRONUNCIATION

Using your voice to make a story more interesting

A Read the extract aloud.

'Don't worry, my friend,' said the voice, 'I'm not going to hurt you,' the voice died to a whisper. 'But I might kill you! Ha, ha, ha!' 'You'll never get away with it,' Jim warned. 'The police will be here any minute.' Jim was, in fact, just keeping him talking because, unknown to his captor, Jim had almost untied the rope. Suddenly, without a word of warning, Jim leaped free, and using the rope that had held him firmly tied to the chair, he grabbed the man around the neck. 'Don't worry,' whispered Jim as he tightened the rope, 'I might wait for the police ... but I might not.'



B Look at the extract, this time with instructions in brackets. Listen to someone reading the extract while following the instructions. Does it sound different from when you read the extract in Exercise A?

[spoken in an evil way, like a bad guy from a James Bond movie] 'Don't worry, my friend,' said the voice. [said in a sarcastic tone] 'I'm not going to hurt you,' the voice died to a whisper. [with more enthusiasm, as if the speaker finds it amusing, followed by an evil laugh] 'But I might kill you! Ha, ha, ha!' [frightened but trying to sound brave] 'You'll never get away with it,' Jim warned. [hopeful more than realistic] 'The police will be here any minute.' Jim was, in fact, just keeping him talking because, unknown to his captor, Jim had almost untied the rope. [dramatically on the word Suddenly, speaking fast] Suddenly, without a word of warning, Jim leaped free, and using the rope that had held him firmly tied to the chair, he [stress grabbed and neck] grabbed the man around the neck. [mimicking the earlier comment from the other man, this time sarcastically] 'Don't worry,' whispered Jim as he tightened the rope, 'I [stress might] might wait for the police [dramatic pause; evil, threatening] but I might not.'

Glossary

mimic (v) to copy someone's voice or behavior, especially in order to make people laugh or to make someone feel annoyed

C Now practice reading the text while following the instructions.





Europe's most unusual (and less well-known) music festivals



READING

A Look at the pictures and answer the questions.

- 1 What do the two events have in common?
- 2 What is different about the two events?
- 3 How do you think the people at each event feel?

B READ FOR GIST Read *Europe's most unusual (and less well-known) music festivals*. Match the headings (a–e) with the paragraphs (1–5).

- a New styles and genres
- b More than just music
- c Taking part
- d See the world
- e Unusual venues

C UNDERSTANDING THE WRITER'S OPINION Read again. Check (✓) the statements you think the writer would agree with.

- 1 I love being with thousands of other people. ☐
- 2 Things are too expensive at big festivals. ☐
- 3 I like places which are far away. ☐
- 4 The most popular styles of music are the best. ☐
- 5 Music is just one of my interests. ☐

D READ FOR DETAIL Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The writer enjoys the feeling of being in a big crowd. ☐
- 2 The Saritra venue was once inhabited by local people. ☐
- 3 Both Saritra and Gottwood Festivals take place in remote locations. ☐
- 4 The writer finds rock and pop music uninteresting. ☐
- 5 You can hear a single style of brass band music in Guca. ☐
- 6 Traveling is a more important experience than music. ☐
- 7 The writer recommends taking part in music contests. ☐
- 8 Some events include large groups of musicians. ☐

There won't be many readers who haven't heard of the Glastonbury Festival in the UK, Rock in Roma in Italy's capital or Coachella in the US. However, while thousands of festival-goers descend on these venues every year, there are some music-lovers who feel that these mega-events have gotten a little out of control: the huge crowds, the miserable cold and mud (in the UK at least!), not to mention the overpriced food, drinks and accommodations.

1

More and more young people want a festival experience which is less mainstream and more unusual. Sometimes the venue itself is part of the experience. A good example is the Saritra Festival in Greece which takes place in an abandoned village on the island of Kefalonia. The half-ruined houses form a spectacular background to the music events and art installations which are staged there. Similarly, the Gottwood Festival takes place in the depths of a forest in the Welsh countryside and is an absolutely unforgettable experience.

2

In the same way that some festival-goers want to go to more unusual venues, they may also want to listen to a different kind of music. Pop and rock music have dominated the festival scene for decades now, but isn't it time that we started exploring some different styles? It can get so dull listening to the same style of music year after year. And it's for this reason that a lot of young people are seeking out new genres. For example, a festival which has been going on for 50 years, but which has become increasingly popular in recent years, is Guca in central Serbia. And what kind of music can you listen to here? Brass band music! Musicians from all over the Balkans bring their own magical touch to brass instruments with gypsy music, funk and jazz.

3

You will have understood by now that another very important element of this new wave of festivals is travel. Why stay in your home country which you probably know really well already? Where's the fun in that? People are ready and willing to travel all over Europe, to experience something new. It means that they can combine a once-in-a-lifetime vacation to a little-known European country, with a whole new world of music. Traveling by train or by bus to these remote locations gives an added excitement to the whole experience.

4

And it's not just a love of travel and music which motivates these festival-goers. If you travel to a different country to listen to music, then of course you're going to experience a different culture, too. If the nighttime is for partying, then the daytime is for visiting incredible archaeological sites, listening to the words of a new language or sampling delicious local specialities.

5

Maybe the most exciting music experience of all is actually performing yourself! More and more venues are setting up platforms for young people to showcase their talents in a friendly, noncompetitive atmosphere. Like-minded instrumentalists and vocalists come together to share their knowledge and their skills. Sometimes a whole choir or orchestra travels far from home to share their passion for music with others.

So what's stopping you? Pack your bags and leave the crowds behind. A whole new world of musical and cultural experiences is out there waiting for you!

Glossary

abandoned (adj) which is no longer used or lived in

mainstream (adj) considered ordinary or normal and accepted or used by most people

seek out (v) look for

vocalist (n) singer

E REFLECT Think about the answers to these questions.

- 1 Have you ever been to a music festival? If not, would you like to?
- 2 Would you prefer to go to a big, well-known event or a smaller, less popular event? Why?



LISTENING

A Look at the picture and answer the questions.

- Do you think it's a good idea to study art? Why/Why not?
- Do you enjoy painting and drawing?
- What other kinds of art do you think you can study at art college?



B LISTEN FOR GIST Listen to a conversation between Agata and Ethan about studying art. Answer the questions.

- Have Agata and Ethan seen each other recently?
- Did she enjoy the course?
- Did Agata study one or many areas of art?
- What is her view of the project called *Pathways*?
- Is she enjoying her current course of study?



C LISTEN FOR DEFINITIONS OF NEW WORDS Listen again and complete the definitions with the words in the box.

attractive bridge examples idea
pressing subject wool

- art foundation course: course of study in art and design which is a _____ between school and college
- portfolio: a collection of artwork which you use as _____ of your work
- discipline: a _____ that people study, especially at a college or university
- conceptual art: kind of art where the _____ the artist wishes to express is more important than the end product
- fleece: the _____ on a sheep
- printmaking: the process of making images by _____ paper against a surface
- illustration: a picture in a book used for explaining something or to look _____



D LISTEN FOR DETAIL Complete the sentences with one or two words in each space.

- Agata explains her year-long course was a _____ between high school and college.
- A good portfolio should demonstrate a _____ of different styles.
- Agata enjoyed learning about _____ kinds of art.
- Conceptual art first appeared during _____.
- The project which Agata's fellow student did involved dressing up as _____.
- She made _____ of her experience using 14 cameras.
- Agata thinks that the word '_____ ' does not describe the other student's project well.
- According to Agata, you can use wood, _____ or _____ to create a print.
- Agata is now learning how to create _____ for books.

E REFLECT Think about the answers to these questions.

- Which of these disciplines on Agata's foundation course would you be most interested in: drawing, painting, fashion and textiles, printmaking or 3D design? Why?
- What do you think about the idea of 'conceptual art'? Can you think of any examples of conceptual artworks?

FUNCTIONAL LANGUAGE

Complete the conversation with the words and phrases in the box.

actor ending follow like scene tearjerker worth

- Kate:** I watched an excellent movie on TV last night. It was called *Message in a Bottle*. I cried so much at the end!
- Eleni:** Oh, I love movies that make me cry!
- Kate:** Well, if you ¹ _____ sad movies, then this is the movie for you. It's about this woman who finds a tragic love letter in a bottle on the beach and she tries to find the person who wrote it.
- Eleni:** And of course she finds him and he's incredibly good-looking and they fall in love!
- Kate:** Exactly! It has Kevin Costner in it, and he's a wonderful ² _____. And then at the end, ...
- Eleni:** No – don't tell me!
- Kate:** Well, just let me say that there's a sad ³ _____ – a real ⁴ _____.
- Eleni:** It sounds like it's really ⁵ _____ watching.
- Kate:** It is. The plot was a little difficult to ⁶ _____ but I loved the ⁷ _____ where he writes the letter to his dead wife.
- Eleni:** OK. Don't say anymore because I'm definitely going to watch it!

WRITING

A Think about the answers to these questions.

- 1 What is the purpose of a book review?
- 2 Where would you find a book review?
- 3 Have you ever been influenced by a review to buy a book?
- 4 What other art forms can you read reviews of?

B Read the book review and answer the questions.

- 1 Is the review mainly positive or negative?
- 2 Is the book a novel or a collection of short stories?
- 3 Are the nine sections of the book related in any way?
- 4 What negative point does the reviewer make about the book?

David Szalay: *All That Man Is*

- 1 I greatly enjoyed David Szalay's first novel, *London and the South-East*, a darkly comic novel about a young man dissatisfied with life in London. This new book, *All That Man Is*, his fourth, is similar in its themes but has several protagonists and explores new territory.
- 2 For a start, is it a novel? It is made up of nine sections each about a different male character: they range from the 17-year-old Simon to 73-year-old Mr. Parson. So, there is no plot, although the sections are thematically linked: let's call them short stories.
- 3 These men are trying to make sense of life and are mostly disappointed by it. They are lonely and their main concerns seem to be love and money. If this makes it sound depressing, it isn't: Szalay's prose is lively throughout. And while he exposes their faults, he does so sympathetically and without mocking them.
- 4 If there is a fault – remember it is a book about men – it is the lack of any fully rounded female characters. But, that aside, I urge you to read him because his is a rare talent and he is one of the most interesting fiction writers we have.

C ORGANIZATION Read again. Match the topics (a–d) with the paragraphs (1–4).

- | | |
|--|-------|
| a plot and characters | _____ |
| b title, themes, main characters | _____ |
| c overall assessment, reasons for recommendation | _____ |
| d more detailed analysis, writing style | _____ |

D Find three colons in the review. Note how they are used to introduce explanations. Then match the beginnings of the sentences (1–3) with the endings (a–c).

- | | | |
|---|-------|--|
| 1 I stopped reading after 20 pages: | _____ | a there are some disturbing scenes. |
| 2 There's a lesson to be learned from this: | _____ | b don't believe everything the reviewers say. |
| 3 You need a strong stomach to read this: | _____ | c the writing was awful and the plot unbelievable. |

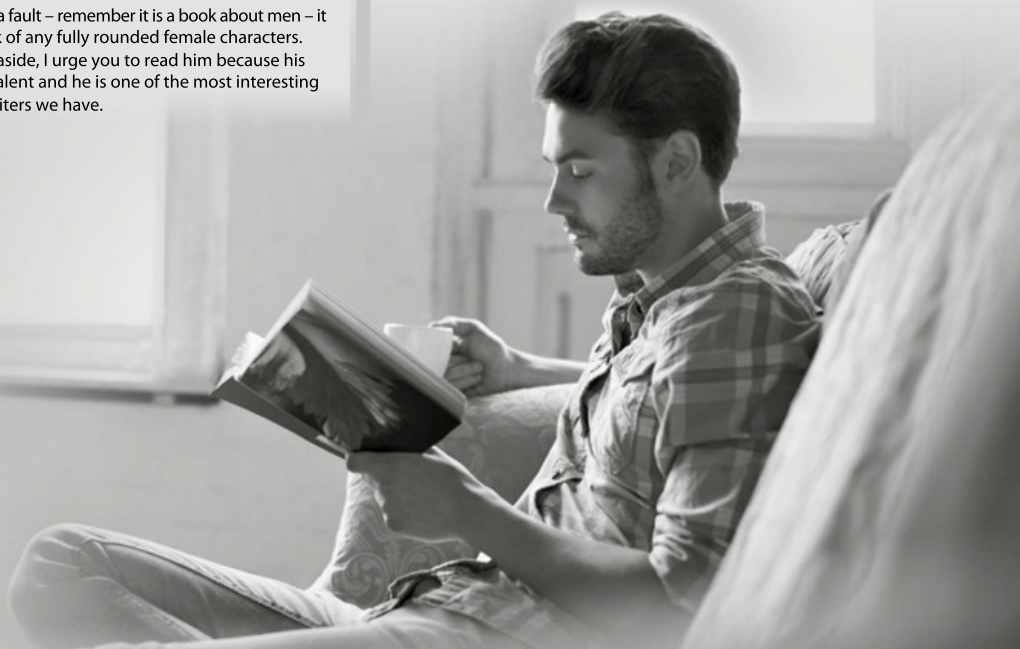
WRITING PRACTICE

A PREPARE You are going to write a review of a book which you have read recently and particularly enjoyed. Write notes about each of the points below.

- Write down the title, genre, theme and main characters.
- Think about the main points of the plot.
- Think about the writing style. Write down one or two adjectives.
- Take note of anything you didn't like about the book.
- Think about your overall impression of the book and why somebody else should read it.

B WRITE Write your review in 150–200 words.

- Use your notes and ideas from Exercise A.
- Divide your writing into clear paragraphs.
- Remember to use colons to introduce explanations.



VOCABULARY

Psychology verbs

A Complete the sentences with the words in the box. The first two sentences have two possible answers.

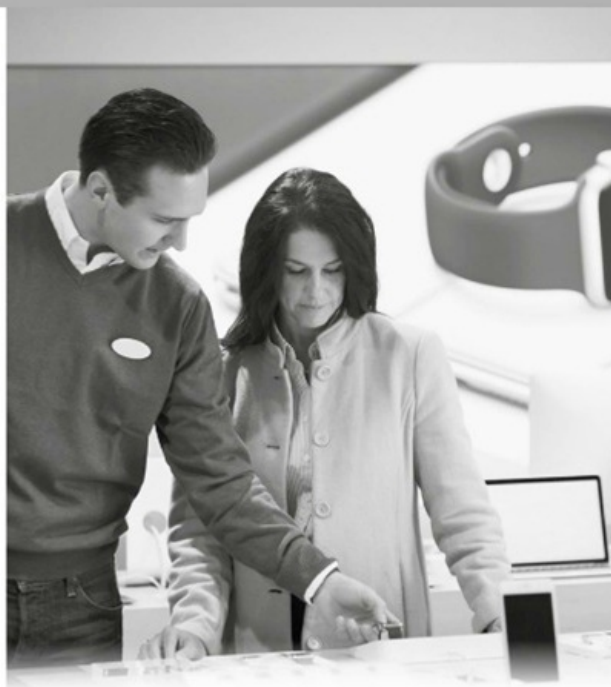
affects assume attract avoid encourage
influences persuade regret tempted tricking

- Store owners want to _____ / _____ you to spend as much money as possible.
- The thing that most _____ / _____ my decision to buy something is the price.
- I was _____ by that flat screen TV, but I thought I'd wait until the prices fall a little.
- Reducing the prices of things is just a way of _____ you into buying something you don't need.
- I _____ spending so much money on a computer – it was a big mistake.
- A store window is designed to _____ customers as they pass by.
- If you buy something second-hand, you shouldn't _____ that it's in good condition.
- Try to _____ buying things on impulse (in other words, don't buy anything without thinking it through beforehand).

Expressions with *mind*

B Complete the sentences with one word in each space.

- I've _____ up my mind – I'm getting that new car!
- If you're tempted to buy more than you can afford, just walk away – it's all _____ the mind.
- I lost some data on my computer, but _____ mind – I had backed it up.
- I'd love to see you next week. Just _____ in mind that I will be away on Wednesday.
- I was of _____ minds about whether to buy this tablet, but I bought it anyway.
- If you _____ your mind to it, I'm sure you'll make the right decision.
- Paul used to hate smartphones, but he's _____ his mind now!
- _____ you mind if I copied some music from you sometime?



PRONUNCIATION

Third conditional



A Listen to two speakers saying the same sentence. Check (✓) the speaker who pronounces the sentence correctly.

- If I'd had all the information, I'd have made a better decision.

Speaker A: ☐ Speaker B: ☐

- You'd have done better if you'd bought it online.

Speaker A: ☐ Speaker B: ☐

- If I'd been of two minds, I would never have bought anything!

Speaker A: ☐ Speaker B: ☐

- What would you have done if I'd been late?

Speaker A: ☐ Speaker B: ☐

- I wouldn't have minded if you'd decided to cancel.

Speaker A: ☐ Speaker B: ☐

- I could have made other arrangements if they'd told me sooner.

Speaker A: ☐ Speaker B: ☐

B Practice saying the sentences in Exercise A with the correct pronunciation.

GRAMMAR

Third conditional

A Complete the third conditional sentences with the correct form of the verbs in parentheses. Use short forms where possible.

- You _____ (get) better from your sickness much sooner if you _____ (not go) away for the weekend.
- If I _____ (know) the watch was made of plastic, I _____ (not pay) so much for it!
- If the teacher _____ (tell) us about the test a little earlier, we _____ (can / spend) more time preparing for it.
- I _____ (not choose) that language school if I _____ (think) about the number of students who failed the exam.
- If you _____ (not assume) the saleswoman was trying to help you, you _____ (might / make) a better decision.
- Sam _____ (might / not / be / tempted) to spend all that money if he _____ (not go) shopping.
- The poor man _____ (can / avoid) a lot of trouble if he _____ (read) the details on the contract.
- If I _____ (realize) how much the ink costs, I _____ (not buy) this make of printer.

should have + past participle

B Read the conversation and rewrite the underlined sections with *should/shouldn't have + past participle*.

Margarita: I wouldn't have bought this laptop if I'd realized I'd have to pay for all these extras.

Angela: Oh dear. And I knew that. ¹I wish you'd asked me before you made up your mind to buy it.

Margarita: Then I found exactly the same laptop for 50 dollars cheaper in the store closest to my house!

Angela: Sometimes the bigger stores are more expensive, not less. ²It would've been better if you'd checked the prices.

Margarita: I was in too much of a hurry to buy it. ³It would've been better if I'd waited.

Angela: Yes – ⁴it was a mistake to buy it at the first store you went to.

Margarita: Do you know what ⁵it would've been better to do?

Angela: What's that?

Margarita: ⁶It would've been better to take you with me!

Angela: Next time!

- _____
- _____
- _____
- _____
- _____
- _____



VOCABULARY

Reflexive verbs

A Complete the sentences with the correct reflexive pronouns.

- 1 Even though it wasn't our fault, we couldn't help but blame _____.
- 2 There's ham and cheese in the fridge and bread on the counter; if you want a sandwich, you can make it _____.
- 3 That silly dog of mine; he's always getting _____ into trouble.
- 4 Children! If you can't control _____, we're going home right now!
- 5 Do you mind if I help _____ to one of these snacks?
- 6 After she got the promotion, Lucy treated _____ to an expensive meal in a fancy restaurant.
- 7 What goals have you set _____ for the next six months?
- 8 The team decided to reward _____ for doing a great job on the project and turning it in on time.

Staying organized

B Circle the correct option to complete the sentences.

- 1 After I finish *cleaning* / *sorting* up my desk, I'm going to write a long to-do list.
- 2 If you *focus* / *keep* a record of your finances, you'll improve your spending habits.
- 3 Her life was a mess, so she *sorted* / *scheduled* an appointment with a lifestyle guru.
- 4 Martin got so involved in the details that he completely forgot the main *action point* / *objective*.
- 5 Where can we *store* / *sort* all these old files and papers?
- 6 So we've done the first task; what's the next *objective* / *action point* on the list?
- 7 Once you have your plans *sorted* / *tidied*, let me know what you're doing.
- 8 I have a simple *task* / *objective* for you – fold the invitations and put them into the envelopes.

PRONUNCIATION

Emphasis and reflexive pronouns

A Read the sentences, paying particular attention to the reflexive verbs. Underline either the main verb or the reflexive pronoun which should be stressed in each sentence.

- 1 Mary brought a cake into work and I helped myself to a slice at lunchtime.
- 2 You're good at praising others when they do well, but how do you reward yourself?
- 3 You'll have to prepare John's lunch today, because he can't make it himself.
- 4 When something goes wrong, my Aunt Tilda tends to blame herself.
- 5 I believe that it's a good idea to set yourself goals in life.
- 6 They treated themselves to pizza after winning the game.



B Listen and check your answers. Practice saying the sentences in Exercise A.



GRAMMAR

Hopes and wishes

A Circle the correct answer, a, b or c.

- 1 I hope you ____ Leon to change his mind about leaving.
 - a would persuade
 - b persuade
 - c persuaded
- 2 He wishes he ____ keep his desk neat.
 - a had
 - b can
 - c could
- 3 Great luck! I hope your mom ____ yell at you for being late!
 - a couldn't
 - b doesn't
 - c didn't
- 4 Tomas wishes he ____ his mind to passing the exam; he regrets not studying.
 - a puts
 - b had put
 - c put
- 5 Look at these beautiful gold earrings – I wish I ____ rich enough to afford them!
 - a am
 - b would be
 - c were
- 6 It sounds like you had fun on your trip. I wish I ____ with you!
 - a could have come
 - b can come
 - c could come
- 7 I can't remember what we decided at the meeting – I wish I ____ a record of what we said.
 - a kept
 - b have kept
 - c had kept
- 8 Dylan is responsible for the project for the next month; I hope he ____ the action points.
 - a wouldn't forget
 - b didn't forget
 - c doesn't forget

B Circle the correct option. Then complete the short conversation with the correct form of the verbs in parentheses.

- 1 **Natalie:** I hope / *wish* we ____ are (be) able to cover all the material before the exam.
Devin: Me, too. I *hope* / *wish* we ____ (plan) it better.
We could have finished already!
- 2 **Isaiah:** Beth wants me to pick up some things we need for moving to a new house. I *wish* / *hope* I ____ (can / remember) everything she told me!
Ben: Moving is difficult. I *wish* / *hope* it ____ (go) well for you.
- 3 **Rosana:** My sister has a terrible social anxiety; she always tells me that she *hopes* / *wishes* she ____ (no be) so shy.
Pravat: I know the feeling. I *hope* / *wish* everyone ____ (can / have) confidence, but for some, it takes a lot of effort.
- 4 **Josey:** I talked to Margie the other day. She *wishes* / *hopes* you and she ____ (can / meet) soon.
Ivan: Oh, how nice! I think next Friday could be good. I asked my boss for that day off. I *wish* / *hope* he ____ (give) it to me.



READING

A Read the statements. Do they surprise you? Why/Why not?

- Most adults will suffer from anxiety and depression at some point in their lives.
- Millions of people suffer from anxiety or depression worldwide.

B READ FOR GIST Read the article about anxiety.

According to the article, are these statements true (T) or false (F)?

- Anxiety has both psychological and physical symptoms.
- People who suffer from anxiety usually face serious work, family or health issues.
- The origins of anxiety as a human problem are very old.
- It's a good idea for sufferers to avoid situations which upset them.
- Sufferers can be helped by using a variety of different treatments.
- Calming activities and exercises can help sufferers to cope better.

Glossary

dread (n) fear of what might happen in the future

overcompensate (v) do more than is necessary in order to correct a problem

C READ FOR KEY INFORMATION Read again and look carefully at the underlined parts. Complete the article with the missing sentences (1–5).

- A longer-term and more effective strategy is to use a combination of psychotherapy, behavioral therapy and, in extreme cases, medication.
- Implementing a stress management plan could include keeping an eye on deadlines, creating lists to organize different aspects of work and home life and allocating time off from school or work.
- Back then, humans had an internal alarm system which was there to protect them from the very real dangers which they had to face in the wild.
- Fear of such ordinary people and places may lead the sufferer to avoid seeing certain people or going to certain places.
- Psychologists believe that this primitive alert system, in a world where we are no longer in danger from wild animals or aggressive attackers, is what prompts the feelings which we know today as *anxiety*.

D REFLECT Think about the answers to these questions.

- What common social or work situations could cause anxiety?
- How could family members help somebody who is suffering from anxiety?

Anxiety:

what it is and what can be done about it

We frequently hear people talking about *anxiety*

but what is it exactly? Anxiety is a normal but unpleasant part of our everyday lives which can affect different people in different ways. Sufferers describe it as a feeling of unease, nervousness or dread. It may produce symptoms such as nausea, trembling or increased heart rate. Anxiety isn't necessarily triggered by a situation which is genuinely dangerous or difficult – it can be an everyday event, such as going into the grocery store or having to talk with colleagues, which brings on symptoms.

^a They might start shopping in a different grocery store, or pretending to be overworked in the office so that they don't have to interact with colleagues. Some people start working late because they are anxious about completing tasks, or waking up in the middle of the night to check their to-do lists in case they have forgotten something.

Anxiety can make a person believe that things in their life are worse than they really are. Some people even reach the stage of thinking they are losing their sanity or *going crazy*. However, what is important to remember is that anxiety is normal and exists due to physical reactions that have existed since prehistoric times.

^b It caused individuals to be on the alert for possible attack and produced a boost of adrenaline that increased the heart rate and the amount of oxygen in the blood. This response is commonly known as the fight or flight reaction.

^c However, instead of our system reacting to a real danger, it is overcompensating by reacting to perfectly normal problems and difficulties which everybody faces in their everyday lives.

So what can sufferers do to reduce the symptoms of anxiety and cope better with their lives? What they usually do is to simply avoid the anxiety-provoking situation, as we saw earlier. However, although such a strategy does provide short-term relief, it does not solve the overall problem. There will no doubt be another situation to replace the one you've managed to avoid.

^d Many people successfully treat their anxiety by implementing a number of self-help techniques, without resorting to a medical practitioner. These may include any or all of the following: stress management, relaxation techniques and physical exercise.

^e Relaxation techniques vary from person to person but could include breathing exercises, a long bath or yoga and meditation sessions. Physical exercise is also known to increase serotonin levels which in turn trigger positive emotions.

LISTENING

A Which of these statements do you agree with? Why?

- 1 If you have a mental health disorder, it's better not to say anything about it.
- 2 Most people think that mental health problems are related to violence.
- 3 People shouldn't feel embarrassed to talk about mental health problems.



B LISTEN FOR KEY PHRASES Listen to an extract from a radio show about mental health. Check (✓) the phrases you hear.

- 1 According to research
- 2 ... statistics ... have shown that ...
- 3 But surely ...
- 4 As you can imagine, ...
- 5 For example, ...
- 6 Obviously, ...
- 7 In fact, ...

☐
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Glossary

bipolar disorder (n) a serious mental illness where people experience extreme mood changes

discrimination (n) unfair treatment because of race, religion, illness, etc

stigma (n) a feeling that something is wrong or embarrassing



C LISTEN FOR DETAIL Now listen to the complete recording and underline the correct option to complete the sentences.

- 1 According to Doctor Patel, over 615 million people suffer from anxiety or depression *in the UK / all over the world*.
- 2 In the UK, *a quarter of the population / one or two people* suffer from mental health problems.
- 3 Doctor Patel has shown that a majority of people with mental health problems have to deal with *discrimination / aggression*.
- 4 People with mental health problems are *more likely / less likely* to be able to find work.
- 5 Most patients are *violent / not violent* or aggressive.
- 6 Publicity campaigns organized by *charities / research groups* have a positive effect.
- 7 Employers are *not allowed / allowed* to refuse somebody a job because of their mental health problems.

D REFLECT Think about the answers to these questions.

- 1 Do you think that there is a stigma attached to mental illness in your country?
- 2 What could be done to improve the situation?

FUNCTIONAL LANGUAGE

Complete two short conversations with one word in each space.

Steve: It's ¹ _____ for me to go. I have to work on my psychology project. Sorry.

Inge: There's no ² _____ to apologize.

Steve: I'm a little stressed about it, to be honest.

Inge: Don't ³ _____; you'll be fine.

Carla: Hi, Zoe. Did you buy the tickets for the concert?

Zoe: Oh no! I completely forgot! I'm really ⁴ _____!

Carla: Don't worry ⁵ _____ it.

Zoe: Now you're going to miss your favorite singer. And it's all my ⁶ _____!

Carla: It isn't your fault; it's my fault. I should have bought them a long time ago.

Zoe: I'm ⁷ _____ an idiot!

Carla: Never mind. It's just one of those ⁸ _____.

WRITING

A Read *Report on Downey Town Fair* and answer the questions.

- 1 What is the main purpose of the report?
- 2 To what extent was the fair a success?
- 3 What was/were the main problem(s)?
- 4 What measures do you think they will adopt next year?

B ORGANIZATION Read the report again. Match the headings (a–f) with the paragraphs (1–6) in the report.

- a Poor planning
- b Summary
- c Analysis
- d Wrong predictions
- e Recommendations
- f Background

WRITING PRACTICE

A PREPARE You are going to write a short report about an event you helped to organize where there were some problems. Think about the answers to these questions and write notes.

- 1 Which event are you going to write about? When did it take place?
- 2 What happened? What was/were the problem(s)?
- 3 What was the cause of the problem(s)?
- 4 What are your recommendations for future events?

B WRITE Write your report in 150–200 words.

- Use your notes and ideas from Exercise A.
- Divide your writing into clear sections.
- Remember to use headings, bullet points and numbered lists.
- Include some facts and figures and examples of the problems.

Report on Downey Town Fair

1

On June 14th, we held our Town Fair to raise money for local projects. Although we met our financial targets, we received complaints about poor organization. This report explores what we did wrong.

2

The fair has become increasingly popular, attracting visitors from all over the country. This year more people came than we had planned for, and lack of parking areas caused chaos both in town and in the surrounding area.

3

I believe we should have foreseen the larger number of visitors because this has been increasing annually. In fact, the matter was raised at one meeting, and the offer by Mr. Orton, a farmer, of one of his fields for parking was refused.

4

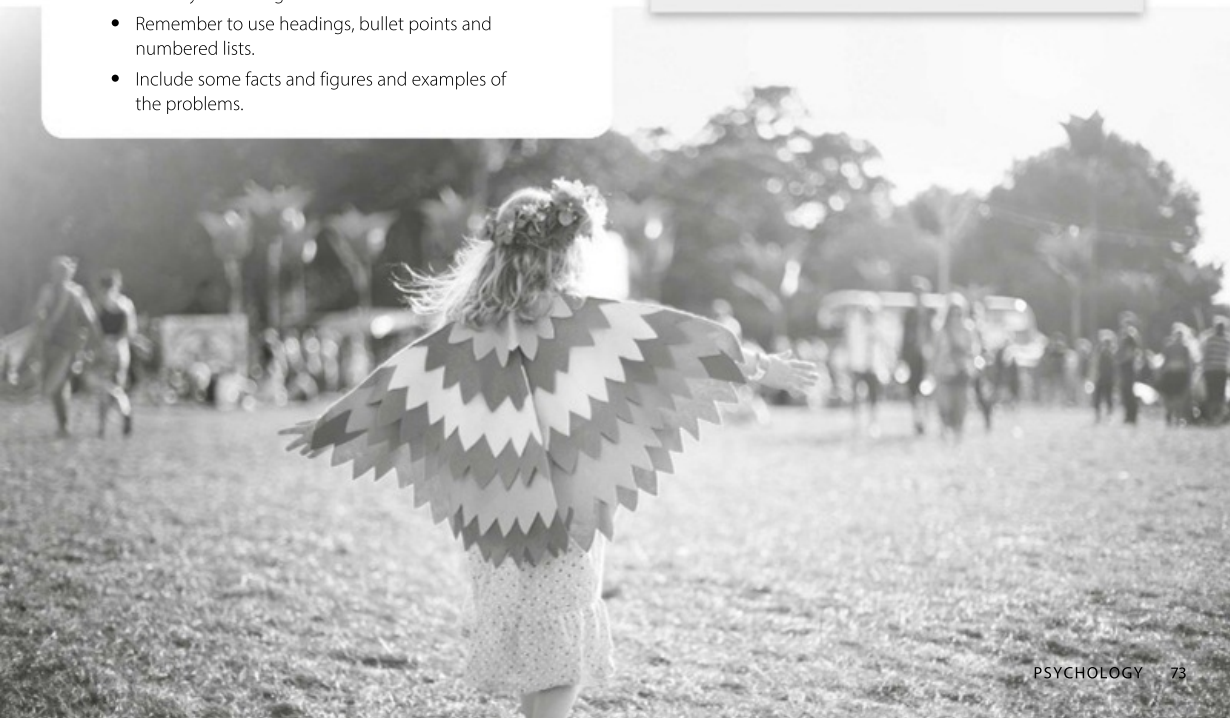
Lack of parking spaces led to traffic jams extending five to ten miles out of town, and at the end of the day, it took hours for the traffic to return to normal.

5

Obviously, we need more parking spaces and better signs and directions. In the future, we should take up the offers of landowners such as Mr. Orton.

6

We should have more people employed to direct cars to available parking spaces and, if possible, get the police involved in regulating traffic in and out of town.



UNIT 1



Lesson 1.4, Listening, Exercise A

1.3 J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *Meitu*. Karen, what exactly is *Meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia.



Lesson 1.4, Listening, Exercise B

1.4 J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *Meitu*. Karen, what exactly is *Meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia. It was only recently launched here in the US though. Just to give you an idea of its popularity ... the app has been installed more than a billion times and has more than 450 million unique users throughout the world.
- J: That's incredible! OK. So tell us a little more about it, Karen.
- K: Well, *Meitu* means *beautiful picture* in Chinese and it's an app available on iOS and Android platforms which helps you to look more beautiful in selfies. For example, you can retouch your skin to make it appear smoother and younger, or remove spots or dark circles from under your eyes. You end up with an idealized version of yourself.
- J: But don't most photo apps allow you to do that kind of thing anyway?
- K: Yes, they do, but *Meitu* goes much further. After you've chosen one of seven filters ...
- J: What kind of filters?
- K: Well, they have names like *Angelic*, *Blossoms*, *Mermaid* ... so you can probably imagine the style. It creates a soft focus for your picture and makes you look kind of dreamy as well as giving you the option of adding effects like stars, flowers and tears.
- J: And then?
- K: And then ... well, the best part ... the most unusual aspect of this app is that it has an incredible hand-drawn mode that allows you to change your eye color, whiten your teeth, make your nose smaller, change the shape of your face ...
- J: Umm ... a little like plastic surgery without the surgery!
- K: Yes, exactly!

J: So how does it work?

- K: *Meitu* uses facial recognition technology – you know – the kind of thing they use at airport security – to map your face using 171 different points. Then it puts make-up, effects and so on over the top of the image.
- J: So have you tried it yourself, Karen?
- K: Yes, I have. It took me about forty minutes to create the perfect me. The problem is ...
- J: Yes, ...?
- K: Well, some tech experts have warned that the app is collecting people's personal information. Every time you use it to create the perfect selfie, it accesses your phone's location, your app history, your photos, wi-fi connection information ...
- J: OK ... that's a little scary.
- K: Well, it is, but so many phone apps do that these days. I think the threat has been exaggerated a little.
- J: Thanks, Karen, for sharing all that with us. Now, moving on to other aspects of selfies ...

UNIT 2



Lesson 2.4, Listening, Exercise B

2.3 M = Megan G = Gareth

- M: One difficult aspect of growing up is decision-making. You learn, as you get older, that there are tough choices to be made – life-changing decisions. Now, Gareth, you're a guidance counselor – what kind of support can you offer young people?
- G: Well, it's important to note that there are a range of problems affecting young adults today – family troubles for one thing, exam stress, career choices. And, as you say, they need to make tough choices. And that can be hard. To give you an example – a lot of young people who come to see me have just left school and they don't know how to go on from there. They ask me things like, *Should I go to college, or should I get a job?* or they tell me that they're worried about living on their own for the first time in their lives.
- M: So how do you help the young people who come to you?
- G: The first thing we do in a counseling session is a classic technique. *Write it down*, is what I tell them. I get them to write a list of advantages and disadvantages. This seems like an obvious thing to do, but a lot of people don't actually think of it, and it's amazing how just seeing something written down in black and white can help to clear your thoughts.
- M: Can't family members help with difficult decisions like these, Gareth? Why do young people feel they need to talk to a stranger – to you?
- G: Family can be an issue. Even if the young person's problem isn't related to their family specifically, their families don't always support them in the way that, maybe, they would like. There's usually a lot of pressure.

Parents don't always agree with their children's choices. I regularly talk to people who know what they want to do, but their parents don't agree. And then you have issues of family loyalty, you know – not wanting to disappoint your parents, and so on. It's difficult to put a plan into action if you don't have support from your family.

M: So what do you tell them, Gareth?

G: Well I always stress the importance of thinking long term. *Think in years, not days*, is what I tell them. Consider the consequences of your decision. Set long-term goals. Think – will there be a positive outcome for me in five years, ten years?

M: How else can you help somebody to make a decision?

G: Something which a lot of people find very useful is the idea of having 'an imaginary friend'.

M: What do you mean?

G: Well, it's very easy to get absorbed in your own problem, to only see a very narrow, personal view. I tell them to imagine that it's somebody else's problem. If this was your friend, what advice would you give them?

M: I see – it's easier to come up with a solution when you're on the outside?

G: Exactly. And finally, just stop thinking for a while! Experts talk about 'decision fatigue' where you spend so much time and energy worrying about the problem that you just can't deal with it any more. Take some time off. Do something else. Get away for a few hours or days.

UNIT 3



Lesson 3.4, Listening, Exercise B

3.3

Good morning and welcome to today's lecture about young drivers and road safety. I want to start by giving you a few facts. You are probably aware that young drivers, that is to say, young adults between the ages of 17 and 24, are at a much higher risk of being involved in a fatal traffic accident than older drivers. Numbers from the National Highway Traffic Safety Administration show that young drivers are a third more likely to die in a crash than drivers who are over the age of 40. That's a pretty terrifying number and it's extremely important that we do something to change that.

First, I want to talk about some of the causes of the problem. Younger drivers have less experience, and this means that they're not as good at spotting hazards as older drivers. But more important is the fact that they are risk-takers. They are far more likely to drive without a seat belt, pass dangerously or drive too fast. Speeding is a real killer.

Many young people feel very proud that they have mastered how to drive a car – and ... I'm sure you know the feeling yourselves ... it's so exciting ... sitting at the wheel for the first time – they feel very confident. Too confident. And this is another problem. They think they're in control, but in fact, they're actually driving too fast and dangerously.

It's absolutely vital that we see a combined effort on the part of schools, healthcare professionals, social workers and the police, of course, to deal with this problem.

Now, let's turn to the solutions to some of these problems. The first thing we need to do is to improve driver training and testing. One suggestion is for us to introduce 'graduated' driver learning and licensing. What does that mean? Well, I'll explain this idea in more detail. We want to see a driving test which is divided into stages – smaller steps if you like. This offers a more structured approach and would include a minimum number of driving lessons followed by a trial period before young adults are actually issued with full licenses. For example, during the trial period, they wouldn't be allowed to drive at night, or to carry passengers.

In addition, studies have shown that raising the age at which young people can take their driving test would have a major impact on road fatalities. Parents especially should discourage the idea of learning to drive as soon as possible. If local authorities provide realistic transportation alternatives for young people – for example, regular buses and better bike paths, free train travel – then they might be more likely to delay getting their first car.

Now, that's all I want to say on the subject of solutions to this problem. Do we have any questions from ...

UNIT 4



Lesson 4.4, Listening, Exercise B

4.4 **H = Henry M = Maria**

H: How many times have you said to yourself, *I'm going to exercise more or I want to stop wasting time and organize my life?* You make a plan and then ... you fail to stick to it! Today, I've asked psychologist, Doctor Maria Davos, to come onto the show and talk to us about how we can not only set goals, but actually achieve them. Good morning, Doctor Davos.

M: Good morning. Thank you for inviting me onto the show.

H: Why do we find it so difficult to keep our resolutions?

M: I think the main reason is that we try to do too much, too soon. People think that they're going to transform their lives overnight. But it doesn't work like that. Making a lifestyle change is challenging, and it's part of a process that takes time and a lot of patience.

H: So how do you suggest we go about making changes that will stick?

M: A lot of people make a list of their goals, but these are usually fairly general. If you write down, 'Exercise more', that's not very specific, is it? Yes, you want to exercise more, but how and when? Be more focused in your goals. Write a note about which days you're going to exercise and for how long. You need to be realistic.

H: Yes, but, those kinds of goals are achievable because you can measure them. You can exercise for ten minutes every day, for example. But what if you want to quit a bad habit? For example, I bite my nails. I hate it, but I just can't stop doing it.

M: Again, you need to measure the progress you're making so try this idea – use your phone to take a photo of your nails every day and then you'll be able to track your progress as your nails grow back. Each time you reach your fingers to your mouth, take out your phone and look at the 'before and after' pictures. You'll be really happy when you see how good they look now!

H: That certainly sounds like very good advice.

M: Another idea is to keep a food diary. If you eat too much chocolate, for example, or drink too much coffee – write down how much you have each day. Then you can actually see, in your diary, the progress that you're making. It can be a really positive process and will keep you strong – help you to stick to your resolution. And remember – this is so important – don't try to do everything at once. Don't overdo it. Focus on one goal or change at a time. When you have succeeded in making one change in your life, you can move on to another goal.

H: How can our family and friends help us, Maria?

M: That's a good question, Henry. I believe that the support of family and friends is ...

UNIT 5



Lesson 5.4, Listening, Exercise B

5.3 **J = John T = Tony A = Amal**

J: Today on *Education Matters*, we have a report from Tony Mills, our education correspondent. Tony – you're going to be telling us about a crisis in our high schools, is that right?

T: Yes, that's right, John. New statistics from a recent survey show that an increasing number of teachers are leaving schools. To be more specific, of all the young people who were certified as teachers in 2011, 30% had left the profession within five years. A different study found that this figure was even worse for teachers of core subjects. For example, 10.4% of science teachers and 10.2% of those teaching languages leave each year. And maybe even more revealing is the fact that, as the survey results show, an astonishing 80% of teachers have actually thought about leaving their jobs over the last 12 months. Now of course, many young graduates qualify to become teachers every year, but the trend is definitely for declining teacher numbers – more people are leaving than entering. For instance, government figures for this year show that there are 10,000 vacancies for high school teachers. In college, the numbers are even worse, with a shortage of 20,000. So what's the reason for this mass exodus? When asked, almost all teachers talk about the increase in their workload and the stress this brings with it. I asked Amal Hussain, a math teacher from New York about her experience.

Amal, you quit your job several months ago. How long had you been teaching?

A: I got my certification 11 years ago and, well, to be honest with you, I'd just had enough. I resigned in June last year and now I'm retraining as a career advisor.

T: So why did you leave the job?

A: My workload was just ... well ... it was overwhelming. The new government standards mean that the students are constantly being tested ... assessed ... through means such as coursework, oral exams, written exams, and we have to create those exams, grade them and complete endless paperwork ... data collection they call it. For example, toward the end of my time in the teaching profession, I was grading up to 200 notebooks every week – I didn't have time for anything else! It's not teaching you know ... it's just ... well ... it's not how I imagined the job when I first started.

T: And how does all of this affect the students?

A: Well, that's just it. Because the only important thing is getting good grades – teachers are forced to focus only on preparing students for exams. That's not why I became a teacher. I believe education is an ongoing process which is about learning, developing. I wanted to make a difference in students' lives – and I wasn't. That's what's important to students, and teachers, not just things like ... exams and grades.

T: How many hours were you working on average? Can you give us a more specific idea of your workload?

A: Umm ... about 60 hours most weeks, maybe more if we had end-of-year exams. The workload is what most of my colleagues complain about. I loved my job. I loved working with young people, helping them to grow. But ... well, it was just too much.

T: So ... an insider's view from Amal there. So what exactly, is the government planning to do ...

UNIT 6



Lesson 6.4, Listening, Exercise B

6.3

Good morning and thank you for coming. Today's presentation is called *Passion into Profit* and it's all about how you can achieve the dream of turning what you love into a profitable business. No doubt everybody in this room has a hobby which they're passionate about – whether it's baking beautiful cupcakes, making jewelry or collecting vintage cars. Now, many people think that their hobbies are just that – something to do in your free time. But what if you could make a living from something you actually like doing instead of earning money in a boring or unsatisfying job?

Turning your hobby into a successful business can seem like a scary idea, but you must not let that discourage you. Many people are afraid to take action and leave their job or career because they are afraid they might fail. Well, I'm here to tell you that an amazing 37% of entrepreneurs have created their businesses from what was originally a hobby! And the results of a recent survey show that 86% of people who started a hobby-based business said they were happier now than before they gave up their traditional nine-to-five jobs.

My first piece of advice is focus on your goal. Like everyone starting a business for the first time, you will have your ups and downs, but the important thing is to set a target and stick to it. Make a plan of what exactly you want to achieve and by when; a detailed week-by-week schedule of actions and results will help to keep you on target.

That brings me to the subject of flexibility; you may need to do more than one thing in order to actually make money from your hobby. For example, if you make jewelry, you might sell your jewelry online, but you could also teach other people to make jewelry, or have a stand at a flea market and sell jewelry-making supplies.

The next point I would like to explore is marketing. You may create beautiful objects or be extremely skilled, but if nobody knows it, then you'll never get any customers. Use social media to advertise your product or service and develop your sales. Some online platforms allow you to list your products for free. Join online forums and chat groups so you can attract customers who have the same interests as you.

Finally, learn to think like a businessperson – after all, this isn't just a hobby anymore. Learn how to manage your finances by balancing your income and your expenses. Set up a bank account and don't be afraid to ask for advice from the experts – your bank manager or a professional accountant will be able to advise you on the best way to keep your new business financially healthy!

So, the next question is when do I ...

UNIT 7



Lesson 7.4, Listening, Exercise C

7.3 **M = Mark C = César O = Olivia W = Wing Shan**

M: On today's edition of *Food for Thought*, we're here in the center of Birmingham to find out what people think about the latest food fads. Here we go excuse me ... good morning ...

C: Um ... hi ...

M: Hi, I'm Mark from *Food for Thought* on Radio 7. What's your name? Can we talk to you?

C: Yes, sure. I'm César.

M: OK. Thanks for talking to us, César. So ... I'd like to ask you a question. What do you think about food fads? Do you believe they're a good thing or do you think they're just nonsense?

C: Food fads? Well, um ... some food fads are good, like, you know, the five-a-day thing. It's a really good idea to encourage people to eat plenty of fruits and vegetables, you know, but ... some others ... like oh yes ... foraging. I've read about that and it sounds crazy. It's this new fad where they only eat food which has been found in the wild. Stuff like mushrooms, green leaves, wild garlic, nuts. I mean, like I said, I think it's a good idea to eat fresh ingredients. There are more nutrients than in processed foods, but I mean, come on! I heard of one restaurant where they put these special ants – yes, the insects – into their salads. Makes the salad taste lemony or something. I think it sounds disgusting.

M: OK. Thanks César. Good to talk to you. Excuse me.

Can we ask you a question? What do you think about food fads?

O: Hiya. I'm Olivia. Oh, I think any kind of food fad can help people to eat more healthily. Whatever it is, it gets you thinking about what you eat, doesn't it? To be honest, I wouldn't really call them fads. I think they're interesting ways of exploring new ideas. For example, I've been on the Paleo Diet for six months and I feel great – more energetic, less tired. It's a kind of eating plan where you only eat foods that existed millions of years ago – from Paleolithic times ... paleo – get it? So that means lots of seeds and nuts, heaps of fruits and vegetables and, of course, no sugar, wheat or dairy. It's like if a caveman – or cavewoman – didn't eat it, then neither do I.

M: I see. Well thanks, Olivia. That's fascinating. And, this lady, ... um ... excuse me. Hi ... what's your name? Can I ask you a question?

W: My name's Wing Shan. Sure, go ahead.

M: What do you think about food fads?

W: I don't really believe that food fads can help us. I think that what's important is to stick to a balanced diet. I just think that if you eat a little of everything then it's the best way. Having said that, I do believe that the Mediterranean diet is a good way of eating. But that's not really a fad, is it? It just means cooking and eating plenty of fresh food – a lot of fish, of course, and not so much meat. Lots of olive oil – it's much better for you than butter or animal fat. A lot of fresh fruits and vegetables. They say that it helps to prevent heart disease and cancer. Keeps your blood pressure down, too. I'll be brutally honest, though – I do sometimes have a burger. But honestly, if you eat ... fast food ... unhealthy food ... now and then, I don't think that's such a big deal, do you?

M: And that was Wing Shan with her view on food fads. So, back to studio where we're going to discuss the latest trends with Doctor ...

UNIT 8



Lesson 8.1, Pronunciation

8.1

- 1 The internet, which is a relatively new invention, is now a vital part of people's lives across the world.
- 2 It was Edison who first used publicity to promote a new invention.
- 3 The Cloud is where many people store photos and other files.
- 4 In the 1980s, when I was in school, no one had a cell phone.
- 5 Coco Chanel, who invented the little black dress, was a very influential fashion designer.
- 6 The physicist whose theories have influenced generations of scientists is Einstein.

**Lesson 8.2, Pronunciation, Exercise A****8.2 W = Woman M = Man**

- W:** You know ... I've been thinking ... if you want to go to the theater on Saturday night, it's OK with me.
- M:** To be honest, I was surprised you weren't more interested. I think you'll really like it.
- W:** I know. I'm sorry. I want to go – it's just that I don't have a lot of money.
- M:** I'll lend you the money if you want. Or we can do something cheaper.
- W:** That's very sweet of you! No, it's OK. I enjoy the theater. I'm sure we'll have a nice time.
- M:** Great. I'm really happy that I won't miss it. I think they still have some seats left. I'll call them now.

**Lesson 8.4, Listening, Exercise B****8.3 L = Lucy A = Adam**

- L:** What's the matter, Adam? You look a little stressed.
- A:** Yes, I am a little. It's exam time at school, and I have to grade all my students' exam papers and be at school to help with the organization of the exams. The thing is that my wife's away on a work trip right now. I mean, we normally share all the household chores, and childcare of course, but this week, I have to manage the house, the kids and work, ... well ... it's a lot of pressure.
- L:** My kids are grown-up now, but I have a lot of experience juggling a family and a job. I can give you plenty of tips. And my first piece of advice is – don't be such a perfectionist! I mean, did your children have breakfast and get to school on time?
- A:** Well, yes of course they did. But their school shirts were wrinkled because I hadn't had time to iron them.
- L:** Now, you see. That's exactly what I mean. Don't be so hard on yourself. I mean, we all want our lives to be reasonably organized, but sometimes it's just not possible. Well, I'm here to tell you that it isn't the end of the world, you know? Have you achieved what you wanted, but not as well as normal? Well, that's OK.
- A:** Yes, I suppose you're right. So what else do you suggest?
- L:** When you have a lot of different tasks to achieve and not enough time, you have to prioritize. Think about what is absolutely essential, what you have to do, and focus only on that. It sounds to me as if you're doing that already. I mean, the important thing is that your children are at school and that they had a good breakfast before they left.
- A:** Yes, but I forgot to make sandwiches for them – you know, to have at lunchtime.
- L:** OK, well that's the next thing. You simply must delegate.
- A:** Delegate? Can you give me an example?
- L:** Your example is right there! Your children aren't so little anymore. I mean, your daughter's fifteen, isn't she?

Well, delegate the task of making sandwiches to her. She's old enough. She can make her own sandwiches and her little brother's. That's one less thing for you to worry about – and it will teach them to be more responsible.

- A:** Yes, you're right. That's a really good idea. But what about the rest of the housework? There's just more and more – heaps of dirty dishes, dirty laundry, recyclables ...
- L:** It's true that if you don't keep on top of the housework, it can get out of control. So – my advice? Clean as you go. Do the dishes right after dinner. Same with the dirty clothes. Put them straight into the washing machine. And get the kids to do the same. That way, you won't end up with a huge pile of dirty laundry or dishes at the end of the week.
- A:** Sounds good. To be honest, I sometimes forget what I need to do. There are so many things to remember that my mind just goes blank.
- L:** Then make a list. Write down those essential tasks that we talked about, but make a note of when you're going to do them and, of course, who is going to do them. For example, 'sandwiches – Josie, early morning.' You'll find that it really focuses your mind.
- A:** Lucy – I feel better already. Thanks. You've been a big help.
- L:** You're welcome. Let me know how it goes.

UNIT 9**Lesson 9.4, Listening, Exercise B****9.3 E = Ethan A = Agata**

- E:** Hi Agata. I haven't seen you in a long time. How are you? What have you been doing since we left high school?
- A:** Hello, Ethan. Good to see you. Well, I took a year-long art foundation course.
- E:** What's that exactly?
- A:** Well, it's supposed to be a transition period between high school and the study of specialist art and design courses in college.
- E:** Oh, right. So where did you go to do that?
- A:** At Kingston College of Art and Design. The course is designed to help you ... unlock your creative abilities. That's the idea anyway! And of course, it gives you the chance to build your portfolio. That's a collection of all your work – drawings, paintings, sketches. It should be fairly ... um ... diverse. So people can see that you have a range of styles and ideas. Anyway, it was really fun because I tried all kinds of different disciplines as well as straightforward drawing and painting – fashion and textiles, printmaking, 3D design.
- E:** But ...?
- A:** Yes, there was a but! A lot of the projects we did were conceptual art and that was, well, it just isn't me.
- E:** You've lost me.

A: It's very popular at most art schools, and galleries and so on. It was a movement which emerged in the 60s, and the theory is that the concept behind the art is more important than the finished artwork itself. To give you an example, one of my fellow students did a project entitled *Pathways*. She did this thing where she wore a fleece.

E: Sorry, I didn't catch that.

A: A fleece – a ... like a sheepskin ... a big woolly sheepskin that you wear like a coat ...

E: OK ...

A: Anyway, she wore this sheep ... coat and she attached fourteen little cameras all over her and crawled along the paths on a mountain. I mean, can you believe it? The idea was that she would experience and understand the mountain, the life of the sheep, the landscape ... or something. And the video was displayed at a gallery afterwards.

E: Well, that sounds interesting.

A: Interesting? Anyway, that's the kind of thing that we were expected to do, well not that exactly, but something similar. Well ... to be brutally honest, I just find it all ... let's just say, it's not my kind of thing.

E: So, what are you doing now?

A: Well, after I finished the course ... I specialized in printmaking, by the way. That's where you create an image on a block of wood or metal, could be a stone, too – you carve the image into the material – and then you cover the block in ink and press paper onto it. The image is transferred to the paper. Well, that's a very simplistic explanation, but that's basically it. So, anyway, I got my diploma and now I'm at a different college studying illustration.

E: Illustration? You mean like for books?

A: Yes, basically. An illustration is any drawing that accompanies a written text – it might help to explain what's in the text, or maybe it's just there for decoration. For instance, children's books are full of illustrations because children are more responsive to visual images than to the written word. Anyway, that's what I'm studying now, and guess what? I love it!

E: Well, that's good news!

A: But enough about me, what about you. Did you go traveling like you told me ...

UNIT 10



Lesson 10.4, Listening, Exercise B

10.3 D = Dr. Patel J = John Ingrams

D: Well, we're talking about a huge variety of conditions, ranging from social anxiety and mild depression to very serious illnesses such as bipolar disorder. In fact, statistics from the World Health Organization have shown that more than 615 million people suffer from anxiety or depression on a worldwide scale. And in the

UK, for example, one in four people will suffer from some kind of mental health problem at some point in their lives. So we're not talking about just one or two people.

J: Those are pretty scary numbers, Doctor Patel. But surely that must mean that there's more understanding in society about these conditions?

D: Well John, there certainly should be. But even though so many people suffer from mental health problems, there is still a stigma attached to them. According to research carried out by my team at the college, nearly nine out of ten people with mental health problems say that they've experienced discrimination.



Lesson 10.4, Listening, Exercise C

10.4 J = John Ingrams D = Dr. Patel

J: Good morning and welcome to *Mind Matters* with me, John Ingrams. Today, I'm going to be talking to Doctor Patel about mental illness and the stigma of mental illness. So tell me, Doctor Patel, is it really possible that in the 21st century there is still a certain amount of ... well, let's say shame related to mental illness?

D: Unfortunately, yes. That's very much the case.

J: First of all, what do we mean by mental illness?

D: Well, we're talking about a huge variety of conditions, ranging from social anxiety and mild depression to very serious illnesses such as bipolar disorder. In fact, statistics from the World Health Organization have shown that more than 615 million people suffer from anxiety or depression on a worldwide scale. And in the UK, for example, one in four people will suffer from some kind of mental health problem at some point in their lives. So we're not talking about just one or two people.

J: Those are pretty scary numbers, Doctor Patel. But surely that must mean that there's more understanding in society about these conditions?

D: Well John, there certainly should be. But even though so many people suffer from mental health problems, there is still a stigma attached to them. According to research carried out by my team at the college, nearly nine out of ten people with mental health problems say that they've experienced discrimination.

J: So what does that mean for them in practical terms?

D: Well, it can affect many aspects of their lives. For instance, they are more likely to be unemployed. This comes about because many employers believe that people with mental illness are violent or dangerous, but that just isn't true. A tiny percentage of patients display aggressive or antisocial behavior. As you can imagine, this has a negative impact on a person's feelings of self-worth and confidence.

J: Clearly something has to be done to overcome these kinds of negative impressions, but what?

D: Well, John, a lot of good work is being done by mental health charities which run publicity campaigns and workshops. Research has shown that those kinds of actions are really helpful in changing the negative views which are associated with mental health conditions.

J: What are the authorities trying to do about this problem?

D: A lot has been done already. Actually, here in the UK, the 2010 Equality Act makes it illegal to discriminate against somebody in the workplace because they have a mental health disorder, and that has helped a great deal. In addition, official organizations, such as our college, for example, are creating blogs, newsletters and so on, where we raise awareness of the problem. And to tell you the truth John ...