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Guide for Classroom Presentation Tool

INSIGHT

Upper-Intermediate Workbook

Second Edition

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1 Be the change

Vocabulary

Insight Describing qualities

1 Match the words below to statements 1–5.

commitment ■ compassion ■ creativity ■ optimism ■ tolerance

1 If I decide to do something, I always give it 100% of my time and energy. _____
2 I can accept other people for who they are even if I don't always agree with them. _____
3 I care deeply about people and animals when they are suffering. _____
4 I have a lot of great ideas. _____
5 I usually expect things to work out well. _____

Insight Synonyms

2 Complete the text with the words below. Use each word only once.

benefits ■ defeated ■ get over ■ innovative ■ obstacles ■ overcome



Paint your dreams!

From a young age, Jeremy Sicile-Kira had communication problems. After being told he was autistic, neither Jeremy, his parents nor his teachers allowed themselves to be [1]_____ by this diagnosis. At the age of 13, his mum gave him a keyboard to help him [2]_____ those communication problems. Jeremy noticed the [3]_____ immediately and for the first time he could express his voice.

When he was younger, Jeremy had a series of dreams in which he was painting people's emotions as colours. His mother encouraged him to paint his dreams and he has never stopped. His style of painting is very [4]_____ and he is a visionary artist. In 2016, he held his first art show. It was a huge success.

He is an autism advocate and a United Nations youth representative for the Autism Research Institute. He has also written a book with his mum. According to Jeremy, determination and hope can help you [5]_____ life's [6]_____ and challenges. What do you think?

Vocabulary extra Role models

3 Choose the correct words to complete the sentences.

beliefs ■ motivations ■ principles

1 **a** I don't have the same political _____ as my friends, so we have some interesting discussions!
b I won't compromise my _____ by doing your coursework for you. Sorry.

admiration ■ cause ■ dedication

2 **a** I have great _____ for anyone who can do that type of work.
b The team's continuing success was a reflection of their great _____ to training.

causes ■ icons ■ role models

3 **a** Who are your top two music _____? Mine are David Bowie and the Beatles.
b Young people need good _____ – anyone from teachers to sports stars.

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

causes ■ commitment ■ creativity ■ determination ■ obstacles ■ optimism ■ overcome ■ role models

Home > Get support > Online forums

Ben Rosser used to work in the police force. In 2014, he formed The Pythian Club in Nottingham. Ben and his team work with young people to address the [1]_____ of youth violence, and encourage them to build their confidence through sports, arts, music, education and employment programmes.

He wants young people to feel empowered and the club provides support to help young people [2]_____ any [3]_____ in their lives. Ben and his team have become the [4]_____ these young people need to make changes.

Ben's [5]_____ to make a difference is evident; he is a passionate public speaker and travels around the UK delivering important and life-changing messages. His [6]_____ to young people is clear for all to see as he continues to make positive changes in their lives and communities.

The young people in The Pythian Club are full of [7]_____ about their future now, and so are Ben and his team.

5 TASK Write about an obstacle in your life that you have successfully overcome. What was it? When did it happen? How did you manage to overcome it? What qualities did you need to do this?

Grammar

Review of past and present tenses

1 Complete the text with the correct form of the verbs in brackets. Use the present simple, past simple, present perfect or past perfect.



More than just a shoe!



Hannah Davis [1]_____ (found) Bangs Shoes after teaching English in China. While she was there, she [2]_____ (buy) a pair of simple, practical green canvas shoes which she [3]_____ (see) a lot of people wearing. When her teaching contract ended, she [4]_____ (not have) another job so she [5]_____ (develop) a business plan and a design for simple canvas shoes. By chance, one evening she met a businessman and they started talking. He showed interest in her business plan, so she sent it to him and he invested the money for Bangs. She finally [6]_____ (set up) Bangs in 2012. However, things did not always go smoothly and Hannah had to overcome a lot of obstacles along the way, including finding a manufacturer. A small family-owned factory in Vietnam now produces Bangs shoes. Since then, Hannah [7]_____ (work) hard to help other people, giving 20% of her profits to people wanting to start a business. With her help, those people [8]_____ (be able to) build their businesses and repay their loans. Bangs then [9]_____ (invest) the money again with another new business. And in case you're wondering, the name of the company [10]_____ (come) from the Mandarin Chinese character for help. Bangs are more than just shoes – they are helping people, one pair at a time.

2 Choose the correct answers.

1 Hannah **has had / has been having** her own business since 2012.
2 She came up with the idea to start Bangs while she **taught / was teaching** English in China.
3 A small family-owned factory in Vietnam **helps** / **helped** her produce the shoes.
4 Factory workers **receive** / **are receiving** fair wages.
5 Through her microloans, Hannah regularly **offers** / **is offering** help to empower people in poverty.
6 So far, Hannah **has helped** / **has been helping** 5,000 entrepreneurs in 74 different countries.

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

1 There is no decision yet about our microloan.
They _____. (still)
2 You're over an hour late!
We _____. (waiting)
3 Arlo started working for the charity last year.
Arlo _____. (been)
4 I've never bought a pair of Bangs shoes before.
It's _____. (first)
5 She didn't start her presentation until everyone stopped talking.
She waited until _____. (before)
6 It was the first time they had worked abroad.
They _____. (never)

4 Complete the text with the correct form of the words in brackets. Sometimes more than one answer is possible.



Between April 2017 and April 2018, stabbings in London [1]_____ (increase) by 12%. This [2]_____ (inspire) the international artist, Kay Rufai, to look into the lack of mental health provision for young black men. While he [3]_____ (do) the research, Kay [4]_____ (discover) that smiling is a key factor in happiness. In 2018, he [5]_____ (set up) a project called S.M.I.L.E-ing* Boys and he [6]_____ (organize) art workshops for black and BAME* boys in London.

Kay [7]_____ (use) creativity through photography, poetry and art, to empower the boys to manage their own mental health. Ultimately, he [8]_____ (want) to reduce violence. A lot of the boys [9]_____ (see) or experienced violence themselves. After the boys [10]_____ (start) the workshops, their teachers soon [11]_____ (notice) that they were more engaged in school. The boys' schoolwork [12]_____ (gradually / improve) and they were happier. This project [13]_____ (take) a different approach to mental health and well-being by challenging negative stereotypes. The boys at those first workshops certainly feel that Kay [14]_____ (already / do) that for them!



Glossary
* S.M.I.L.E = Send Me Inspiring Loving Energy
* BAME = Black, Asian and minority ethnic

5 TASK Imagine you are going to set up a project to empower other people. Answer the questions.

1 Who do you want to help? Why?
2 What would your business idea or project be?
3 How would it empower other people?

Listening, vocabulary and speaking

Insight Words with *self-*

1 Match the words below to definitions 1–8.

- self-assurance
- self-control
- self-defence
- self-interest
- selflessness
- self-obsession
- self-preservation
- self-sacrifice

1 protecting yourself in a physically dangerous situation without using a weapon: _____
2 being able to remain calm, even if you are angry, excited, etc.: _____
3 thinking more about the needs of other people than your own: _____
4 doing or saying something to protect yourself: _____
5 not letting yourself have or do something in order to help other people instead: _____
6 believing in your own strengths and abilities: _____
7 thinking only about yourself and not caring about other people: _____
8 thinking about yourself all the time: _____

Giving and acknowledging opinions

2 1.01 Listen to a school committee deciding which charity to raise money for. Which of the following charities do they NOT mention?



1 Disaster Emergency Support
2 Healthy Heart Foundation
3 Clean Water Campaign
4 Pet Rescue

3 1.01 Listen again and match speakers Maya (M), Ivan (I), or nobody (N) to opinions 1–6.

1 Larger charities spend too much money on advertising. _____
2 Smaller charities are usually run by volunteers. _____
3 They should choose a charity which helps young people. _____
4 It's a good idea to raise money for a charity that has helped you or your family. _____
5 Animal charities are well supported. _____
6 People care more about animals than people, so they should choose an animal charity. _____

4 1.01 Complete the sentences with one word in each gap. Then listen again and check.

1 Well, my _____ is that we should choose a smaller charity.
2 Could you _____ what you mean?
3 Maya, I do understand that _____ of view, but I think ….
4 Ah, that makes _____ to me now.
5 But, _____ me, I still think a smaller charity might be better.
6 I see where you're _____ from, but … Do we have to limit it to young people?
7 I think we need to _____ what will be a popular charity to raise money for.
8 Are you _____ that people care more about animals than people, Ivan?

5 Match sentences 1–8 in exercise 4 to categories A–C.

A Giving an opinion: _____, _____, _____
B Acknowledging an opinion: _____, _____, _____
C Asking for clarification: _____, _____

6 Complete the dialogue with the phrases below.

- Are you saying that
- for me
- I understand that point of view
- not sure I agree
- That makes sense to me
- The point is that
- True, but
- we need to consider
- What do you mean exactly

Ade Well, in deciding on a charity to raise money for, [1]_____ two things: which charity do we feel is the most worthwhile and which charity will be easiest to raise money for?

Priya I don't understand what point you're trying to make. [2]_____?

Ade Well, if we choose a charity which we personally think is great, but which no one else wants to support, we won't raise very much money, will we?

Priya Oh, OK. [3]_____ now.

Ade So, I'd like to suggest that we don't choose an animal charity.

Priya [4]_____ people don't like animals, or that it isn't worthwhile?

Ade Well, [5]_____, people are more important than animals.

Priya Well, I suppose [6]_____, but I'm [7]_____ with it. [8]_____ there's no reason why we shouldn't raise money for animals. What about protecting endangered species, for example?

Ade [9]_____ then we have to decide which animal we all think is the most endangered.

7 TASK Look at the charities in exercise 2 again. Which charity would you choose to raise money for and why? Justify your answer.

Vocabulary and grammar

V Insight Word analysis

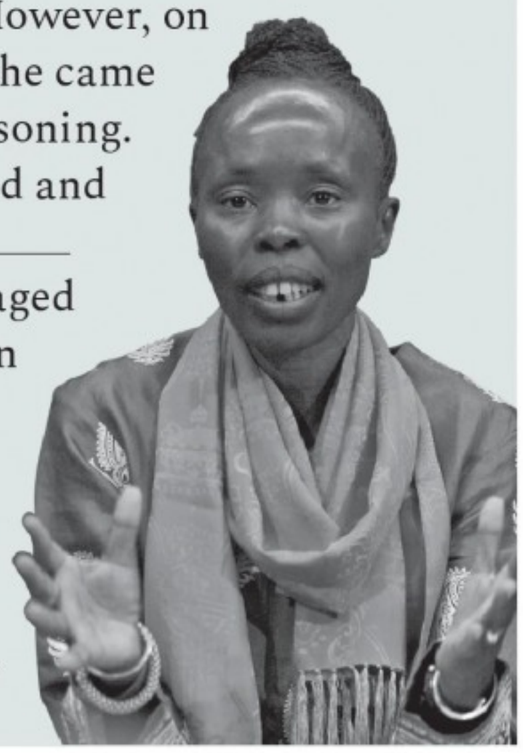
1 Complete the text with the words below. There is one word that you do not need.

■ a great deal ■ attentive ■ conundrum ■ gradual ■ haggard ■ interim ■ penalized

Tegla Loroupe is a highly successful Kenyan long-distance runner. Her passion for running started when she was seven and had to run ten kilometres to school every morning. She soon found that she was very good at it.

However, her father was not a very [1]_____ parent, and at one point he stopped Tegla from running altogether, saying it was not ladylike. Tegla faced a [2]_____. She wanted to be a good daughter, but she didn't want to be [3]_____ for being a girl. Supported by her mother and her older sister, she kept running and made [4]_____ but steady progress.

In 1994, Loroupe was the first African woman to win the New York Marathon, and became an important sporting role model. During the 2000 Summer Olympics in Sydney, Loroupe was expected to do very well. However, on the night before the race, she came down with severe food poisoning. Although she felt exhausted and looked tired and [5]_____ the next day, she still managed to complete the 10,000 m in fifth place.



She retired from running in 2003 and now devotes [6]_____ of her time to humanitarian activities.

Vocabulary extra Qualities of a hero

2 Match the words below to comments 1–5.

■ courageous ■ determined ■ inspirational ■ resourceful ■ willing

1 She wasn't willing to change her mind about moving abroad to continue her studies. _____
2 They never object to doing anything I ask them to do. _____
3 He's good at finding new ways of doing things. _____
4 Her life story gave me many new ideas and motivated me to change a few things in my own life. _____
5 They weren't afraid of jumping into the water to save the children. _____

Past perfect simple and continuous

3 Choose the correct answers.

1 When Tegla got to school on her first day, she was exhausted. She _____ 10 km to get there.
a had run **b** had been running
2 Tegla _____ in school races for a long time before she realized she was good at running.
a had taken part **b** had been taking part
3 The Kenyan athletics federation _____ in her until she won a barefoot race in 1988.
a hadn't believed **b** hadn't been believing
4 By 1994, Tegla _____ long distances for 14 years.
a had run **b** had been running
5 Tegla was delighted. She _____ the New York Marathon.
a had won **b** had been winning

4 Complete the text using the past simple, past perfect simple or past perfect continuous. Sometimes more than one answer is possible.

Katherine Johnson was born in 1918 in a small town in West Virginia, USA. Her father [1]_____ (want) his daughter to fulfil her potential – he [2]_____ (drive) her more than 190 km so that she could continue her education. By the time she was 18, she [3]_____ (graduate) from university with a degree in maths.

After marriage, children and the sudden death of her husband, she [4]_____ (get) a job as a 'human computer' with NASA. In 1953, she [5]_____ (not work) there for long when she [6]_____ (meet) two other women: Mary W Jackson and Dorothy Vaughan. It was on the basis of their calculations that several historical space missions [7]_____ (happen). This is an even greater achievement since their careers [8]_____ (begin) in the era of segregation in America, when African-American women [9]_____ (have to) work in a separate building from their white colleagues. The women [10]_____ (face) constant and unfair discrimination and a lot of people would not believe they were equal to men. However, they consistently [11]_____ (come up with) solutions for problems more quickly than their male colleagues. They were by far three of the best mathematicians and engineers ever, and were way ahead of their time.



5 TASK Find out about another person who achieved something great. What qualities did they have? What can you learn from them?

Reading

1 **Look at the pictures. What do think the connection is between them? Read the article quickly and check your answers.**

2 **Read the article again. Put the events in the correct order.**

a Yusra and her sister, Sara, left Syria. ____
b Yusra took part in the 2016 Olympics. ____
c Yusra learned to swim in Damascus. ____
d Yusra became a Goodwill Ambassador for the UN. ____
e Yusra and Sara arrived on a Greek island. ____
f Yusra and her family settled in Germany. ____

3 **Read the article again and choose the correct answers.**

1 In the 2016 Olympics, Yusra Mardini
a represented her country in a swimming competition.
b carried her country's flag in the opening ceremony.
c swam butterfly for the first time.
d represented the Olympic Refugee team.

2 As children, Yusra and Sara continued swimming
a except when they were ill.
b even when they were ill or injured.
c unless their father allowed them to stop.
d even if their father told them they could stop.

3 When the political problems began in Syria, swimming became
a something that helped Yusra and Sara forget the situation around them.
b impossible to continue doing.
c something they dreamed of doing in the future.
d illegal and you could be arrested for doing it.

4 Yusra and Sara survived the boat journey to Greece because
a the other people were good swimmers.
b they were friends with the other people on the boat.
c they were resilient, determined, and mentally and physically strong.
d their father was there making them work hard.

5 Yusra wants other people to learn
a that everyone can be as strong as her.
b that even if you don't succeed at first, it's important not to give up.
c more about her life as a refugee.
d that they can do whatever they want.





Inspire the world

Olympic opening ceremonies are special but in 2016, when Yusra Mardini walked out carrying the IOC Refugee Olympic team flag, she knew the moment was life-changing. A few days later, Yusra won the heat for the women's 100 m butterfly race. She was competing in her first Olympics, but she knew she wasn't representing her country.

Yusra was born in Damascus, Syria and her life was just like that of any other teenager. She had begun swimming when she was three years old with one of her sisters, Sara. Their father trained them relentlessly and made them work hard. He was determined that they would be successful swimmers. Sometimes when they felt like quitting or they were ill or had injuries, he wouldn't let them give up.

Political problems began in Syria, but they didn't stop Sara and Yusra continuing with their passion: swimming. In fact, it helped them cope with the increasing uncertainty of the political situation and it became a welcome distraction. However, one day in 2015, the violence spread to their neighbourhood, their father was arrested and the girls realized that unless they left Syria, they would not have the future they had dreamed of.

Yusra and Sara set off on a journey that would change their lives. First, they left their family and, in a small dinghy with 18 other people, they attempted to reach Europe. The trip should have taken 45 minutes but after 15 minutes, the engine started to fail. Yusra and Sara didn't hesitate – they jumped into the water with two other people and for the next three and a half hours, they swam with the boat. They didn't want the boat to sink so they kept it moving and despite their exhaustion, they did not give up.



Then they saw an island in the distance – it was the Greek island of Lesbos. For Yusra and Sara, seeing the island gave them hope. Although the waves were high and the girls were terrified, they finally reached Lesbos. They knew that their resilience, their physical and mental strength and their sheer determination had saved everyone. They were also very aware that if their father hadn't made them work so hard, they wouldn't have survived or been able to save the other passengers.

The girls' journey did not end on the shores of Lesbos – this was just the beginning. They spent the next 25 days travelling through different countries until they finally reached Germany, where they were able to settle in Berlin. The rest of their family was eventually able to join them there, and Yusra was put in touch with a local swimming club. Her potential was immediately recognised, as the swimming coaches began to consider her as a candidate for the 2020 Olympic Games. Nobody could have imagined that she would make such fast progress that she would actually make her first Olympic appearance four years ahead of schedule.

Yusra has faced challenges that most of us can barely imagine, and her ability to cope with adversity is an example to us all. But she is also aware that her incredible achievements, and her own individual story, are often forgotten in the word 'refugee'. Above all, she is a human being, like all refugees.

In April 2017, the UNHCR* appointed her as the youngest ever Goodwill Ambassador. She has written a book called *Butterfly* about her experience; there's also a film about her and Sara's story called *The Swimmers*, and she has also competed in another Olympic Games. She wants to encourage everyone to follow their aspirations, no matter what they have to overcome along the way.

Glossary
* UNHCR = United Nations High Commissioner for Refugees

4 Study the highlighted words in the article and match them to the definitions 1–6.

1 deal successfully with something difficult (v) _____
2 something that takes your attention away from what you are doing (n) _____
3 to stop working (v) _____
4 make a permanent home somewhere (v) _____
5 a strong hope or ambition of achieving something (n) _____
6 the ability to recover quickly after something difficult like a shock or an injury (n) _____

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

1 The team showed great courage and _____ as they fought back to win the race.
2 Our _____ for the future is for more young women to become brilliant mathematicians.
3 My phone is my biggest _____ when I'm revising.
4 What will I do if my brakes _____ when I'm going down a hill?
5 My grandparents were born in Poland, but they eventually _____ in the UK when my mum was a teenager.
6 At first, the new students found it difficult to _____ with the amount of work they had to do.

6 TASK Answer the questions below. Give reasons.

1 How do you think Yusra felt: a) before leaving Syria; b) while travelling to Europe; c) once away from her home country?
2 If you had been in Yusra's situation, what would you have done?
3 What would you have found the most difficult thing to cope with?
4 What qualities do you think you need to survive a situation like Yusra's?

Writing An article

1 Read the beginning of an online article. Do you agree with what the writer says? Make a list of five points or examples to support your view.

Happy doing nothing and having everything

According to a recent survey, the number of 16- to 24-year-olds not working has risen to more than one million, and almost half have never worked at all. Clearly the current economic situation is not helping; however, it is also clear that most young people don't want to or are not prepared to work hard. They are more than happy just to be given money, sit back and do nothing. There are so many opportunities out there, but they simply aren't capable of rising to the challenge – they just want an easy life.

2 Look at the task below. Write a plan of your article.

> Write an article in response to the article in exercise 1 for your school's online magazine. Give examples of teenagers who have successfully taken on challenges or ones who are happy not to.

3 Read the article. Does the writer make any of the same points that you thought of?

Recently I read an article which made me very angry. It claimed that young people nowadays just want an easy life and aren't capable of taking on real challenges. The author also seemed to believe that high youth unemployment was a result of young people not wanting to work hard. This was [1]**such / so** a ridiculous argument that I felt I had to write an article in response.

In my experience, young people work extremely hard. We have to take more exams and get higher grades than ever before [2]**so that / so as to** stand a chance of getting a job, let alone a good job. [3]**As a result / So as to**, we are studying much harder than our parents did. Many students also work part-time [4]**in order to / consequently** earn money to support themselves. There are also an increasing number of young entrepreneurs setting up their own businesses.

For example, a few days ago, I read about a young man who had become homeless at the age of 16. Rather than give up, however, he was [5]**such / so** determined that he first managed to get a job delivering papers. Eventually, he set up his own home delivery business. That's what I call a real challenge.

In conclusion, I think it's very easy for older generations to blame young people for today's problems. I have also heard young people complaining that their problems have been caused by decisions made by previous generations. Ultimately, I would like to see everyone working together [6]**so that / in order to** we can face today's challenges and overcome them.

V Insight Purpose and result

4 Read the article in exercise 3 again and choose the correct answers.

5 Complete the text with a suitable purpose or result clause.

> The idea that young people don't want to work hard is [1]_____ insulting that I can't believe the article was ever published. In fact, I have never heard [2]_____ a ridiculous argument. Nowadays, even jobs that aren't well paid demand qualifications. [3]_____, young people are having to pass more exams than ever before. University is more expensive than it used to be. [4]_____, many young people have to work as well as study. They need extra money [5]_____ afford books and computers. However, they still need enough time to study [6]_____ they can get good grades.

6 Which of the following elements of the writing process have you already completed?

- brainstorming
- planning
- writing the first draft
- self-correction
- peer-correction
- incorporating changes
- writing the final draft

Writing guide

- **TASK** Write your own response to the task in exercise 2.
- **PLAN 1** Think about the following.
  - Whether you agree or disagree with the statement (use your points from exercise 1).
  - Ways to support your argument.
  - Any additional points you want to make.
  - At least one example of a person whose story supports your points.
- **PLAN 2** Make notes for each paragraph.

  Paragraph 1: Outline the argument given in the task and introduce your point of view.
  Paragraph 2: Introduce supporting evidence.
  Paragraph 3: Give an example (or examples) of a person who has shown they can work hard and rise to a challenge (or the opposite).
  Paragraph 4: Sum up your arguments.
- **WRITE** Write your article.
- **REVIEW** Check the following points.
  - Have you responded to the opinion in the task?
  - Have you included arguments that support your opinion?
  - Have you checked grammar, vocabulary, punctuation and spelling?

U1 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

		Mark
Lesson 1A	I can recognize simple text features and the effect they have on the reader.	
	I can recognize and use nouns to describe qualities.	
	I can recognize synonyms to describe problems and solutions.	
	How can I improve?	
Lesson 1B	I can identify the order of events in a listening text.	
	I can use a variety of past and present tenses to describe events in the past and present.	
	How can I improve?	
Lesson 1C	I can form and test predictions about a listening text.	
	I can recognize and use the prefix *self-*.	
	I can give and acknowledge opinions.	
	How can I improve?	
Lesson 1D	I can identify relevant information in a text.	
	I can identify and analyse key words in a text.	
	I can use the past perfect simple and continuous to talk about the past.	
	How can I improve?	
Lesson 1E	I can write an article.	
	I can recognize and use language for expressing purpose and result.	
	I can organize ideas into a logical framework.	
	How can I improve?	

Action plan

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

2 A world of good

Vocabulary

Insight Word analysis

1 Choose the sentence that best describes the meaning of the word in bold.

1 The climate was **harsh** all year round.
- **a** The weather was always difficult and unpleasant.
- **b** The weather was always pleasant and nice.

2 Air pollution has a **significant impact** on our health.
- **a** Air pollution has a big effect on our health.
- **b** Air pollution has serious consequences for our health.

3 We'll **inevitably** lose.
- **a** We might not lose if we try hard.
- **b** We'll lose. There's no chance of winning.

4 The cottage looks a bit **remote**. There are no amenities near it.
- **a** The location of the cottage is far away from villages, towns or cities.
- **b** Finding the cottage is unlikely to happen.

5 **Subsistence** farming was going on in the village.
- **a** In the village, the people involved in farming only grew enough food for themselves.
- **b** Farming in the village produced enough food for the people to sell fruit and vegetables at the market.

6 The pain in her ear was becoming **unbearable**.
- **a** She had no trouble dealing with the pain in her ear.
- **b** It was difficult for her to cope with the pain in her ear.

Insight Nouns + *of* and *for*

2 Read the extracts from a blog about life in an island community and choose the correct answers.

Home > Life on an island > Online community forums

1 There isn't much **respect** / **responsibility** for people who don't work hard in the community. Everyone expects other people to do their best. 12 mins

2 The **demand** / **respect** for better Wi-Fi on the island is increasing, especially amongst younger people. 17 mins

3 **Sense** / **Knowledge** of local traditions is disappearing and this worries the older generation. 22 mins

4 The school on the island only has 50 students, so there are only a **handful** / **sense** of teachers here. 25 mins

5 The islanders have a good **benefits** / **understanding** of local history and the origins of their way of life. 27 mins

6 Young people feel a **responsibility** / **demand** for older residents. Life is hard, so it's important to help them. 30 mins

Vocabulary extra The natural world

3 Match the definitions to the correct words.

1 A slow-moving mass of ice
- **a** a summit **b** a ridge **c** a glacier

2 Somewhere that's usually flat
- **a** a pine forest **b** a mountain range **c** a prairie

3 Sea surrounded by land on three sides
- **a** a bay **b** a peninsula **c** an estuary

4 A small, narrow river
- **a** a pond **b** a stream **c** a swamp

5 Where a large river flows into the sea
- **a** a glacier **b** a bay **c** an estuary

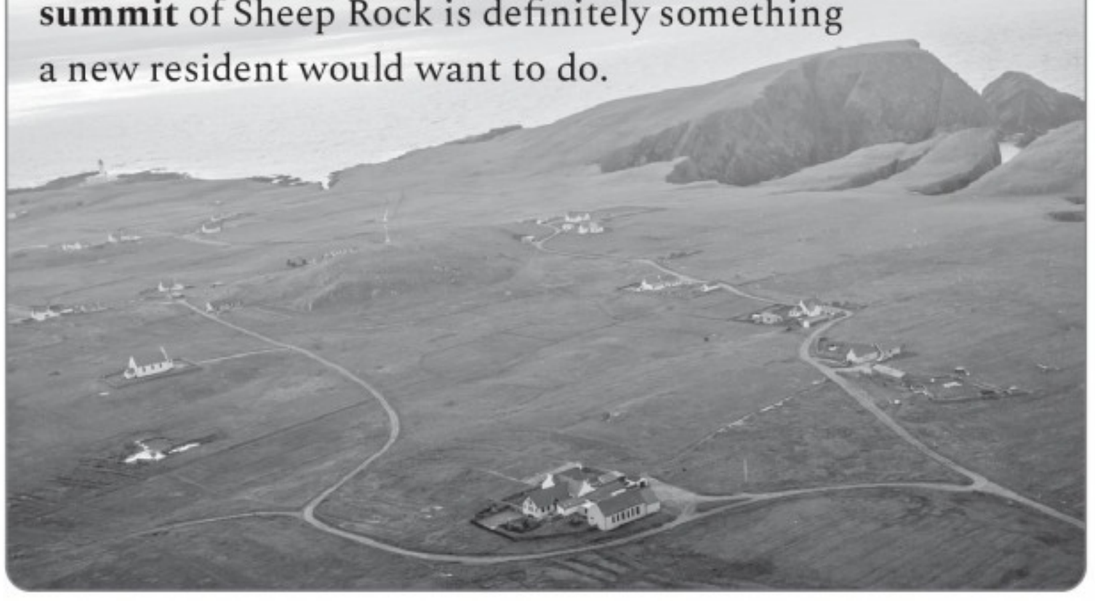
6 Something that's usually wet
- **a** a ridge **b** a swamp **c** a prairie

4 Choose the correct answers.

The Scottish island of Fair Isle is a long way from the Scottish mainland. Its [1]**remote** / **significant** / **harsh** / **unbearable** location means that you have to travel there by boat or plane. Recently, it has been looking for a new headteacher for its primary school.

The new headteacher will have [2]**knowledge** / **responsibility** / **demand** / **respect** for teaching the school's three students with one other teacher. One of the [3]**grasps** / **benefits** / **responsibilities** / **demands** of living on a small island, with only 60 residents, is the strong [4]**grasp** / **sense** / **handful** / **responsibility** of community. When there are only a handful [5]**of** / **from** / **for** / **on** families in one place, everybody finds time to help and support each other.

The slower pace of life might also be attractive for potential candidates. Despite the often [6]**remote** / **significant** / **harsh** / **endangering** winters there, the island has beautiful scenery. Discovering the island's sandy [7]**pine forests** / **glaciers** / **bays** / **swamps** or climbing to the [8]**prairie** / **stream** / **peninsula** / **summit** of Sheep Rock is definitely something a new resident would want to do.



5 TASK Imagine you are going to be interviewed for the post of headteacher on Fair Isle. What do you want to know? Make a list of questions. Think about:

- the school.
- the island.
- the way of life.
- the other people.

Grammar

Future forms

1 Complete the dialogues with the correct future form of the verbs in brackets.



1 **Darius** Do you have any plans for next Saturday, Kiara?
Kiara Yeah, I _____ (meet) Ade and Aishi at the café at two o'clock. Do you want to come?

2 **Emre** One day, I _____ (be) a world leader.
Dad Oh, stop dreaming and do your homework!

3 **Ivan** Have you told Victor about the party?
Ruth I _____ (tell) him when I see him tonight.

4 **Maya** Are you ready for the start of the match?
Simran Yes! I'm very excited. We've been playing so well. We _____ (win) today.

5 **Ariana** I have to get this parcel to the post office today and I don't have time.
Luca Don't worry. I _____ (take) it for you. It's on my way.

6 **Lena** When's the next tour?
Guide It _____ (start) at half past four.

7 **Sami** Do you think our flight will take off late?
Priya Well, it _____ (leave) late if they don't get everybody on board soon.

8 **Server** What would you like?
Kiran I think I _____ (try) the Greek salad, please.

Future continuous, future perfect simple and continuous

2 **Eliza and Omar have just left school. Use the prompts to write about their plans. Use the future continuous, future perfect simple and future perfect continuous.**

1 This time next week / they / travel around Europe together

_____

2 By the end of September / Omar / start university

_____

3 In mid-May / Omar / do / his first university exams

_____

4 By July / Eliza / finish her engineering apprenticeship

_____

5 By September / Eliza / find a job as an engineer

_____

6 By next summer / they / live / in a different city for almost a year

_____

3 Complete the text with the correct future form of the verbs in brackets.

How it works What we deliver Destinations FAQ's

A day in the life ...

Bike couriers, or urban messengers, move all sorts of things around our cities day and night. So, what's it really like?

Layla is a bike courier in London. According to this week's rota, tomorrow she [1]_____ (start) work at 6 a.m. and her day [2]_____ (end) after she's delivered the last parcel. Right now, she's thinking about one of the most important things: tomorrow's weather.

'My weather app says it [3]_____ (rain) at about midday so I [4]_____ (need) waterproofs with me! Some days I work long hours, but it depends. At 5.30 a.m. tomorrow morning, I [5]_____ (get on) my bike and go to the main depot. That's my favourite time because there won't be much traffic. Within twenty minutes, I [6]_____ (arrive) there and collected my first job. There's a lot of information to remember for one job, and sometimes I'm unable to finish a delivery because I [7]_____ (travel) from one side of the city to the other when I get a call to go back to the depot. I then have to turn round and go back to pick up another job. That's a bit frustrating, especially as the roads get more dangerous.

Some days everything [8]_____ (go) really well and after about half an hour, I [9]_____ (deliver) at least three packages. Other days, anything [10]_____ (happen) – I just never know, but I have to expect the unexpected!

By the end of the week, I [11]_____ (cycle) between 200 and 300 km. Hopefully all my parcels are in the correct place! Tonight I [12]_____ (be) tired but happy and I [13]_____ (sleep) by 10 p.m. Cycling was my hobby and now it's my job. Some people think this is a dangerous job. I don't agree. I love it and it's definitely the quickest way to get around the city. I [14]_____ (continue) to do it as long as I can get on my bike every day and cycle.'



4 TASK **Think about the year ahead. Write one sentence for each of these areas of your life.**

- Personal arrangements (present continuous)
- School and education (future continuous)
- Holiday plans (*going to*)
- Dreams, hopes and expectations for the year ahead (future perfect)

Listening, vocabulary and speaking

Insight Antonyms: urban regeneration

1 Choose the correct answers.



The High Line

Between 1934 and 1980, the High Line was a freight rail line carrying goods and mail across New York City. By the 1980s, [1] **declining** / **efficient** train use meant that the High Line was no longer in use. The whole area had been [2] **inhabited** / **abandoned**. It had become an ugly and [3] **worthwhile** / **unappealing** space with empty and [4] **renovated** / **run-down** buildings that had been [5] **efficient** / **neglected** for years.

When plans to revive the area were proposed in 2003, some people thought it was a [6] **pointless** / **thriving** idea and a [7] **neglected** / **wasteful** use of valuable resources, and that the money should be invested elsewhere.

The first section opened in 2009 and today the area is unrecognizable. This [8] **abandoned** / **thriving** and dynamic tourist attraction, with more than eight million visitors a year, is [9] **cared for** / **wasteful** by a group of volunteers. It is an [10] **attractive** / **declining** urban area with beautiful gardens, art exhibitions and live performances. Most people now agree it was a [11] **pointless** / **worthwhile** investment. The success of the High Line has also inspired other big cities in North America to turn large forgotten urban areas into green spaces.

Vocabulary extra Urban landscape

2 Complete the compound words.

1 It's safer to use a pedestrian _____ to move along a busy city centre street.
2 Why are there so many factories and businesses on the new industrial _____ on the edge of the city?
3 Those shops have been boarded-_____ for ages. Very few people go there, so they closed down.
4 The local council has put speed _____ in place on roads near our house.
5 We live on the top floor of a high-_____ building in the city centre. There are great views.
6 I go to work by bike on cycle _____. I love it! There isn't any traffic and it's so peaceful.

Participating in a group discussion

3 Read the school tweet. Look at the ideas below and choose three that you would choose to spend money on if Greenway High was your school. Think of two reasons for choosing each of the three ideas.

- a common room for students
- a dance studio
- a gym
- a music room
- a new computer room
- a new library
- a snack shop
- an after-school study centre

> Calling all students! The local government has given Greenway High School €50,000 to redevelop the old building in our school grounds into a new and useful space. How should we spend the money? Ideas please by Friday 3 p.m!

4 2.01 Listen to three students from the school, Frida, Ethan and Hadi. Answer the questions.

1 Who takes the role of leader in the discussion?
2 Which ideas in exercise 3 do they each suggest?

5 2.01 Read the opinions 1–6. Listen again. Match the speakers, Frida (F), Ethan (E) or Hadi (H), to the opinions.

1 The majority of students would not use a music room.
2 It isn't a good idea to sell poor-quality food in school. _____
3 It's important that any student who needs a computer should have access to one in school. _____
4 The space should be available when the rest of the school is closed. _____
5 All students should have the opportunity to learn the piano, guitar or some other instrument. _____
6 The new facility should only be made available to some of the school's students. _____

6 2.01 Complete the phrases from the dialogue. Listen again and check.

1 I'm not _____.
2 It's _____ not that useful or practical.
3 My main _____ is that the school …
4 It's important to _____ this subject …
5 That should be a _____.
6 Hadi, any _____ on Ethan's suggestions?
7 It _____ be an idea to have a new music room.
8 What do you _____, Ethan?

7 TASK Imagine that your local community has received a grant to redevelop part of your neighbourhood. Think about the best possible use for it. Share your idea with two other students. Decide which new use you prefer and why. Use the ideas below or your own.

- a community garden
- a drop-in café
- a skate park
- a sports area
- a support and advice centre
- a theatre / drama centre
- toddler group

Vocabulary and grammar

V Insight Adjective suffixes: *-able* and *-ible*

1 Complete the sentences with the correct form of the words below. Add the correct suffix, *-able* or *-ible*.

■ accept ■ collect ■ eat ■ fashion ■ sense

1 Are these flowers _____? Can we add them to the salad?
2 Stamps are one of the most popular _____ items because of their long history and variety.
3 I don't think it's ever _____ to use your phone at the table during a meal.
4 Emir spends all his money on _____ designer clothes. They're always new and modern.
5 We can rely on Oscar. He's one of the most _____ people I know.

2 Write the correct letter to complete the adjective suffixes. Then complete the text with the adjectives.

■ advis…ble ■ aud…ble ■ consider…ble ■ flex…ble
■ inaccess…ble ■ incred…ble ■ navig…ble
■ sens…ble ■ valu…ble ■ vis…ble

Hang Son Doong

In the Phong Nha-Ke Bang National Park – a very remote but well-preserved area in the middle of Vietnam – is Hang Son Doong, the largest cave in the world. This [1]_____ three-million-year-old natural wonder was discovered by a local man in 1991. It wasn't until 2009 that he found it again with a group of British explorers, because the entrance was not easily [2]_____. You can't explore the cave yourself as it is only [3]_____ with one of the experienced guides. It's [4]_____ to book a tour because they only take ten people at a time. You can only visit between February and August because the rest of the year the cave is filled with water and it is [5]_____. It's a challenging expedition. You will need a [6]_____ level of physical fitness as well as mental strength. You will walk for 50 km, climb and abseil down mountains, and cross rivers. It's not a good idea to carry [7]_____ items like money or jewellery as they may get lost or damaged. Soft, [8]_____ walking shoes are essential for some parts and it's [9]_____ to have good hiking boots. The cave is home to birds, flying foxes, monkeys and snakes. Monkey calls will be [10]_____ all around you, especially in the forests. The cave is helping the local economy and so far, tourists have shown a huge respect for it.



Using the present to talk about the future

3 Choose the correct answers.

1 **Unless** / **As long as** you have good walking boots, it will be difficult to climb in the Hang Son Doong Cave.
2 We will book an expedition to the Hang Son Doong Cave **after** / **when** we are in Vietnam.
3 You can do the expedition **in case** / **as long as** you go between February and August.
4 **Supposing** / **Unless** it's the rainy season, what other places can we visit in Vietnam?
5 Put on sun cream before you go **in case** / **suppose** the sun is very strong.
6 **As soon as** / **Until** you enter the cave, you'll realize what an incredible place it is.
7 You'll be extremely tired **by the time** / **as long as** you've done the expedition.

4 Complete the sentences with the phrases below. Use each phrase only once.

■ after ■ as long as ■ before ■ in case ■ supposing
■ unless

1 _____ you go to Hang Son Doong between February and August, you won't be able to go into it.
2 _____ we've finished the expedition, we will spend a few days in the National Park.
3 We should take waterproof clothes _____ our clothes get wet while we're inside the cave.
4 _____ someone feels ill during the expedition, will we still be able to complete it?
5 It's important to check you have the right clothes and footwear _____ you start the expedition.
6 _____ you are fit and healthy, it won't be too difficult to do the expedition.

5 TASK Read the information below. Answer the questions.

1 What do you think are the advantages and disadvantages of tourism on a town like Sapa?
2 What should countries do to protect their cultural and environmental identity?

Tonkinese Alps

These incredible mountains are near the small town of Sapa in Vietnam. The area is under threat from an increase in tourism – a 20-minute ride in the world's longest cable car now takes tourists to the top of Fansipan, Vietnam's highest peak. The cultural and environmental heritage of the area is at risk.



Reading

1 Look at the headlines. In your opinion, which ones are surprising and which ones are not surprising?

1

10% of the world's children do not go to school

2

GIRLS ARE MORE LIKELY THAN BOYS TO BE DENIED ACCESS TO EDUCATION

3

More children than ever are attending school

4

VIEW ALL

CHILDREN IN AFRICA ARE LEAST LIKELY TO GO TO SCHOOL

5

← Reply ★ Favourite ? Info

Literacy rates are increasing

2 **Read the article and match questions 1–5 to paragraphs A–E.**

1 Why are some children not able to attend school?
2 Is access to education generally improving?
3 What should we do to help improve access to education?
4 Why is education important?
5 How many children don't go to school?

3 **Match sentences a–g to gaps 1–5 in the article. There are two sentences that you do not need.**

a More people in the world can read and write than ever before.
b The improvement in school attendance is a sure sign that these measures are working.
c Many developing countries have to repay large amounts of money in debt to wealthier countries.
d Consequently, for poor families, it makes more sense to send their boys to school.
e However, a lot of mothers can neither read nor take care of their children.
f However, this is not true.
g Economic factors are also a key reason why children don't go to school.

Article

Education for all

A _____

We all know how important education is and that education is an opportunity to change lives forever. But is the world really doing enough to educate its youth, or are we letting young people down by failing to provide opportunities to learn? On the plus side, it seems that access to education is better than it was. In 2020, UNESCO, the United Nations organization that focuses on education, carried out research which was largely encouraging. They published figures to show that, overall, since the 1990s, there has been a considerable rise in school attendance in both primary and secondary schools across the world – and the amount of time young people spend being schooled has lengthened, too. [1]_____ This is very good news, as rising literacy rates suggest that both access to and quality of education are getting better around the world.

B _____

Unfortunately, these generally positive statistics can't hide the fact that a worrying number of young people are still not getting the educational opportunities they should. Recent UNESCO figures show that an estimated 258 million children and youth are not in school – that's about 17% of the global total. In parts of sub-Saharan Africa and central and south Asia, the young children who are privileged enough to receive any schooling at all are in a minority.

C _____

There are a lot of factors that stop children from getting an education – like language, location, gender or ethnicity. For example, if a country is at war or going through a period of political problems, school attendance will inevitably drop. In such circumstances, children often get caught up in their nation's conflict. Between 2005 and 2020, over 93,000 children were recruited as soldiers. [2]_____ According to a report by International Labour Organization (ILO) and UNICEF, 160 million children worldwide are already working and their incomes are often essential for their families. In the developing world, it's much more likely that girls are denied a good education. Sometimes, cultural and religious factors may prohibit girls from getting a good education, but, more often than not, the reasons are economic. Adult males, on the other hand, have more opportunities to earn if they have an education. [3]_____ Thirty-nine thousand girls under the age of 18 get married every day, so one reason why many teenage girls don't go to school is that they already have children of their own.

D _____

It is reasonable to ask what relevance education has for children and their families in countries suffering extreme poverty. For people living in remote communities, bringing up children in harsh conditions and often relying on subsistence farming to survive, education may not seem



important. [4]_____ Education is vital to people who live in countries in the developing world, where incomes and opportunities are low. In the next few decades, jobs in technology and communications, which require literacy and numeracy skills, will replace manual jobs more and more. Experts, in fact, estimate that every additional year of education will increase the income of a person in a poor country by 10%. And people with an education don't just make money for themselves – they are the entrepreneurs and the inventors who, in the future, are going to create jobs and wealth for other people.

E _____

In the developed world, children are lucky to have access to good education. This should be available for everyone. It is important that governments around the world take action and there are a lot of things they can do. For example, rich countries can relieve poor countries from debt. [5]_____ By cancelling or reducing these debts, wealthy countries allow poorer countries to spend more money on education. Policy makers in developing countries can also make a difference by investing resources in education, in the knowledge that having a well-educated population is a way of improving a country's economy. Well-educated people set up businesses, create jobs and are able to take on the responsibilities of professional careers, such as medicine, teaching and the law, which improve the lives of everybody in their country.



4 Read the article and complete the phrasal verbs in the sentences below with the correct prepositions. Then match the phrasal verbs to the correct synonyms, a or b.

1 If you don't work hard at school, you'll **let** _____ your parents and yourself.
a disappoint **b** please

2 We **got caught** _____ in the demonstrations against the education cuts.
a participated by chance **b** looked at

3 Sociologists have **carried** _____ research into how to improve access to education.
a performed **b** attempted

4 In Britain, a growing number of young people are being **brought** _____ by only one parent.
a educated **b** raised

5 Many people have **set** _____ companies to advise school leavers on their career prospects.
a started **b** closed

6 You shouldn't **take** _____ more work unless you know that you can do it.
a refuse **b** accept

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

A right to education

According to statistical analysis [1]_____ by the United Nations, Indigenous Peoples make up approximately five per cent of the world's population. However, Indigenous students often [2]_____ in an education system that does not reflect their culture, language, identity or heritage. This can result in poor education outcomes for them since the education system has [3]_____ them _____.

Indigenous children are [4]_____ in a more communal and co-operative way than other students so traditional education can often feel irrelevant for them as they are not taught the necessary skills for their own economies. They are then forced to find work in the national economy and [5]_____ jobs that do not match their educational achievements. In order to be more inclusive, education policies need to be [6]_____ and developed with the participation and consultation of the Indigenous Peoples themselves, especially the students.

6 TASK Read the opinions. Do you agree or disagree? Give reasons.

1 'There is no difference between school and education.'
2 'School prepares every student for the world of work.'
3 'Education is about life skills, not academic results.'

Writing A travel blog post

1 Choose the correct answers.

1 The view from the top of the mountain was absolutely _____.
a interesting **b** exciting **c** magnificent

2 We spent a couple of hours in the art gallery. It was a bit _____.
a tedious **b** awesome **c** incredible

3 Istanbul was a totally _____ city to visit.
a diverse **b** overwhelming **c** vibrant

4 The view from the top of the tower was very _____.
a disappointing **b** enormous **c** diverse

5 Parts of the countryside here are utterly _____.
a diverse **b** incredible **c** recognizable

6 Our tour guide was extremely _____.
a amazing **b** spellbinding **c** knowledgeable

2 Read extracts A–D. Then match them to four of the text types below.

- a history book
- a newspaper article
- a novel
- a tour promotion leaflet
- a travel guide
- an encyclopaedia entry
- an email
- a group chat on social media

(A)



(B)

Tallinn walking tour

★★★★★ 32,782

Experienced local guide, Dalia, will introduce you to unseen Tallinn. We start at Viru Gate, one of the main entry points into the Old Town. First, we will walk to Fat Margaret's Tower, then we'll head to Town Hall Square before we head to Kohtuotsa viewing platform for incredible views. Then, we'll visit the trendy shops and cafés in the Rotermann Quarter before visiting Alexander Nevsky Cathedral and the KUMU Art Museum. Book now. Places are limited.

(C)

A city with a fascinating history and amazing architecture, art galleries and museums, cafés and restaurants. Explore its narrow streets and magnificent buildings at your leisure. Enjoy delicious food at Tallinn's excellent restaurants. And don't forget to try Tallinn's famous chocolate! You'll love Tallinn. It's the ideal place to spend a long weekend.

(D)

Tallinn

Tallinn is Estonia's capital city. It lies on the Baltic Sea and the Gulf of Finland. It is a major seaport and is the main industrial, financial and cultural centre of Estonia, with a population of over 450,000. It is among the top ten digital cities in the world. The origins of the city date back to the 13th century, including its city walls and towers. Its historical centre features examples of medieval architecture.

3 Match the style descriptions below to the extracts in exercise 2 that they best describe.

1 It uses simple, repetitive sentences and the personal pronoun *we*. _____
2 It uses long, complex sentences, passive forms and full forms. _____
3 It uses abbreviations, idiomatic and colloquial language, and exclamation marks for emphasis. _____
4 It uses imperatives, personal pronouns and descriptive adjectives. _____

Writing guide

■ **TASK** **Read the task.**

> You are going to do a walking tour of Tallinn. Write a travel blog post about the tour.

■ **PLAN 1** **Think about the following.**

- When you decided to go and why.
- What impressions you had of the city.
- What you saw and did on the walking tour.
- What you think about the place.

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

Paragraph 1: Introduction. Describe when and why you decided to go and your first impressions of the place.
Paragraph 2: Describe what you did, what you saw and what you liked or didn't like.
Paragraph 3: Conclusion. Sum up the main features of the place and what makes it an interesting destination.

■ **WRITE** **Write your travel blog post.**

■ **REVIEW** **Check the following points.**

- Is your style consistent?
- Does your description use modifying adverbs with gradable and non-gradable adjectives?
- Have you checked grammar, vocabulary, punctuation and spelling?

U2 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

		Mark
Lesson 2A	I can find and understand relevant information in a text.	
	I can understand the meaning of words from context.	
	I can recognize and use noun + preposition collocations.	
	How can I improve?	
Lesson 2B	I can use present tenses, *will*, *going to* and *may* / *might* to express the future.	
	I can use the future continuous and the future perfect simple and continuous.	
	How can I improve?	
Lesson 2C	I can listen actively and identify the line of argument.	
	I can recognize antonyms for adjectives describing urban regeneration.	
	I can participate in a group discussion.	
	How can I improve?	
Lesson 2D	I can use referencing to understand a text.	
	I can use the suffixes *-able* and *-ible* to form adjectives.	
	I can use the present tense in subordinate clauses to talk about the future.	
	How can I improve?	
Lesson 2E	I can write a travel blog post.	
	I can recognize the style and features of a text.	
	I can recognize and use modifying adverbs with gradable and non-gradable adjectives.	
	How can I improve?	

Action plan

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

3 For what it's worth

Vocabulary

Insight Word analysis

1 Replace the words in italics with the correct form of the synonyms below.

belongings ■ clutter ■ get rid of ■ objects ■ products ■ stacks

1 The bathroom is full of *stuff* _____ like shampoo and shower gel that I've only used a couple of times.
2 My dad still has *piles* _____ of old records, but no record player!
3 I keep all my precious *possessions* _____ in a box, where I know they're safe.
4 My room looks quite tidy, but there's still a lot of *rubbish* _____ on my desk!
5 We saw a lot of strange *things* _____ in the antiques shop.
6 I don't think they've ever *thrown* _____ anything *away*!

Insight Phrasal verbs with *out*

2 Choose the correct answers.

Retro games

While Leon Kiratli was [1]**helping** / **dropping** out at a local charity shop, the manager pointed to a pile of 1980s computer games which were [2]**running** / **spilling** out of a cardboard box. She asked Leon to [3]**sort** / **pick** them out. She knew Leon was a keen gamer and that he owned an old games console, so she told him he could [4]**pick** / **clear** out any he wanted to take home. Leon [5]**spread** / **took** the games out on the floor and saw that one of them was *Pepsi Invaders*, a rare game from 1983. He knew there were only 125 copies of it and that it was worth almost £1,500. He couldn't believe his luck! So, next time your parents ask you to [6]**clear** / **drop** out the loft or garage, make sure you don't [7]**wear** / **throw** out any old 1980s computer games you find – they are the collectible items of the future!



Vocabulary extra British vs American English

3 Replace the British English words in italics with the appropriate American English words.

1 We love sitting in the *garden* _____ when it's sunny.
2 Could you pull the *curtains* _____, please? It's getting dark.
3 Don't throw those tins in the *dustbin* _____. Recycle them.
4 This cave is really dark. Can you put on your *torch* _____?
5 Be careful when you turn on the *tap* _____. The water is really hot.
6 What's in that saucepan on top of the *cooker* _____?

4 Complete the text with the words below. There are two words that you do not need.

belongings ■ chest of drawers ■ get rid ■ help out ■ pick out ■ piles of ■ products ■ sort out ■ stuff ■ throw out

The KonMari METHOD



The KonMari method is a minimalist-inspired way to [1]_____ of all the [2]_____ you have accumulated in your house. The approach was created by a Japanese cleaning consultant called Marie Kondo. She encourages people to [3]_____ their [4]_____ category by category so that in the end they feel happier.



The rules are simple:

- Commit to tidying up.
- Imagine your perfect lifestyle and what it looks like.
- Tidy up in a specific order: clothes, books, papers, other items, sentimental items.
- [5]_____ each item one at a time. Ask yourself if it makes you feel joy. If it does, keep it. If it doesn't, [6]_____ it _____, but make sure you say thank you to it for serving its purpose.
- Follow the order you have chosen until you've finished.

Have you got [7]_____ clothes or books in your room? Could the KonMari Method [8]_____ in your life?

5 TASK Answer the questions at the end of the text in exercise 4. Give reasons.

Grammar

Articles

1 Complete the text with *a* / *an*, *the* or – (= no article).

Tuesday 7th

One good deed deserves another



Unfortunately, [1]_____ homeless community don't often get much recognition for acts of [2]_____ kindness. But this is a story about one of their community with [3]_____ happy ending!

Sean Currey is [4]_____ homeless man who lives in California in [5]_____ United States. At least once [6]_____ day he looks through skips to search for food or things he can use. One day he was doing just that when he found [7]_____ wallet. He checked inside and learned that [8]_____ wallet belonged to [9]_____ woman who lived not too far away. There were some cards inside which helped him to identify the owner and a telephone number. He was happy when there was [10]_____ answer at the end of the phone. Evelyn Topper, [11]_____ 80-year-old woman, was very surprised to hear from Mr Currey. She had thought the wallet was lost forever, but he had [12]_____ best news for her. She drove straight to meet him at a nearby shopping centre, where Mr Currey returned the wallet to her and she gave him [13]_____ money to say thank you. She thought it would be [14]_____ nice gesture to thank him for [15]_____ honesty he had shown her. They went their separate ways and he thought that would be [16]_____ last time he saw her ...



2 **Read the rest of the text. In each sentence there is an unnecessary word, a missing word or an incorrect word. Circle the mistakes and write the corrections.**

1 Later, Evelyn told her family about what had happened with the her wallet. _____
2 Her granddaughter was about to celebrate her birthday and instead of asking for presents, she wanted to help raise a money for charity. _____
3 Hearing about Sean, she decided it would be a good idea to ask for the donations to support him. _____
4 On her birthday they raised $475 for Sean which would have been great achievement in itself. _____
5 However, since then the website has been set up for donations. _____
6 A story has been shared online and on television. _____
7 To date they have raised over $55,000 to help Sean and to work with him to help the other homeless people. _____

Determiners

3 Choose the correct determiner to complete the text.



Looking good, doing good

The fashion industry is the second-largest polluter in the world. As [1]**much / many / few** as 1.5 trillion litres of water are used by the fashion industry each year. [2]**Far too much / A lot of / Almost none** fashion products are produced in the hope that [3]**hardly any / far too much / some** of them will become bestsellers. However, [4]**far too many / almost none / a little** of these products end up in landfill due to over-production. In 2020, at the start of the pandemic, [5]**much / a lot of / few** high-street brands cancelled their clothing orders and refused to pay for clothes that had already been produced. [6]**Hardly any / Much / Almost all** of the workers who had made the clothes could be paid. This was a huge problem and so [7]**a little / a few / almost none** people got together to try and change this. First, they sold the unwanted stock for as [8]**several / many / little** as £30. Then they set up a company called This is Unfolded. It took a different approach. It decided to try and remove over-production. When clothes are made, [9]**almost all / several / a few** the scraps of material are thrown away. This is Unfolded either reuses any excess materials to make new things or it donates them to local makers to make things like rugs. As a result, [10]**too much / too many / almost none** of the material is wasted. The money they save is then invested and it's having a positive impact on the lives of their workers, who now receive higher wages. For every purchase, the company supports a child's education in the factory's community.

4 **TASK** **Think about a time when something you did or a decision you made had a positive impact on another person. Prepare answers to the questions and write or tell the story of what happened.**

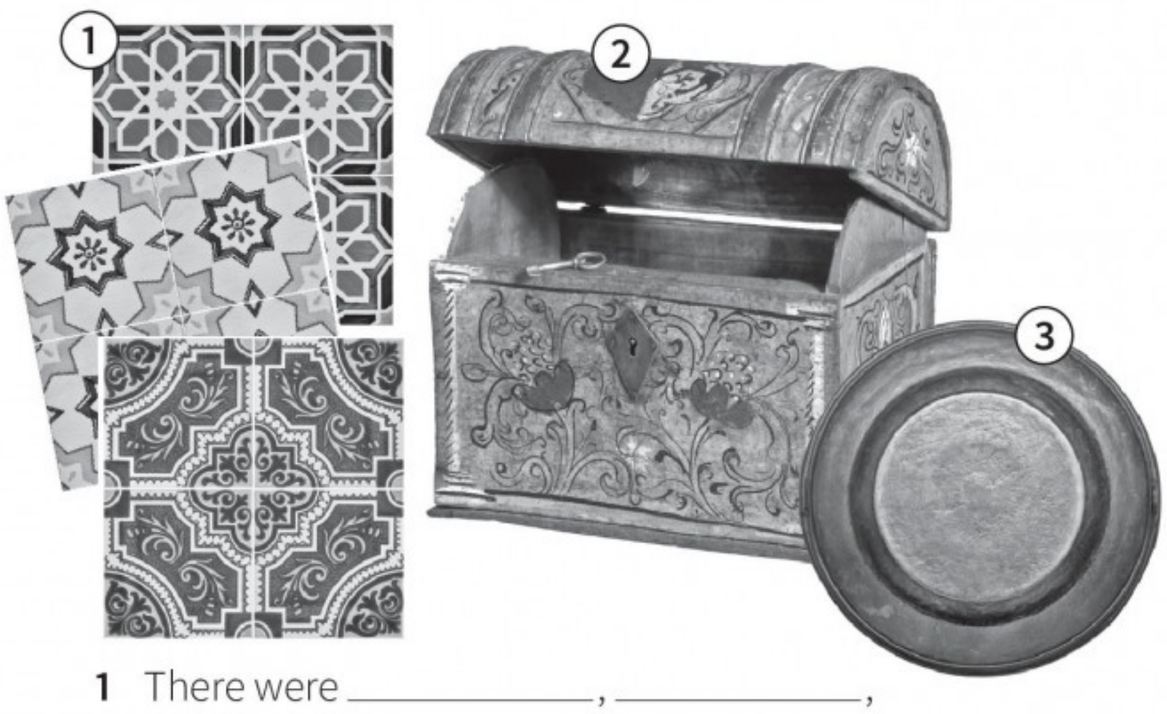
1 When did it happen?
2 Where were you?
3 What did you do?
4 Why did you do it or make the decision?
5 How did your action or decision have a positive impact?

Listening, vocabulary and speaking

Insight Adjectives describing objects

1 Choose three different adjectives from the list below to describe each photo. Then complete the sentences about each object.

antique ■ beautiful ■ bronze ■ ceramic ■ circular ■ delicate ■ interesting ■ old ■ wooden



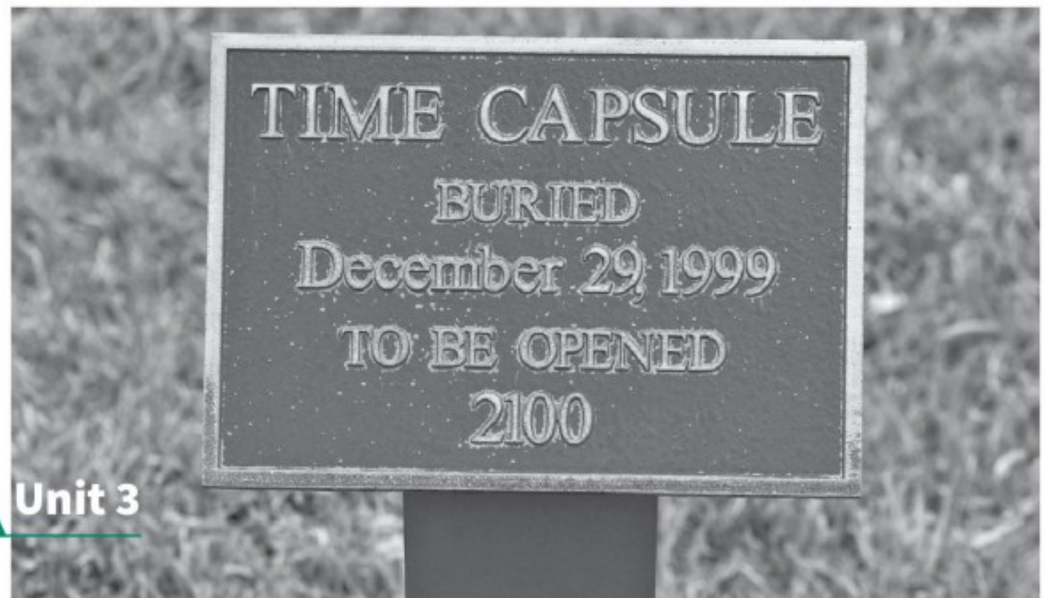
1 There were _____, _____, _____ tiles on the floor in the castle.
2 She kept letters and special possessions in a _____, _____, _____ box.
3 In the museum, I saw an _____, _____, _____ plate.

2 Rewrite the sentences with the adjective in brackets in the correct position to describe the bolded noun.

1 The children made a huge paper **flower**. (colourful)
_____
2 The tree's tangled decaying **branches** looked like long fingers in the dark. (wooden)
_____
3 How much was that ripped dated **jacket**? (denim)
_____
4 The dress is made from discarded plastic **bags**. (black)
_____
5 We stared at the waves in the wide blue **ocean** in front of us. (enormous)
_____
6 Why did they put a rusty metal **statue** in the main square? (rectangular)
_____

Making, approving and rejecting suggestions

3 A time capsule is a collection of objects buried for future generations to find. Think of six objects people might put in a time capsule.



4 3.01 Listen to Ellie and Bruno discussing what to put in a time capsule. Which of the following items do they agree to include?

■ a games controller ■ a letter ■ a memory stick ■ a newspaper ■ a pair of trainers ■ a popular toy ■ a receipt ■ food ■ photographs

5 3.01 Listen again. Match the speakers, Bruno (B) or Ellie (E), to opinions and suggestions 1–7.

1 Newspapers are old-fashioned. _____
2 Food is an impractical idea. _____
3 Fifty years isn't long enough to keep the time capsule buried. _____
4 Only quite cheap items should be included. _____
5 A memory stick will be useless in the future. _____
6 It isn't vital that people will be able to read information on the memory stick. _____
7 A picture of clothes could be better than the real thing. _____

6 3.01 Complete the phrases from the dialogue. Listen again and check.

1 Our main _____ is to give people in the future some idea about what life was like for us, isn't it?
2 Well, we _____ have something like today's newspaper, couldn't we?
3 How about _____ some typical food?
4 I don't think that's the best _____. Won't it just go bad?
5 I'm not _____. Even tinned food doesn't last more than a few years.
6 Actually, I think that's an _____ point. How long are we planning to leave the time capsule buried?
7 Yes, that _____ like a really good idea. We don't want people to forget it's there.
8 I think we should definitely have some modern technology, for _____, to help illustrate that our society was quite technologically advanced.
9 Now, we shouldn't forget that one of our main _____ involves choosing objects that represent the whole community.
10 But thinking about it, wouldn't clothes take up a lot of space? _____ we should think again.

7 Match sentences 1–10 in exercise 6 to categories A–E.

A Stating aims: _____, _____
B Making suggestions: _____, _____
C Approving suggestions: _____, _____
D Rejecting suggestions: _____, _____, _____
E Backing up a point with examples: _____

8 TASK Answer the questions. Imagine you are discussing your answers with a friend. Write a dialogue with your suggestions and give examples. Include some of the language in exercise 6.

1 Which of the items in exercise 4 would you include in a time capsule? Why?
2 What other items do you think are important? Give reasons.

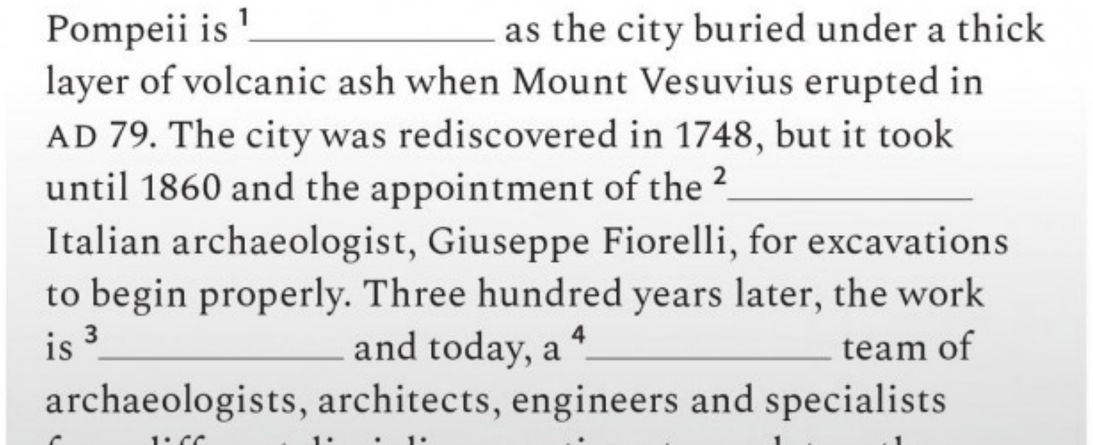
Vocabulary and grammar

Insight Compound adjectives

1 Complete the text with the words below. There are two words that you do not need.

■ breathtaking ■ broad-minded ■ handmade
■ highly respected ■ never-ending ■ thought-provoking
■ well-earned ■ well known ■ wide-ranging

Pompeii is [1]_____ as the city buried under a thick layer of volcanic ash when Mount Vesuvius erupted in AD 79. The city was rediscovered in 1748, but it took until 1860 and the appointment of the [2]_____ Italian archaeologist, Giuseppe Fiorelli, for excavations to begin properly. Three hundred years later, the work is [3]_____ and today, a [4]_____ team of archaeologists, architects, engineers and specialists from different disciplines continue to work together using the latest technology. Over the years, Pompeii's [5]_____ treasures have included colourful ceramic mosaics, kitchen utensils and beautiful [6]_____ jewellery. One of the most surprising and [7]_____ discoveries in recent years was a servants' bedroom, with two adult-sized beds and a smaller one for a child. This discovery gives us an exceptional insight into this part of ancient Roman life and society.



Vocabulary extra Objects in a museum

2 Complete the sentences with the words below. There are two words that you do not need.

■ coins ■ helmets ■ jewels ■ mummy ■ pottery
■ sculpture ■ statue ■ tablet ■ vase ■ weapons

1 The flowers looked beautiful in the tall glass _____.
2 In Pompeii, archaeologists discovered handmade _____, such as plates, bowls and cups.
3 Michelangelo's _____ of David is in an art museum in Florence.
4 I enjoyed seeing the amazing _____ collection of old swords, bows and arrows in the museum.
5 The Rosetta Stone is a famous stone _____ with a lot of different languages on it.
6 Soldiers have always worn _____ to protect their heads.
7 The Crown _____, which belong to the monarch of England, are kept in the Tower of London.
8 It's incredible to think that this Egyptian _____ used to be a living person.

Verb patterns

3 Complete the second sentence so that it has a similar meaning to the first. Use the correct form of the verbs in brackets.

1 The exhibition makes visitors think about life in the past.
The exhibition _____. (encourage)
2 Don't force them to go if they don't want to!
Don't _____! (make)
3 His parents were very strict. He wasn't allowed to go to Paris for the weekend.
His parents _____. (let)
4 I'm sure I made the right decision to start my own business.
I have never _____. (regret)
5 She advised me to talk to a doctor about my arm.
She _____. (recommend)

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



Have you ever imagined [1]_____ (visit) an ancient Roman city like Pompeii to see what life was like? If you can afford [2]_____ (do) it, you won't be disappointed.

I'd encourage you [3]_____ (hire) an experienced local guide. Someone who knows a lot about the site will really try [4]_____ (help) you visualize what it looked like before Vesuvius erupted. Don't forget [5]_____ (make) a visit to the National Archaeological Museum in Naples as well. The fantastic treasures from Pompeii and Herculaneum really start [6]_____ (make) the stories come alive.

If you are considering [7]_____ (stay) for a few days in that part of Italy, you could also go on [8]_____ (see) Herculaneum. It's less famous than Pompeii, but it's well worth a visit. You should definitely try [9]_____ (make) time to climb Vesuvius while you're there. It's amazing to walk right up to the crater and the views are incredible! After all this sightseeing, why not catch a ferry across the Bay of Naples to the beautiful island of Capri and spend a day there? Let yourself [10]_____ (relax) and take a well-earned rest!

5 TASK Write a short tour guide to a famous historical site. Use compound adjectives and different verb patterns. Include:

■ the name of the place and location.
■ things to see and do.
■ any other interesting information.

Reading

1 **Read *The find of a lifetime*. What is the author's main purpose?**

- **a** to inform the reader of a historic archaeological site in England
- **b** to tell the reader how to be an archaeologist
- **c** to give advice about how to carry out an archaeological dig safely and correctly
- **d** to defend and explain the importance of archaeology

2 **Read the article again. Choose the correct answers.**

1 Edith Pretty
- **a** bought Sutton Hoo in 1926 after she got married.
- **b** had bought Sutton Hoo before she got married.
- **c** inherited the family home after her father died.
- **d** worked in Sutton Hoo as a nurse during the war.

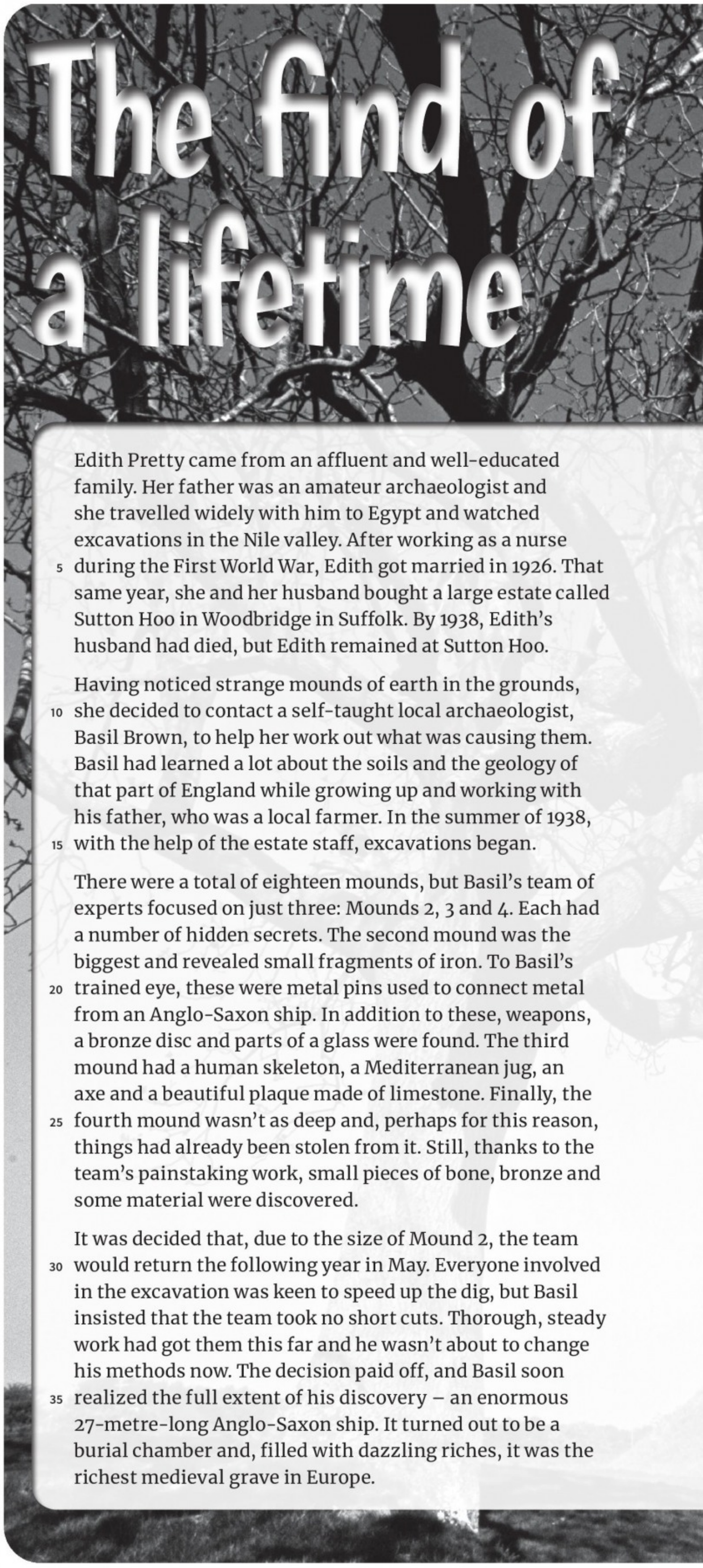
2 Basil Brown was knowledgeable about the local area because he
- **a** had studied geology.
- **b** had been an archaeology student.
- **c** had learned a lot about it while working on his father's farm.
- **d** spoke to local farmers in that part of England.

3 While they were excavating, Basil and his team
- **a** knew what they were looking for.
- **b** discovered a hidden mound as they were excavating Mound 2.
- **c** knew that the mounds were the largest in Europe.
- **d** resisted the urge to work faster or change the way they worked.

4 The team led by Charles Phillips knew the objects
- **a** had been buried by an Anglo-Saxon king.
- **b** belonged to someone from Anglo-Saxon England.
- **c** had been put there by the captain of a ship.
- **d** belonged to an Anglo-Saxon time capsule.

5 In Anglo-Saxon England, ship burials were
- **a** uncommon.
- **b** very common.
- **c** important events for local people.
- **d** one of three important Anglo-Saxon traditions.

6 The work at Sutton Hoo
- **a** stopped after 1939.
- **b** has stopped temporarily until non-invasive techniques are available.
- **c** is ongoing.
- **d** has deliberately stopped future generations from learning about the past.



The find of a lifetime

Edith Pretty came from an affluent and well-educated family. Her father was an amateur archaeologist and she travelled widely with him to Egypt and watched excavations in the Nile valley. After working as a nurse during the First World War, Edith got married in 1926. That same year, she and her husband bought a large estate called Sutton Hoo in Woodbridge in Suffolk. By 1938, Edith's husband had died, but Edith remained at Sutton Hoo.

Having noticed strange mounds of earth in the grounds, she decided to contact a self-taught local archaeologist, Basil Brown, to help her work out what was causing them. Basil had learned a lot about the soils and the geology of that part of England while growing up and working with his father, who was a local farmer. In the summer of 1938, with the help of the estate staff, excavations began.

There were a total of eighteen mounds, but Basil's team of experts focused on just three: Mounds 2, 3 and 4. Each had a number of hidden secrets. The second mound was the biggest and revealed small fragments of iron. To Basil's trained eye, these were metal pins used to connect metal from an Anglo-Saxon ship. In addition to these, weapons, a bronze disc and parts of a glass were found. The third mound had a human skeleton, a Mediterranean jug, an axe and a beautiful plaque made of limestone. Finally, the fourth mound wasn't as deep and, perhaps for this reason, things had already been stolen from it. Still, thanks to the team's painstaking work, small pieces of bone, bronze and some material were discovered.

It was decided that, due to the size of Mound 2, the team would return the following year in May. Everyone involved in the excavation was keen to speed up the dig, but Basil insisted that the team took no short cuts. Thorough, steady work had got them this far and he wasn't about to change his methods now. The decision paid off, and Basil soon realized the full extent of his discovery – an enormous 27-metre-long Anglo-Saxon ship. It turned out to be a burial chamber and, filled with dazzling riches, it was the richest medieval grave in Europe.



At this point, a highly respected Cambridge university archaeologist, Charles Phillips, took over the work with a new team of archaeologists. The more they dug, the more they found. Golden pyramids used to cover swords and precious red Sri Lankan stones, drinking vessels, bowls, a huge silver plate, a lot of luxurious fabric and an enormous wooden shield. The most breathtaking find, though, was a helmet wrapped in cloth. This was covered in images of warriors and fierce creatures, with elaborate decorations on the face mask to make it look like a dragon. The archaeologists were baffled. It was clear that this must be the grave of somebody extremely important – but who? And what could the site help them learn about Anglo-Saxon society?

Ship burials such as this were rare in Anglo-Saxon England, and this is one of only three Anglo-Saxon ships to have been discovered in England. Burials like this would normally only have been for the most important people. The effort and the number of people needed to move the ship and bury it was huge. This is why some people have concluded that Sutton Hoo must be the burial site of an Anglo-Saxon king. No human remains were found in 1939, however, so we will never know for certain.

Edith donated all the Sutton Hoo finds to the British Museum in 1939, and since Basil Brown's initial discovery, work has continued at Sutton Hoo. However, although excavation allows us the possibility of exploring the past, it also destroys what has been hidden – once excavated, those things are gone forever. Some areas have deliberately not been disturbed, in order to preserve them for future generations. Perhaps one day non-invasive techniques will be developed that will allow us to see the past without destroying it.

3 Match the adjectives in A to the nouns in B to make adjective + noun collocations. Then check your answers in the article.

A ■ burial ■ dazzling ■ elaborate ■ fierce ■ hidden ■ human ■ luxurious ■ painstaking

B ■ chamber ■ creatures ■ decorations ■ fabric ■ remains ■ riches ■ secrets ■ work

1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

4 Complete the sentences with the collocations from exercise 3.

1 Their _____ paid off when they found an ancient snack bar in Pompeii.
2 The sofa and chairs were covered in a dark green _____ that felt like velvet.
3 Perhaps the Sutton Hoo _____ belonged to a king.
4 There have always been stories of _____ to be found in sunken ships.
5 What _____ do you think you might find in the loft of the old house?
6 _____ found in a field in Germany belonged to a teenage girl from the Bronze Age.
7 A Roman chariot with _____ made of bronze and tin was discovered at Herculaneum.
8 There was a rumour about _____ that looked like tigers wandering the forests of Borneo.

5 TASK Read the opinions below. Which ones do you agree / disagree with? Give reasons. Write three sentences to express your opinion.

1 "Archaeology destroys the past. It should not be allowed. All digs and excavations should stop now."

2 "Archaeology is valuable and we need to study the past to learn about our history, culture and heritage."

3 "There's little point in digging up old possessions. What a waste of time. Who cares about the past? Not me."

4 Archaeology has a value but until we can find a way to dig up the past without destroying it, we should not continue.

Writing A story

1 Look at the objects. Write a short description of each one. Think about the following questions.

- What era do you think each one comes from?
- Who would have owned them and what would they have done with them?
- What stories might they tell if they could speak?



2 Read the story. Which object is it about?

Suddenly, the noise of a bell rang out. Looking up from her book, Ada wondered what on earth it could be. It wasn't the doorbell, which was far less shrill and insistent. The sound continued. Feeling a little anxious, she put her book down and walked out into the hall. She was just in time to see Tommy, her husband of 25 years, march towards the hall table. Of course! The telephone!

'Hello, Little Heath 9231,' he announced into the receiver.

How could she have forgotten the arrival of the telephone? Having been one of the first people to get one, Tommy was terribly pleased with his decision. The only problem was that they didn't really know anyone else who had a telephone, so there was no one to call and none to call them. In fact, this was the first time she had ever heard the telephone ring at all. As she thought this, she heard Tommy draw in a sharp intake of breath. 'Yes,' he said urgently. 'Yes, I quite understand.'

Ada's heart started to beat faster. What had happened? As she hurried down the hall, she reached for Tommy's arm.

'What is it?' she asked. But Tommy was too busy writing something down on a little notepad he had put by the telephone. Looking at the pad, she saw the name of a hospital.

'What is it?' she asked, more anxious than ever. After carefully putting down the receiver, Tommy turned to look at her.

'Our first grandchild,' he said, a tear in his eye. 'She's just been born at the hospital. Everything's fine. Let's go and see them now.'

3 Put the following events from the story in the order in which they actually happened (not necessarily the same order that they are told in the story).

a Ada heard the telephone for the first time. _____
b Tommy decided to get a new telephone. _____
c Ada and Tommy went to the hospital. _____
d Ada and Tommy's daughter had a baby girl. _____
e Tommy answered the telephone. _____

4 Rewrite the sentences from the story, replacing the words in italics with a different structure for ordering events in a story. Make any other changes necessary.

1 *Looking up* from her book, Ada wondered what on earth it could be.

_____

2 *As she thought* this, she heard Tommy draw in a sharp intake of breath.

_____

3 *As she hurried* down the hall, she reached for Tommy's arm.

_____

4 *After carefully putting down* the receiver, Tommy turned to look at her.

_____

Writing guide

TASK Read the task.

> Choose one of the other objects in exercise 1 (or another object of your choice) and write a story about something that happened to the object, or while the object was being used.

PLAN 1 Think about the following.

- The object and the main characters. Decide if the story is going to be in the first or third person.
- How you are going to tell the story: chronologically or have a flashback.
- What happens to the object and what impact it has on the main characters.
- What the characters are seeing, feeling and thinking.

PLAN 2 Follow the plan.

Paragraph 1: Begin your story in an interesting way. Remember to use a 'hook'.
Paragraph 2: Develop the story and put the events in the correct order for the way you are telling your story.
Paragraph 3: End your story. Add a twist or something unexpected.

WRITE Write your story.

REVIEW Check the following points.

- Have you started your story in an interesting way?
- Have you developed the story and made the reader want to learn more about the characters?
- Have you used a beginning, middle and end?
- Have you checked grammar, vocabulary, punctuation and spelling?

U3 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 3A	Mark
I can identify the purpose of a text.	
I can describe everyday objects and possessions.	
I can recognize and use phrasal verbs with *out*.	
How can I improve?	

Lesson 3B	Mark
I can contrast articles (*a / an*, *the*, zero article).	
I can talk about quantities using determiners.	
How can I improve?	

Lesson 3C	Mark
I can understand the main points in a radio interview.	
I can use multiple adjectives in the correct order.	
I can make, approve and reject suggestions.	
How can I improve?	

Lesson 3D	Mark
I can summarize main ideas in a text.	
I can recognize and use compound adjectives.	
I can identify and use different verb patterns.	
How can I improve?	

Lesson 3E	Mark
I can write a story.	
I can use a range of strategies to make a story interesting.	
I can use participle clauses to order events in a story.	
How can I improve?	

Action plan

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

4 Body and soul

Vocabulary

Insight Verbs and nouns with the same form

1 Read the news story and the post. Complete the post with the words in bold in the news story.

A company wants to employ more **engineers** to design a new robot to **shift** heavy boxes from one part of a warehouse to another. However, it wants to **screen** any applicants before they are selected for interview. This process would involve looking into an applicant's background, their social media activity, their identity, their educational qualifications and other areas of their life. Some applicants have said they don't **mind** undergoing the checks, but others have withdrawn their applications, stating that this is an invasion of their privacy which will **cause** unnecessary stress.

To my [1]_____, any company that [2]_____ the way it recruits new staff like this is spying on potential employees. This is completely wrong and it shows a complete lack of trust and respect for potential employees. Who do they think they are? This fight against invasion of privacy is a [3]_____ I strongly believe in and I hope to create a [4]_____ in attitude on this matter so that other companies cannot do this. I'm organizing a petition. It's on my computer [5]_____ right now. Will you sign it?

Insight Noun suffixes: *-ness*, *-ity*, *-ion*

2 Read about the famous people. Change the adjectives below to nouns and match them to the descriptions.

■ bald ■ deaf ■ disabled ■ (im)perfect ■ short-sighted

1 Beethoven is famous for his classical music, but did you know that after the age of 45 he wasn't able to hear his own music?

_____

2 The French artist Paul Cezanne chose not to wear glasses despite the fact that he found it difficult to see objects that were far away.

_____

3 Alana Nichols is an American wheelchair basketball player. She was paralysed after a snowboarding accident in 2002 but she didn't let this stop her taking up another sport.

_____

4 Mahatma Gandhi was one of the most inspirational leaders in history. He also had no hair on his head!

_____

5 Michelangelo was a master sculptor, but his most famous statue, David, actually has a small flaw. Anatomists have noticed that David is missing a small muscle in his back.

_____

Vocabulary extra Phrases with body parts

3 Complete the idioms with the words below. Use one of the words twice.

■ eye ■ hair ■ hand ■ leg ■ shoulders

1 I'm sorry, I don't have that information at _____ just now. I'll find it later.
2 It was a weight off their _____ when they completed the course.
3 Don't worry! It was a joke! We were just pulling your _____.
4 Libby and I don't always see _____ to _____ on everything.
5 I've been tearing my _____ out trying to get everything finished for the deadline.

4 Complete the text. Use the correct form of the words in brackets or complete the phrase with a body part.

Haben Girma

There's more to Haben Girma than meets the [1]_____. After losing her sight and hearing at a young age, she did not sink into a [2]_____ (depress); instead Haben saw this as a way to make a positive change. When she could not access a menu at a college canteen, she realized that the problem was not her blindness but the menu format. When the manager refused to change it, she dug her [3]_____ in until the menus were accessible for all. This sparked her interest in law. She went on to become the first deaf-blind person to graduate from Harvard Law School, standing [4]_____ and [5]_____ above the other students. She is now a [6]_____ (disabled) rights lawyer. In 2018, she received the Helen Keller Achievement Award and was named a White House Champion of Change. Haben's achievements show that what some people may see as an [7]_____ (imperfect) is in fact an opportunity for innovation.



5 TASK Research one of the people below or a person of your choice who has used their disability as an opportunity. Write a short text about their life.

■ Ellie Goldstein ■ Peter Ogik ■ Yetnebersh Nigussie ■ Silvia Quan

Grammar

Talking about habitual behaviour

1 Choose the correct answers.

1 On Saturday evenings, my family and I **will sit / are sitting** on the sofa watching our favourite TV show.
2 We **used to / would** be big fans of medical dramas when we were younger.
3 My little brother is so annoying! He **always complains / is always complaining** about how much TV I watch!
4 George Clooney **played / would play** Dr Doug Ross in *ER* for five seasons.
5 My grandma **often watches / is often watching** daytime TV. She really enjoys it and so do I!
6 **Did you use to / Would you** work in a hospital before you started this job?

2 Complete the sentences with *used to* or *would* and the verb in brackets whenever possible. If it is not possible, use the past simple. If you can use either *used to* or *would*, use *would*.

Medical dramas

Casualty is the longest-running medical drama series in the world. It [1]_____ (begin) in 1986 and is set in a fictional casualty unit in a British hospital. The series [2]_____ (be filmed) in Bristol, but nowadays, they film each episode in Cardiff. In the 1980s and 1990s, they [3]_____ (broadcast) the show on Friday nights. However, these days, it's usually shown on Saturday evenings at around eight o'clock.

In the early years, each episode [4]_____ (start) with an accident. Then the storyline [5]_____ (tell) the story of the person in the accident, but there [6]_____ (be) a lot of scenes about the doctors and nurses at the hospital, too. Nowadays, the stories are similar, but they vary the way the programme starts, and, of course, most of the cast is different. There is one exception: one character, a nurse called Charlie, has been in the series since 1986!

Some famous actors, including Kate Winslet and Orlando Bloom, [7]_____ (play) a role in one or two episodes of the series before they [8]_____ (become) famous. In fact, in the 1980s and 1990s, a lot of promising young actors [9]_____ (apply) for parts in the series because it was a great chance to be on TV for the first time.



3 Rewrite the sentences using *used to*, *be used to* or *get used to*.

1 At his old school, Anton was accustomed to being top of the class.
_____
2 Priya is becoming familiar with having a lot of free time now that she's finished her studies.
_____
3 Were you a nurse?
_____
4 They feel tired because they aren't accustomed to getting up so early in the morning.
_____
5 When we were young, we enjoyed watching medical dramas on TV every weekend.
_____
6 I'm becoming more familiar with my new job.
_____

4 Read the text and choose the answers which cannot be used to complete the text.

Traditional roots or alternative routes?

In countries like Haiti, older generations often [1]**never used to trust / would never trust / were never trusting** modern medicines and so they asked for help from a local doctor called a *medsen fey*.

These doctors [2]**would learn / learned / will be learning** to identify all the different types of leaves that can be used to heal almost any illness.

Now, a lot of older people [3]**are used to using / have got used to using / used to using** plant leaves to treat all sorts of illnesses, so they believe that medicine prescribed by a doctor [4]**did not use to heal / will not heal / would not heal** them. Younger people, on the other hand, are less sure of this practice and a lot of them [5]**don't use / used to use / won't ever use** leaves from a *medsen fey*. Today, a lot of the younger generation [6]**are always disagreeing / will be ever disagreeing / are constantly disagreeing** with the older generation on this matter. What do you think?



5 TASK Think about three medicines you have at home. Can you think of an alternative way to cure ailments? Use the ideas below or your own.

- cough medicine
- eye drops
- nasal spray
- painkillers

Listening, vocabulary and speaking

Insight Phrases with *mind*

1 Complete the post with the verbs below.

■ be ■ bear ■ change ■ give ■ go ■ have ■ make ■ take

Post a comment

It's exam time!

Don't [1]_____ **out of your mind**, we're here to help keep exam time stress free. Here are our top tips.

- If you end up feeling a bit overwhelmed, don't worry. Do something to [2]_____ **your mind off** revision. Go for a walk, or listen to your favourite song.
- Are your parents always asking you questions? Is it annoying you? Don't [3]_____ **them a piece of your mind** – they're only trying to help. Take a deep breath, count to ten and smile!
- Plan your revision before you start. Don't [4]_____ **your mind** halfway through! Stick to the plan.
- [5]_____ **an open mind** about the questions. They might ask you things in a slightly different way. Don't panic, you know your stuff!
- [6]_____ **in mind** everyone revises in a different way, so don't let friends put you off. Do what works for you.

We think some of you might [7]_____ **in two minds** about following these tips. Why not give them a go and [8]_____ **your mind up** yourself?

2 Choose the correct expression to complete each sentence.

1 Try to _____ about the party. You might know more people there than you think.
a have an open mind **b** go out of your mind

2 I was so angry with Amir that I _____. I told him what I really thought!
a was in two minds **b** gave him a piece of my mind

3 I _____ about the colour to paint my room. It's going to be grey now, not blue.
a changed my mind **b** kept in mind

4 _____ that the festival is the same date as Rani's birthday?
a Are you taking your mind off
b Are you bearing in mind

5 I haven't _____ what to do about the job yet. I'll decide tomorrow.
a made up my mind **b** been in two minds

6 I almost _____ when I thought I'd lost my phone.
a had an open mind **b** went out of my mind

7 I was so upset about breaking up with Eva that I went on holiday just to _____ the situation.
a take my mind off **b** bear in mind

8 We _____ about going abroad on holiday, but in the end we decided to do it!
a gave them a piece of our mind
b were in two minds

Bringing up a sensitive issue



3 Which of these do you think are sensitive issues? Which ones would you (not) feel comfortable bringing up with a good friend? Why?

■ Your grandparent has fallen over a lot recently.
■ You have important exams next week and you haven't done enough work.
■ You feel your friends are not including you when you go out together.
■ You are finding a friend's behaviour on social media annoying and upsetting.

4 4.01 Listen to Lidia and Omar. Answer the questions.

1 Who brings up the sensitive issue?
2 What are the issues?

5 4.01 Complete the phrases from the conversation. Then listen and check.

1 Is _____ OK?
2 You seem a bit _____.
3 Can I do _____?
4 Do you _____ _____ telling me a bit more?
5 That's a _____.
6 I understand. I know what you're _____ _____.
7 That's _____.
8 Is there anything else _____ you?
9 I'm _____ to hear that.
10 How can I make things _____ for you?
11 I'm _____ here if you want to talk.

6 Match sentences 1–11 in exercise 5 to categories A–E.

A Bringing up a sensitive issue: _____, _____
B Encouraging someone to talk about their feelings: _____, _____
C Showing understanding: _____, _____
D Offering help or support: _____, _____, _____
E Showing empathy: _____, _____

7 TASK Choose one of the issues in exercise 3 or one from your own experience. Write the conversation with your friend.

Vocabulary and grammar

Insight Word analysis

1 Choose the correct answers.

1 adjective: describes eyes that look as if they have been crying
a pearly **b** watery **c** terrible

2 adjective: describes something as negative, grey and boring
a dreary **b** failing **c** shrivelled

3 adjective: describes things that are very white
a failing **b** pearly **c** dismal

4 adjective: describes long hair that is hanging loosely and freely
a disturbed **b** failing **c** flowing

5 noun: a creature that people feel pity for because it is so miserable
a wretch **b** thing **c** monster

6 adjective: describes skin which has dried up in an unattractive way
a dull **b** dim **c** shrivelled

Vocabulary extra Body parts

2 Match the body parts below to categories 1–3. Which body part can go in two of the categories?

■ arteries ■ heart ■ liver ■ lungs ■ ribs ■ skull ■ spine ■ stomach ■ veins

1 Body parts that are made of bone: _____, _____, _____

2 Body parts that pump or carry blood: _____, _____, _____

3 Internal organs that perform specific functions: _____, _____, _____, _____

Future in the past

3 Choose the correct answers.

1 The drummer left the band just as they _____ go on tour.
a were about to **b** would

2 I used to believe that life in the neighbourhood _____ improve one day. That isn't true.
a was to **b** would

3 Brad was shy at school. I had no idea that one day he _____ become a famous film star.
a was about to **b** was going to

4 Lana came round just as I _____ go out. I had already put my coat on.
a would **b** was about to

5 You're back early. I thought you _____ the cinema with Bukayo. That was your plan, wasn't it?
a were about to **b** were going to

6 According to the programme, the play _____ start at seven, but they had to delay it because of the traffic.
a was to **b** would

4 Complete the text with the phrases below.

■ was going to happen ■ was to introduce ■ was to use ■ were about to become ■ were going to create ■ were to develop ■ would offer

Future predictions



When a British TV series called *Black Mirror* was made in 2011, the writer Charlie Brooker had no idea that some of the ideas in the stories [1]_____ reality over the next ten years. Here are our top ones!

Robotic bees kill people who use certain hashtags.

Brooker did not know that a few years later, scientists [2]_____ robot bees to help pollinate flowers.

Microchips record our memories.

Technology [3]_____ neuroimaging methods to reconstruct human faces from people's memories.

A machine allows people to feel others' pain.

Scientists [4]_____ robots that can experience pain.

A young woman buys a robot that looks and sounds like her dead boyfriend.

This [5]_____ just three years later when a memorial bot, called the Roman Bot, was invented by Eugenia Kuyda.

Members of the public earn money by riding stationary bikes to generate electricity.

One year later, a Brazilian prison [6]_____ prisoners one day off their sentence when they spent eight hours a day cycling their bikes to do exactly that.

Social interactions are given a credit rating.

In 2018, one country [7]_____ a 'social credit' system with points being deducted for things like cheating in exams and playing loud music on public transport!

5 TASK Imagine it is 100 years from now. Which of these things do you think will (not) have become a reality? Give reasons.

■ VR therapy that allows older people to revisit places from their youth.
■ A neural network computer game that accesses your fears and makes you face them in the game.
■ A parent chooses to plant a microchip in their young child's brain and leaves it there. The parent can see everything in the child's life.

1 What do you think about genetics and sport? Discuss the questions.

1 Should we look at the genes children have in order to discover their athletic potential?
2 Do scientists already know how to modify genes to improve athletic performance?
3 Should we discourage young people from taking up sport these days?
4 Are some athletes already modifying their genes to cheat?
5 Would enjoyment of sport be affected if it became normal to modify athletes' genes?
6 Might knowledge of the connection between genes and performance change sportspeople's approach to achieving sporting success?
7 Do scientists already know which genes affect aspects of athletic performance?

2 Read the article. Match five of the questions in exercise 1 to paragraphs A–E that discuss them. There are two questions that you do not need.

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

1 Olympic athletes have always analysed their genetic make-up to find out how successful they will be.
2 If you want to be a top athlete, training hard will always be more important than having the right genes.
3 Scientists know some of our genes which affect athletic performance.
4 Screening young people's genes to find out what sports they are good at may happen in the future.
5 The writer sees no advantages to screening kids to find out about their genes.
6 It is already possible to modify a person's genes to improve athletic performance.
7 In the writer's opinion, genetic modification will become very common in the future.
8 We know for sure that some top athletes already have modified genes.

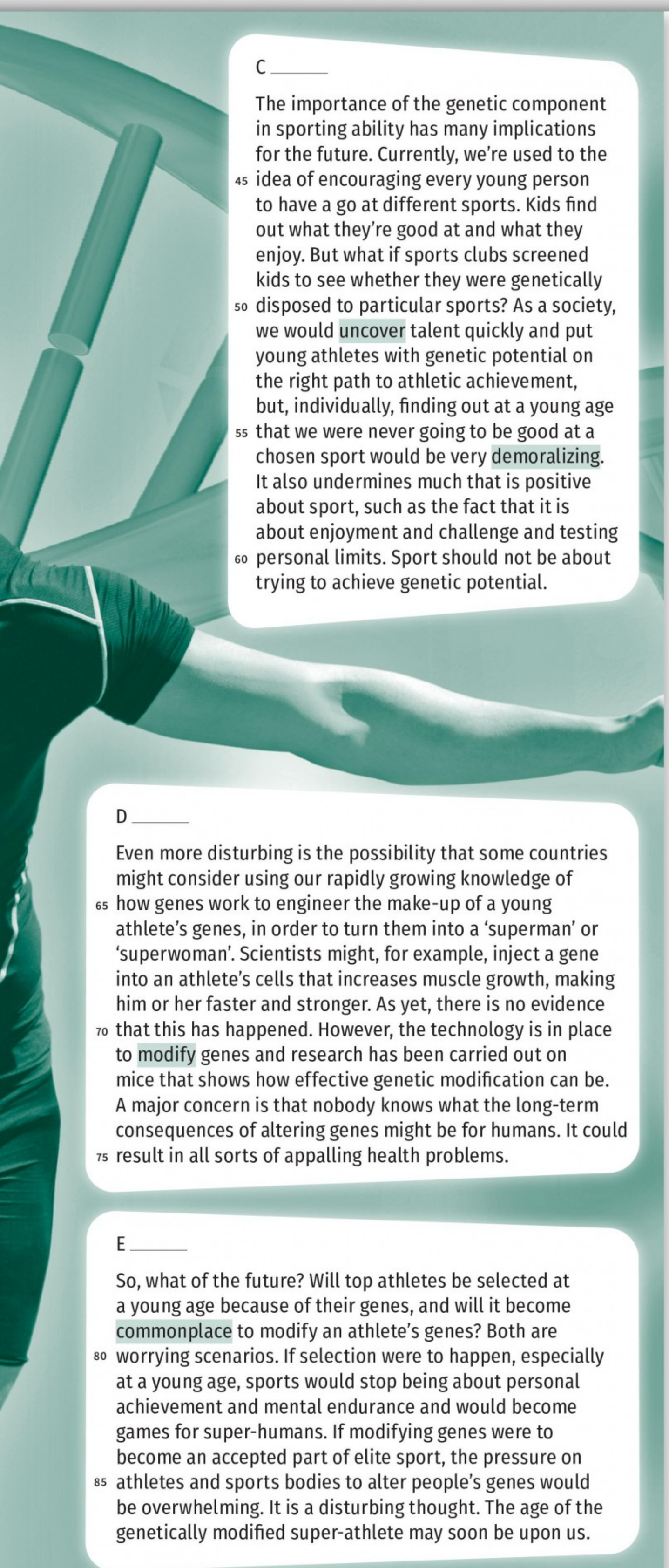
What does it take?

A _____

To become an Olympic champion, athletes have always needed dedication and perseverance, as well as natural ability. In the past, athletes would spend hours training in the gym and would make sure they ate all the right foods. However, neither they, nor anybody else, felt the need to analyse their genes to test whether they were likely to succeed in their chosen sport. This may well be about to change. Our understanding of the connection between our genes and sporting performance is growing, and this understanding may soon radically transform the way we select and train the athletes of the future.

B _____

Research has shown that, in many sports, genes are as important as hard work. The 'right' genes can, for example, affect our cardiovascular capacity – the heart's ability to deliver oxygen to the muscles – and they can also affect the muscles' ability to turn oxygen into the fuel needed to contract quickly and powerfully. Any athlete with these genes has an advantage over people who don't have them because they allow them to train longer and harder, to recover from exercise more quickly and to produce power more efficiently. Scientists have identified a variant of a gene called ACTN3 which is associated with the presence of a protein found only in particular muscle fibres. It is effectively a 'power gene' which enables sprinters to react explosively and to start running very quickly. Any 100-metre sprinter with this gene clearly has a distinct advantage over an athlete who doesn't have it. In fact, many would now argue that it is essential to have this gene to win gold in a sprint event.



C _____

The importance of the genetic component in sporting ability has many implications for the future. Currently, we're used to the idea of encouraging every young person to have a go at different sports. Kids find out what they're good at and what they enjoy. But what if sports clubs screened kids to see whether they were genetically disposed to particular sports? As a society, we would uncover talent quickly and put young athletes with genetic potential on the right path to athletic achievement, but, individually, finding out at a young age that we were never going to be good at a chosen sport would be very demoralizing. It also undermines much that is positive about sport, such as the fact that it is about enjoyment and challenge and testing personal limits. Sport should not be about trying to achieve genetic potential.

D _____

Even more disturbing is the possibility that some countries might consider using our rapidly growing knowledge of how genes work to engineer the make-up of a young athlete's genes, in order to turn them into a 'superman' or 'superwoman'. Scientists might, for example, inject a gene into an athlete's cells that increases muscle growth, making him or her faster and stronger. As yet, there is no evidence that this has happened. However, the technology is in place to modify genes and research has been carried out on mice that shows how effective genetic modification can be. A major concern is that nobody knows what the long-term consequences of altering genes might be for humans. It could result in all sorts of appalling health problems.

E _____

So, what of the future? Will top athletes be selected at a young age because of their genes, and will it become commonplace to modify an athlete's genes? Both are worrying scenarios. If selection were to happen, especially at a young age, sports would stop being about personal achievement and mental endurance and would become games for super-humans. If modifying genes were to become an accepted part of elite sport, the pressure on athletes and sports bodies to alter people's genes would be overwhelming. It is a disturbing thought. The age of the genetically modified super-athlete may soon be upon us.

4 Study the highlighted words in the article. Choose the correct definitions.

1 perseverance
- **a** determination
- **b** uncertainty
- **c** stubbornness

2 radically
- **a** slightly
- **b** completely
- **c** interestingly

3 variant
- **a** slightly different form
- **b** identical form
- **c** only form

4 distinct
- **a** slightly different
- **b** recognizably different
- **c** unfair

5 uncover
- **a** lose
- **b** remove
- **c** discover

6 demoralizing
- **a** discouraging
- **b** unprincipled
- **c** critical

7 modify
- **a** destroy
- **b** replace
- **c** change

8 commonplace
- **a** rarely seen
- **b** often seen
- **c** never seen

5 Complete the sentences with the words in exercise 4.

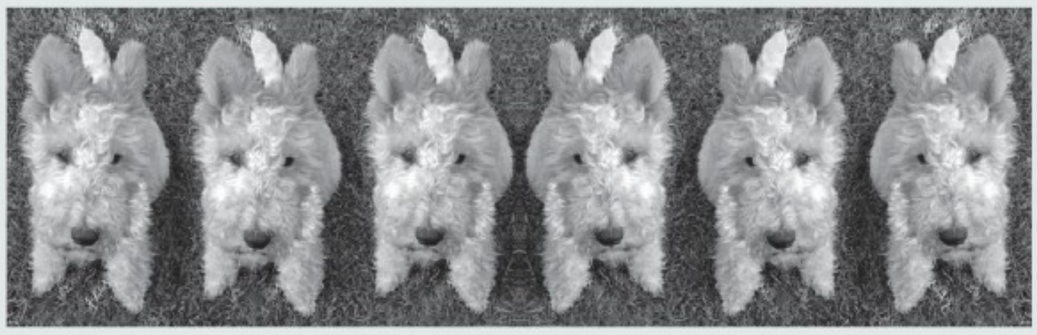
1 The culture of the northern part of the country is _____ from that of the south. It has its own identity.
2 Architects had to _____ the stadium so that there were seats for everyone.
3 The team lost every game last season. It was a very _____ experience.
4 This is a _____ of the virus we already know. Its biology is similar to the original virus.
5 The only way to improve our performance is through hard work and a lot of _____.
6 Scientists hope to _____ evidence soon that supports their theory.
7 Some of the athletes' training regimes were _____ different to those of the rest of the team.
8 Gyms and sports centres are _____ in my country. You can find them almost everywhere.

6 TASK Write a short paragraph about other areas in which scientists could look at genes and genetically modify people to improve something. Use the ideas below or your own.

- creative skills
- health
- intelligence
- physical appearance

Writing An email to a newspaper

1 **Read the extract below. Then read the email reply and choose the correct options.**



Pet cloning – here today, gone tomorrow?

How long will it be before pet lovers are able to clone their own pets? Some people think it would be the best thing that could happen if we have lost a loved pet. Others, on the other hand, are worried that we shouldn't be interfering with nature. One thing is certain, though: we do have the technology, so it might well happen soon. Tell us what you think.

To: editor@newspaper.org **From:** anamalin@home.com

Subject: Your article on cloning

(A) Firstly, I would like to state that, [1]**no matter what** / **despite** other people may think, losing a family pet can be a very upsetting experience and pet cloning may one day genuinely offer a way of helping families get over that sense of loss. [2]**Moreover,** / **Although,** many families get used to the temperament of a pet dog or cat, so what better way of replacing the perfect pet than with another animal that is identical in every way?

(B) I read your article on cloning animals with interest. My family and I have recently lost our much-loved pet, a dog called Bertie. The idea of being able to clone him and have him back with us is very appealing. [3]**Also** / **While** I accept that there are ethical issues involved, I feel strongly that the option of cloning a favourite pet is one that should be available to people in the future.

(C) In conclusion, the benefits to pet owners of being able to have their perfect pet back with them, in cloned form, outweigh any drawbacks. Pet cloning is a way of reuniting families with their loved animals. [4]**In addition,** / **Whereas,** it is not harmful to animals and the current imperfections in the science of cloning will soon be sorted out. I strongly believe that cloning pets will become commonplace and will be a good thing for many people.

(D) Secondly, to my mind, I don't see that the techniques involved in cloning are in any way harmful to animals. [5]**What's more,** / **Even though** the science is at an early stage of development and not every cloned animal survives, it is clear that no animal is being hurt. In time, once the initial problems have been solved, this will become a simple and safe procedure.

Yours faithfully,

Ana Malin

2 **Read the email again. Put the four paragraphs in the correct order.**

3 **Choose the sentence that best describes the writer's point of view. Read the email again and check.**

- **a** The writer supports pet cloning.
- **b** The writer opposes pet cloning.
- **c** The writer doesn't express a view.

4 **What arguments does the email make in support of its point of view? What are the arguments against cloning?**

Writing guide

■ **TASK** **Read the newspaper extract. Decide on your reaction to the issue of genetically modifying fish. Write an email to the editor. Include arguments to support your point of view.**

Kids will love ...

our genetically modified pets.

The zebrafish is a small, attractive freshwater fish from India. Recently, an American company genetically modified the fish by injecting its eggs with jellyfish DNA. As a result, it glows in the dark and you can buy the fish (for only €8!) in a variety of bright colours.

■ **PLAN 1** **Make notes about the following.**

- Your view: do you agree or disagree with the point of view in the extract?
- Your main ideas: what ideas illustrate your point of view?
- Arguments and examples you will use to support your ideas.

■ **PLAN 2** **Follow the plan.**

Paragraph 1: Introduce your reason for writing. Mention your personal situation if relevant.
Paragraph 2: Present your first idea, with supporting arguments and examples.
Paragraph 3: Present your second idea, with supporting arguments and examples.
Paragraph 4: Conclusion: sum up your point of view.

■ **WRITE** **Write your letter.**

■ **REVIEW** **Check the following points.**

- Are your point of view and the main ideas clearly stated?
- Has each idea got supporting arguments and examples?
- Have you used words that show you are adding or contrasting points?
- Have you checked grammar, vocabulary, punctuation and spelling?

U4 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

		Mark
Lesson 4A	I can use topic sentences / key words to identify main ideas in a paragraph.	
	I can recognize words with more than one meaning.	
	I can form nouns from adjectives using suffixes.	
	How can I improve?	
Lesson 4B	I can predict likely content of a listening text.	
	I can talk about habits and repeated actions in the past and present.	
	I can use appropriate verb forms and adverbs to talk about annoying habits.	
	How can I improve?	
Lesson 4C	I can identify information said by different speakers in a radio programme.	
	I can recognize and use idioms and phrases with *mind*.	
	I can talk about a sensitive issue.	
	How can I improve?	
Lesson 4D	I can identify relevant information in a reading text.	
	I can identify mood and atmosphere in a text.	
	I can talk about the future in the past.	
	How can I improve?	
Lesson 4E	I can write an email to a newspaper.	
	I can support main ideas with arguments or examples.	
	I can use linking words and phrases to add and contrast ideas.	
	How can I improve?	

Action plan

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

5 Express yourself

Vocabulary

Insight Phrasal verbs with *on*

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

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

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

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

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

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

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

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

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

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

Insight Verb prefixes: *en-* and *em-*

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

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

Languages

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

Vocabulary extra Acronyms

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

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

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

2 I'm going home now. *See you later.* _____

3 Can you find out what the homework is for me? *Cheers for that.* _____

4 That meme you shared was great. *Really funny!* _____

5 Can we talk *immediately*? _____

6 *You might like to know that* Adil isn't coming to the party. _____

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

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

#YOLO Juliet



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

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

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

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

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

Grammar

Modals of advice, obligation and prohibition

1 Choose the correct answers.

Just do it! 39 likes



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

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

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

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

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

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

Past modals

3 Complete the dialogue with the words and phrases below.

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

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

4 Choose the correct answers.

← Reply ★ Favourite ? Info

If at first you don't succeed ...



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

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

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

Listening, vocabulary and speaking

Insight Phrases with *point*

1 Complete the sentences with the phrases below.

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

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

Persuading and asking for decisions

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

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

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

School council meeting minutes

1 Congratulations on raising money this term.

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

Digital camera

Positive points:
- It is really needed for [1]_____ and _____ projects.
- The [2]_____ department could use it as well.

Negative points:
- Likely to be very [3]_____.

Books for school library

Positive points:
- Would encourage more people to use [4]_____.
- Something that [5]_____ would be able to use.

Negative points:
- People might not use the library as they prefer to do their reading [6]_____.

Action points

Geeta: To find out the exact [7]_____ of one digital camera and how many people would use it.
Ashok: To make [8]_____ of useful books.

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

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

1 *Perhaps somebody* would like to make a suggestion?
_____
2 Well, *I'd really like us to* get a digital camera or maybe even two.
_____
3 *Please explain* why you think we need a digital camera.
_____
4 *Shouldn't we* spend the money on something that would make more impact on the school?
_____
5 *It's obvious* that we should buy something that everyone will be able to use.
_____
6 *Isn't it a more sensible idea* to get something more up to date?
_____
7 Both are good ideas, but which one *should we choose*?
_____
8 OK, *let's decide tomorrow*, then.
_____

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

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

Vocabulary and grammar

Insight Word analysis

1 Complete the text with the words below.

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

PROFILE: BERNARDINE EVARISTO



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

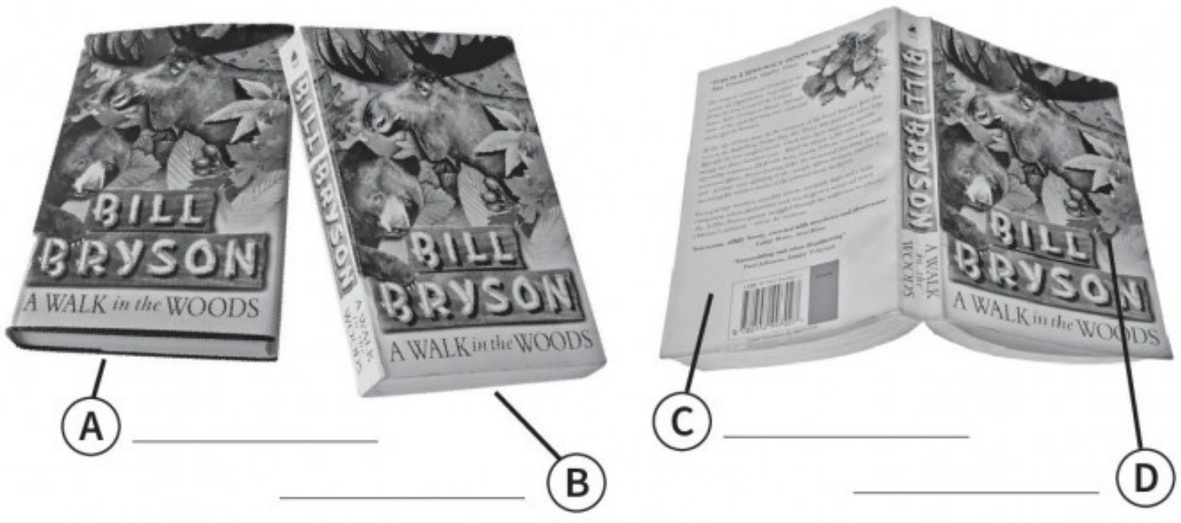
Vocabulary extra Book structure

2 Complete the sentences with the words below.

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

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

3 Label the photos with the correct words.



Modals of ability

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



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

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

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

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

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

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

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

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

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

Reading

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

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

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

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

3 Match the words to the types of neologisms.

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

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

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

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

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

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

6 TASK Answer the questions.

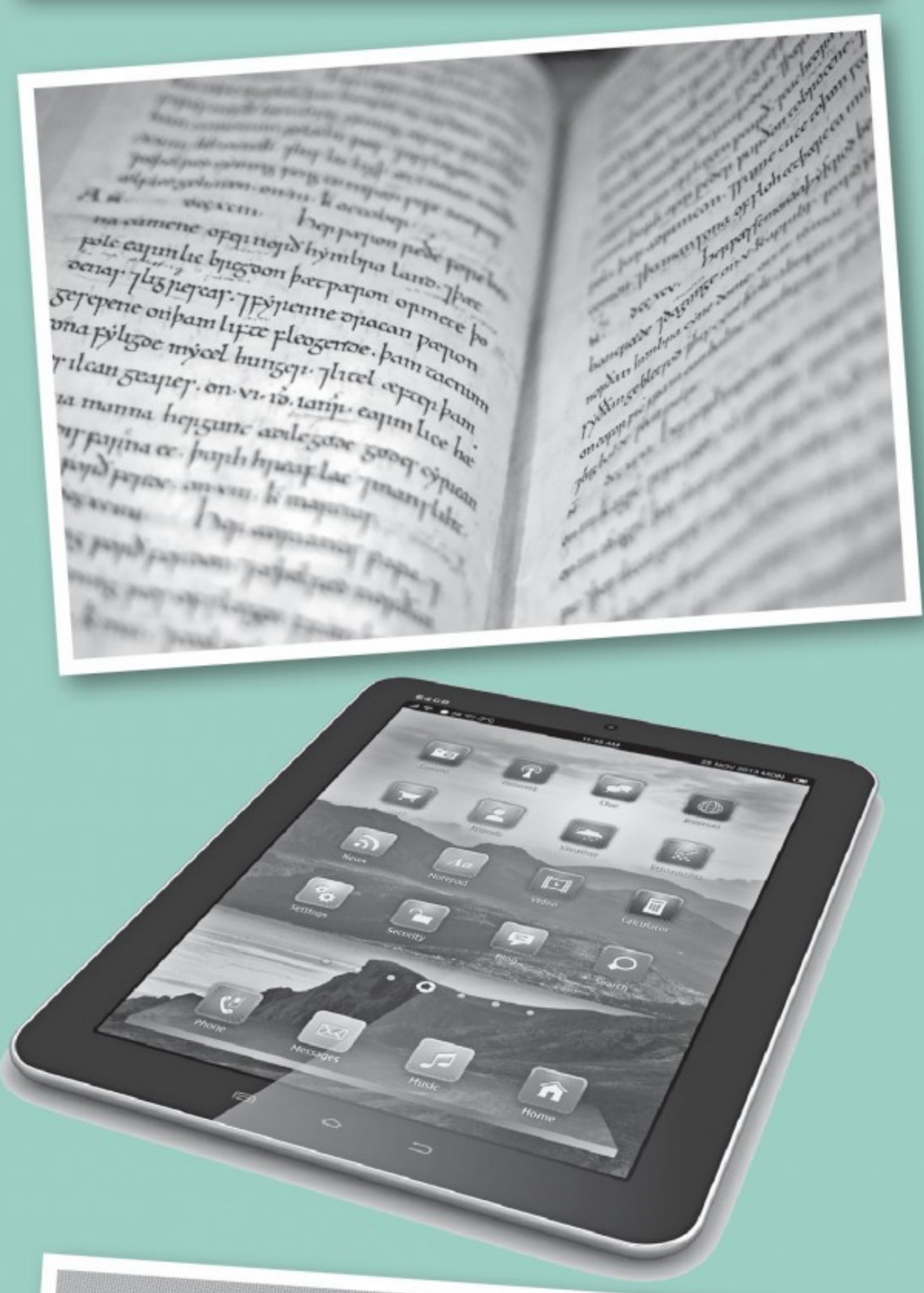
1 Look at these English words. What do you think they mean? How were they created? Match them to categories in exercise 3.

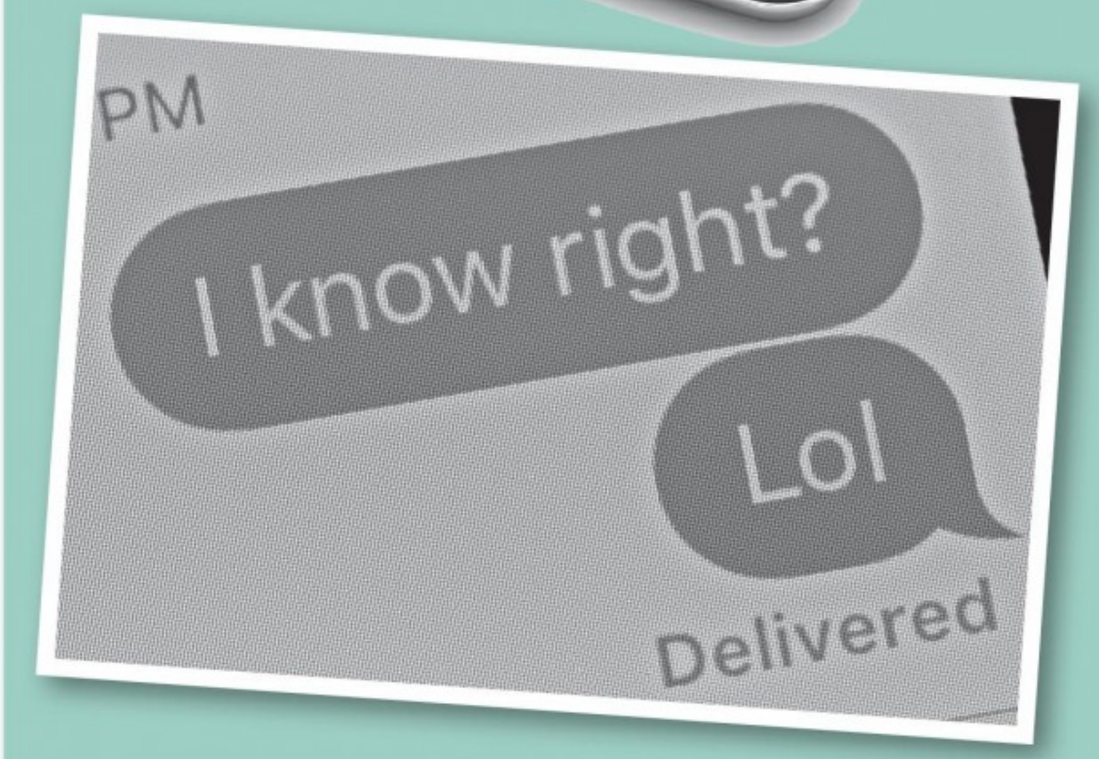
chillax ■ fridge ■ hygge ■ laser ■ plant-based ■ Segway ■ WFH

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

Gallery







Search

A word is born

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

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

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

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

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

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

Today, more neologisms than ever before are showing up in our dictionaries. Neologisms can create new words in different ways and remind us that language is not static.

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

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

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

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

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

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

Writing A book review

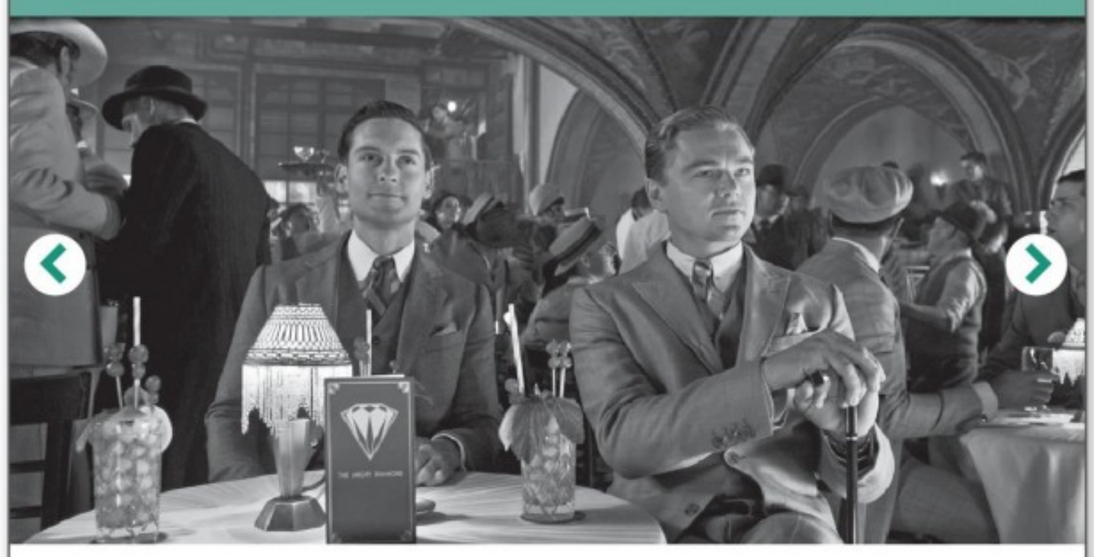
1 Complete each sentence with two of the words below.

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

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

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

Search movies, TV, actors and much more ...



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

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

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

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

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

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

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

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

Writing guide

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

■ **PLAN 1** **Make notes about the following.**
- The name of the film, the book it is based on and the film director.
- The setting, main themes and characters.
- The plot.
- What you liked and didn't like about the film.
- How and why the film is better than / not as good as the book.
- Whether you would recommend it, who you would recommend it to and why.

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

Paragraph 1: Tell the reader what the film is called, what book it is based on and who the director is.
Paragraph 2: Give a concise summary of the plot and say if the story is different from the book.
Paragraph 3: Say what you liked or disliked about the film and how it compares with the book.
Paragraph 4: Summarize your opinion and write whether you would recommend the film.

■ **WRITE** **Write your review.**

■ **REVIEW** **Check the following points.**
- Have you used a clear paragraph structure?
- Have you managed to avoid repetition?
- Have you made clear comparisons between the film and the book?
- Have you checked grammar, vocabulary, punctuation and spelling?

U5 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 5A	Mark
I can identify referencing in a text.	
I can use context to understand new words.	
I can recognize and use phrasal verbs with *on* and verb prefixes *en-* and *em-*.	
How can I improve?	

Lesson 5B	Mark
I can use modals to give advice and express obligation and prohibition.	
I can use past modals to express regret, obligation and lack of obligation in the past.	
How can I improve?	

Lesson 5C	Mark
I can understand the main points in a radio programme.	
I can recognize and use phrases with *point*.	
I can use phrases to persuade people to co-operate to reach a group decision.	
How can I improve?	

Lesson 5D	Mark
I can find and understand relevant information in a text.	
I can use context and co-text to infer meaning.	
I can use modals to talk about ability in the past, present and future.	
How can I improve?	

Lesson 5E	Mark
I can write a book review.	
I can use a range of adjectives to describe stories.	
I can use a range of language to avoid repetition.	
How can I improve?	

Action plan

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

6 Mass media

Vocabulary

Insight Collocations: journalism

1 Complete the sentences with the verbs below.

break ■ expose ■ go ■ lack ■ make ■ set ■ spread ■ trace

1 Social media is likely to _____ big news stories before TV channels.
2 Who will _____ the agenda for the next election campaign?
3 I think the story about the young protestors will _____ headlines all over the world.
4 I think that meme will _____ viral very quickly.
5 Do you think opinions online _____ credibility when they are not supported with hard facts?
6 Political commentators want to _____ corruption and tell the world what politicians are really doing.
7 It's easy to _____ rumours online. People read fake news and then share it with all their friends.
8 It is difficult to _____ online sources of information when people can remain anonymous.

Insight Word analysis

2 Match the words and expressions in bold to the correct definition a–h.

1 Stopping the student demonstration was an **abuse of power** on the part of the university.
2 The riots last week **bear witness** to the ongoing unstable political situation.
3 The passer-by **had the presence of mind** to alert the fire brigade when he saw the fire.
4 Do you think that the police should **be armed**?
5 The elections were **fixed** so that the TV presenter became president.
6 What's **trending** this week?
7 Certain books and films are subject to **censorship** under the new political regime.
8 The **eyewitness footage** clearly showed the young man climbing the statue.

a an act or policy of stopping access to information
b carry guns
c being discussed a lot on social media
d a way to control people that is wrong or harmful
e film taken of an event by a person who was there
f provide evidence of the truth
g unfairly and dishonestly arranged
h reacted quickly and stayed calm in a difficult situation

Vocabulary extra Headlines

3 Replace the words in italics with the correct form of the words below. There are three words that you do not need.

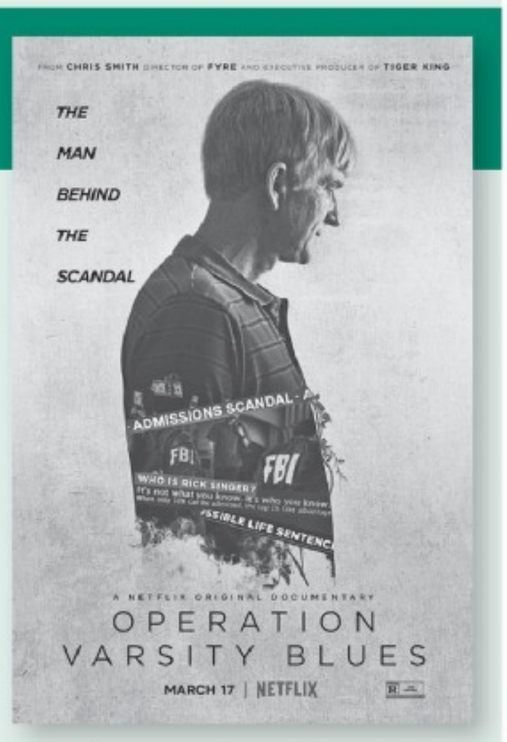
axe ■ ban ■ bid ■ curb ■ plea ■ quit ■ riddle ■ vow

1 CITY COUNCIL *PROHIBITS* _____ TRAFFIC FROM TOWN CENTRE
2 POLICE *REQUEST* _____ FOR INFORMATION
3 PRESIDENT *PROMISES* _____ TO END FOOD POVERTY
4 RETAILERS TO *CUT* _____ INSTORE JOBS
5 FOOTBALL MANAGER *RESIGNS* _____ POST

4 Choose the correct answers.

NEWS

UK World Business Sport



The College Admissions Scandal

In June 2019, the US College Admissions Scandal made [1]**rumours** / **headlines** around the world. It did not take long for the story to [2]**go** / **make** viral and the names of two actors were [3]**trending** / **spreading** for all the wrong reasons. An American businessman, believed to be the mastermind behind the scandal, had been paid enormous sums of money to obtain false college entry-exam results for the children of wealthy people. The use of the actors' position and wealth shows [4]**a presence** / **an abuse** of power. [5]**Breaking** / **Trending** news about people with money and power using those things for their own gain is nothing new. However, what is surprising is that it took so long to expose the [6]**corruption** / **sources** in the college admissions system. The FBI [7]**axed** / **vowed** that they will continue 'Operation Varsity Blues' until everyone involved is caught and charged. As a direct result of the scandal, top universities and colleges [8]**backed** / **curbed** changes in the admissions process.

5 TASK Think of a news story, a post or a tweet you have seen recently that you disagree with. Write your response expressing your views and give reasons. Use vocabulary from exercises 1–4.

Grammar

Modals of speculation

1 **Choose the correct answers.**



Jared Look at all those photographers. They [1]**must / may** be waiting for somebody important. I'm certain.

Anya I've no idea who they're waiting for. I suppose it [2]**must / might** be a politician.

Jared Well, whoever they're waiting for [3]**must / could** have done something newsworthy. Otherwise, why would they be there?

Anya I don't know, but it [4]**might not / can't** be easy to have all those photographers right in front of you. I'd hate that.

Jared I guess maybe they [5]**could / must** be outside a cinema where a film star is about to appear.

Anya Well, the person they want to photograph [6]**has to / may** be worth the wait. Look at all that equipment!

Jared But they [7]**might have / can't** set it all up as a distraction. We didn't think of that, did we?

Anya True. Maybe there's actually nothing going on!

2 **Complete each gap with the correct modal verb and verb below.**

■ can't ■ could ■ may ■ may not ■ might ■ must have

■ change ■ find out ■ receive ■ recognize ■ see ■ worry

What's in a name?

You [1]_____ the name Santiago Baez because he isn't a household name. However, his photographs of celebrities are a familiar sight in our tabloid newspapers. Just about everybody in the country [2]_____ one of Santiago's photographs in a newspaper during the past ten years. Sometimes he [3]_____ information about a story from celebrities themselves and he has to head off immediately to a specific location. On other occasions, he [4]_____ where a celebrity is from taxi drivers or shop and restaurant workers he knows. Unfortunately, a lot of the pictures he takes are not worth much. However, Baez is very aware that he [5]_____ about the shots that didn't make it. He knows one photo of a wedding or an unexpected moment [6]_____ everything for him and make his fortune. Watch this space …

3 **Complete the text with the words below.**

■ almost sure ■ bound to ■ like ■ may ■ must ■ possible ■ probably ■ safe

Login

Good news!

Welcome | Top stories | People | Subscribe

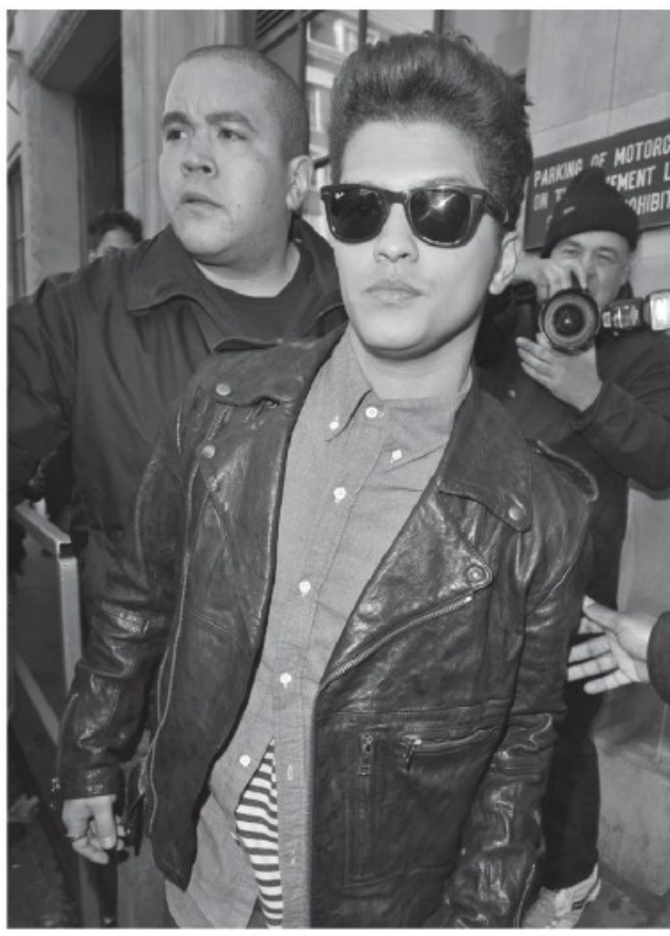
Good news scrolling

You have most [1]_____ not heard of Geri Weis-Corbley before. She is the editor and founder of GNN – the Good News Network. In fact, it's [2]_____ to say that she still isn't a household name after almost 30 years of promoting good news stories. Geri felt that there [3]_____ be good news out there and so she decided to seek it out. In 1997, her ideas about news stories that people wanted to read [4]_____ have been very different from other news and media outlets, but she was determined to stop people doomscrolling – reading bad news all the time. Without social media, she set up a good news website. GNN now gets millions of clicks every month. When a good news story looks [5]_____ it's not going to make the main headlines, Geri and her team get to work.

The need for good news and the popularity of sites like GNN are [6]_____ grow even more in the coming years. It's almost certain that we will increasingly rely on people like Geri for our good news in the future. So, it's [7]_____ that from now on there won't be any more doomscrolling, only good news scrolling. I'm [8]_____ that will happen! What do you think?

4 **TASK** **Look at the photo. Speculate about the questions below.**

1 Who do you think took the photo?
2 Where, when and how was it taken?
3 Who do you think the people are in the photo?
4 Why did the photographer take this photo?
5 How did the person feel? How do you know?



Listening, vocabulary and speaking

Insight Idioms with *in* and *out*

1 Complete the idioms with *in* or *out*. Then match sentences 1–8 to sentences a–h which show their meaning.

1 Carrie loves being _____ the limelight, so she's working on a TV news channel. _____
2 These reports are good and they're _____ step with the policy of the news agency. _____
3 The journalists went _____ on a limb when they reported on government corruption. _____
4 Promotion is _____ the offing for a few of the new reporters. _____
5 I feel a bit _____ of my depth in my new job at the news agency. _____
6 They're _____ their element working on the new story. _____
7 Your reaction to that news story was _____ of character. Are you OK? _____
8 I'm _____ of favour with my boss at the moment. _____

a You don't usually behave in that way.
b They'll all be promoted soon.
c It's too difficult and I'm not sure what I'm doing.
d She enjoys getting a lot of interest and attention.
e They have the same ideas as we believe in here.
f They risked their careers because nobody would support them.
g My boss isn't happy with me just now.
h They are really enjoying working on the new story.

Reaching an agreement

2 Look at the two photos and answer the questions.

1 Who do you think took the photos? Why do you think they might have taken them?
2 Would you consider uploading one of these photos to your own website or blog, or sharing it on social media? If so, which one would you choose and why?
3 How do you think your friends would react to the photo?



3 6.01 Kara, Dylan and Adil run a website called *Weird and Wonderful*. Listen to the dialogue and answer the questions.

1 Which photo in exercise 2 do they each prefer: A or B?
Kara: _____ **Dylan:** _____ **Adil:** _____
2 Which photo do they decide to use?

4 6.01 Look at the phrases from the dialogue. Tick the ones that Kara uses. Listen again and check.

1 We might as well ….
2 Let's go with it.
3 So, do we all agree … ?
4 In other words ….
5 I'm just saying that ….
6 Hang on a minute. Are you saying that … ?
7 It ticks a lot of boxes.
8 I didn't mean that exactly ….
9 We could include ….
10 Which one is it going to be then?
11 Let's go for the one you both prefer.

5 Match phrases 1–11 in exercise 4 to categories A–D.

A Commenting and suggesting: _____, _____
B Agreeing on a choice: _____, _____, _____
C Restating a point of view: _____, _____, _____, _____
D Making a decision as a group: _____, _____

6 TASK Work in pairs or small groups. Look at the three wildlife photos. Answer the questions.

1 Which photo would you upload to *Weird and Wonderful*? Which two would you not use?
2 What are the reasons for your choices? Explain and give your reasons using the phrases in exercise 4.



Vocabulary and grammar

Insight Noun collocations

1 Choose the correct answers.

1 In the 1920s, some documentary makers used _____ scenes, filming their own versions of real events with actors.
a staged **b** acted **c** presented

2 _____ cameras were used as early as 1925 but did not enter mainstream cinema until the 1960s.
a Musical **b** Award-winning **c** Handheld

3 Documentaries that deal with _____ issues have become more popular recently.
a staged **b** real-life **c** musical

4 A lot of actors earn money by doing voice- _____ for TV adverts.
a stories **b** overs **c** scenes

5 _____ scores can make documentaries more dramatic and interesting.
a Musical **b** Final **c** Adventure

Vocabulary extra Film-making

2 Match the sentence halves.

1 A director tells _____
2 An audio engineer records _____
3 A voice-over is _____
4 A stuntman or stuntwoman performs _____
5 A scriptwriter produces _____
6 A costume designer makes _____

a narration spoken by someone you don't see on the screen.
b actors how to play their parts.
c a film's screenplay.
d clothes and props for the film.
e the dangerous actions in a film.
f actors' voices, sound effects and music.

Emphasis and inversion

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than three words.

1 The detective took a lot of photographs at the crime scene.
What the detective _____ a lot of photographs at the crime scene.

2 Reggie only ever talked about himself.
All Reggie ever did _____ himself.

3 The documentary revealed that the media tycoon was corrupt.
It _____ that revealed the media tycoon's corruption.

4 Ozan watched a film last Sunday.
Last Sunday, what Ozan _____ a film.

5 Safiya took the winning photograph.
It _____ took the winning photograph.

4 Rewrite the second sentence so that it has a similar meaning to the first sentence.

1 The newsroom has hardly ever been as busy as it is today.
Rarely _____.

2 We had only just sat down when the editor broke the news.
Hardly _____.

3 I have rarely heard such a good musical score.
Seldom _____.

4 Film director Chloé Zhao has won an Oscar for best director; she has also won one for best picture.
Not only _____.

5 We haven't read such good news before on a website.
Never _____.

6 The film was only released in certain countries.
What happened _____.

5 Choose the correct answers.

The invisible woman

[1]**Not only / Hardly / Seldom / How often** was Alice Guy-Blaché the first female film director, but she was also the first person to use a film to tell a story. She made her first film in 1896 and although it was only 60 seconds long it would mark the start of her brilliant career. [2]**What / All / That / It** was her first job as secretary for the inventor Léon Gaumont that led her to become a director, script[3]**writer / engineer / designer / play** and actor in a few films. She was soon promoted to the position of head of film production. She then moved to the USA and became the first woman to create and run a film studio – Solax. She may even have invented an early version of the music video in 1905! [4]**What / All / That / It** was her 1906 film, *The Consequences of Feminism*, that challenged real-[5]**score / winning / life / held** issues like gender roles that are still being discussed today. In 2019, a two-hour feature documentary, *Be Natural*, was released which includes a voice- [6]**over / through / under / above** from Jodie Foster about Guy-Blaché's influential life. [7]**That / What / It / Often** she achieved was incredible – for at least ten years she was the only female film director and during her lifetime she produced more than 1,000 films.



6 TASK Research another female film director. Write a short text about them. Choose from the directors below or research your own.

- Kathryn Bigelow
- Sofia Coppola
- Ava DuVernay
- Ida Lupino
- Chloé Zhao

1 Read the article and match headings 1–6 to paragraphs A–F.

1 Opportunity
2 Collaboration
3 Legacy
4 Adventure
5 Background
6 Danger

2 Read the article again. Choose the correct answers.

1 According to the article, Gerda Taro
- **a** had always wanted to be a war photographer.
- **b** took a huge number of photos during her life.
- **c** was an influential figure in war photography.
- **d** began her career in Germany.

2 When she lived in Leipzig, she
- **a** enjoyed being part of a changing political situation.
- **b** decided she wanted to move to Paris to be more active politically.
- **c** met other intellectual and political exiles like herself.
- **d** had strong political views but had to promote them secretly.

3 If Ruth Cerf hadn't shared a room with Gerda, Gerda would
- **a** have become a photographer anyway.
- **b** never have met Endre Friedmann.
- **c** not have spoken French.
- **d** not have had any German friends.

4 Gerda and Endre worked together to
- **a** sell his photos in Paris.
- **b** try and become successful photographers.
- **c** buy and sell camera films to make money.
- **d** help other exiles and immigrants in Paris.

5 Capa and Taro
- **a** almost did not make it to Spain to document the Civil War.
- **b** had a lot of adventures together before they arrived in Barcelona in 1936.
- **c** knew their change of name would help them get to Spain.
- **d** sold more photos in Spain because they had changed their names.

6 Gerda Taro
- **a** was allowed to move between France and Spain freely during the Civil War.
- **b** lost her camera during one of the Spanish Civil War's largest battles.
- **c** never stopped taking photos even when she was in personal danger.
- **d** was seriously injured when a bomb exploded above her head.

The life and times of

Gerda Taro

A _____

Gerda Taro (born Gerta Pohorylle) was the first photojournalist to lose her life whilst doing her job on the frontline. Already an established war photographer, her contribution to photojournalism is notable, not because it was prolific, but rather because her images are memorable and haunting. Her desire to bear witness to the distress and hardship of the Spanish Civil War had a massive impact on the history of war photography. So much so that on the day of her funeral in 1937, the streets of Paris were lined with people who had come to pay their respects to the 26-year-old.

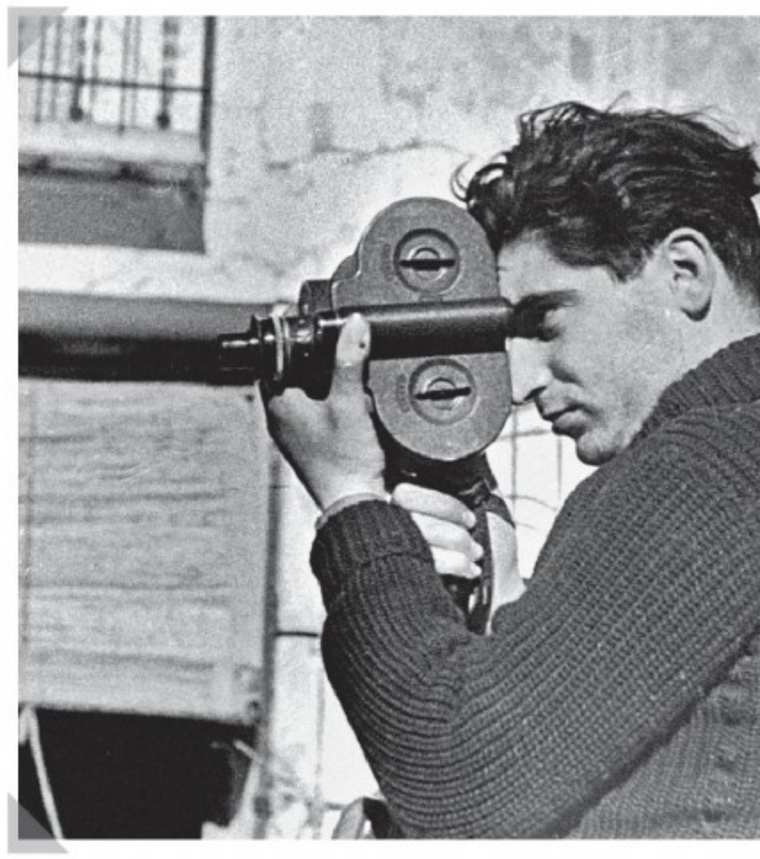
B _____

Having grown up and been educated in Stuttgart, Germany, Gerda and her family made the 300-mile journey north to Leipzig in search of better opportunities. It was here that Gerda became more politically aware: she was disturbed by the situation in the country and decided to do something about. On many occasions she left home after dark to hand out leaflets criticizing the far right. This kind of undercover behaviour led to her arrest in 1933. The police believed she was involved in a plot to overthrow Hitler. As a result, fleeing to Paris was her safest option. But she never stopped fighting for what she believed in.

C _____

Gerda could speak French well, she soon found work in Paris and had a large network of German friends. One day, through her roommate, Ruth Cerf, she met a Hungarian man called Endre Friedmann. A successful photographer, he was, like Gerda, one of the many political and intellectual exiles in the city. The chance meeting was to be the start of a new chapter in her life. Gerda was captivated by Friedmann's work. She started to learn about photography and the business of photojournalism and soon found herself working and living alongside him.





D _____

Gerda and Endre made a great team and things were looking good for the pair who worked well together and at times appeared inseparable. They wanted to start new lives while also staying true to their beliefs. But in an industry where competition was fierce and in a city that was quickly becoming the European capital of photojournalism, work was hard to come by. In need of money, Friedmann would at times sell his camera only to later buy it back. And so, in order to gain attention in the business and to distance themselves from their background as foreign exiles, the pair decided to change their names. From now on they would be known as Robert Capa and Gerda Taro.

E _____

This had the desired effect and they soon gained a reputation as photographers who would go to any lengths to get a great shot. Capa's photographic career took off in Paris, with his photos selling for three times more than Friedmann's. In 1936, Capa and Taro left France for Spain in a quest to document the tragedy and heartbreak of the Civil War. Their adventure was cut short almost as soon as it had begun when the plane flying them to Barcelona crash-landed just outside the city. But on 5 August 1936, the couple arrived in Barcelona and immediately started taking photos of the disorder and chaos around them.

F _____

At that time, journalists were banned from travelling to the front lines of the Civil War, but this did not stop Taro. It was at this point that she began to establish her own reputation as a photographer. She travelled back and forth, shooting photos that showed a mixture of humanity, political commitment and an understanding of the power of photography. In late July 1937, she found herself in Brunete – the scene of one of the biggest battles of the Civil War – with bombs falling all around her. Even then she continued taking photos, often holding her camera above her head to capture a shot. She escaped and managed to get a lift in a car, but the car was hit by a tank and Taro was badly injured. She died the following morning. Her last words were, 'Did they take care of my camera?' Sadly, those final photos were never found.





3 Study the highlighted words and phrases in the article and match them to the definitions 1–8.

1 extremely intense
2 producing many works
3 a long search for something
4 very close and together all the time
5 beautiful, sad or frightening
6 to provide evidence of the truth of something
7 to photograph somebody or something
8 interested in and knowing about politics, and thinking it is important

4 Complete the sentences with the words in exercise 3.

1 She's published over 25 books. She's a _____ writer.
2 The _____ music in the film created the atmosphere of the war perfectly.
3 All the photos in the exhibition _____ to her success as a photographer.
4 The twins were _____. They did everything together.
5 There was _____ competition for the job, but Lydia got it.
6 The citizen journalist was able to _____ the whole incident on her mobile.
7 Young people today are much more _____ than we were when we were young. They know exactly what they think of politicians.
8 Nothing will stop the journalists in their _____ for the truth.

5 TASK Look at these famous photos. Answer the questions for each.

1 What does the photo show?
2 When do you think it was taken?
3 How would you describe it? Use at least three adjectives.





Writing An article

1 **Complete the article with the words above each paragraph.**

Join | Login | Contact | Search

NEWS TOPICS BLOGS OPINIONS COMMENTS

News or entertainment?

(98 comments)

A ■ worryingly ■ undoubtedly

According to a recent study, 4.6 billion people around the world now use social media. On a positive note, social media is [1]_____ one of the most significant methods that young people use to keep up to date with music, entertainment and dance trends. [2]_____, however, there is a recent tendency for social media platforms to be seen as reliable sources of news. Personally, I think this is dangerous, and that it's preferable to find out what's going on in the real world using other sources.

B ■ in reality ■ theoretically

As more and more journalists are tuning in to deliver the news via social media, often with pop songs playing in the background, they are finding a new audience. News outlets are beginning to repurpose popular TV videos and then post them on social media. [3]_____, social media platforms allow everybody a voice and allow information to be shared freely. [4]_____, what happens is that an algorithm controls the posts that you see, and gives you more and more of the content that it 'thinks' you like. This means that people end up only seeing news stories that reinforce what they already believe – they end up living in a bubble. In my opinion, the best way of keeping up with the news is to use a reliable news website or print newspapers.

C ■ presumably ■ distressingly ■ in all honesty

Sadly and [5]_____, in my opinion, users seem unaware – or probably do not care – that they are being manipulated. Social media gives broadcasters licence to post things in a way they would not do on TV or the radio. [6]_____ they think it's a clever way to increase their audience. [7]_____, I would not want myself or anyone I know to rely solely on a three-minute video to keep me informed of the latest headlines. In short, social media is a place for entertainment; it is not the place to break big news stories – so let's go elsewhere for our news.

2 **Read the article again. Does the writer support or oppose using TikTok to follow the news?**

3 **Rewrite the second sentence so that it has a similar meaning to the first sentence.**

1 In the days before social media, people only read stories that newspaper owners wanted them to read.
All _____.

2 A lot of people follow what their favourite commentators or celebrities say about breaking news.
What _____.

3 You can watch a breaking news story on TV and also follow comments about the event online.
Not only _____.

4 Young people haven't been able to share their views instantly on current events before.
Never _____.

5 In my opinion, the best thing about TikTok is that it delivers short news videos.
By far _____.

6 You can hear about news that isn't covered in newspapers or on TV, and some good songs.
What _____.

Writing guide

■ **TASK** **Write an opinion article in favour of using social networking sites as a way of keeping up with breaking news.**

■ **PLAN 1** **Think about your own ideas and unusual angles on the topic, any facts and opinions that the reader may not have considered, and your own arguments.**

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

Paragraph 1: State the topic and main purpose of your article. Outline your main ideas.
Paragraph 2: Present your first point.
Paragraph 3: Present your second point.
Paragraph 4: Restate the main points you have covered.

■ **WRITE** **Write your article.**

■ **REVIEW** **Check the following points.**

- Have you followed the paragraph structure?
- Is the topic clearly stated?
- Have you used a variety of language and phrases to emphasize your point?
- Have you checked grammar, vocabulary, punctuation and spelling?

U6 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 6A	Mark
I can predict what each section of a text will be about.	
I can recognize and use collocations related to journalism.	
I can identify and analyse key words and phrases in a text.	
How can I improve?	

Lesson 6B	Mark
I can use modals to speculate about the past, present and future.	
I can predict the content of a listening text from photos.	
How can I improve?	

Lesson 6C	Mark
I can identify information said by different speakers in a discussion.	
I can recognize and use idioms with *in* and *out*.	
I can use phrases to comment, restate views and agree in a discussion.	
How can I improve?	

Lesson 6D	Mark
I can understand how paragraphs fit into the structure of a text.	
I can recognize and use common collocations related to film-making.	
I can use different structures to create emphasis.	
How can I improve?	

Lesson 6E	Mark
I can write an opinion article.	
I can use emphasis to highlight important points in an article.	
I can use discourse markers to make my writing more fluent.	
How can I improve?	

Action plan

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

7 Once in a lifetime

Vocabulary

Insight Phrasal verbs with *off*

1 Complete the sentences with the verbs below.

cross ■ fight ■ pay ■ put ■ set ■ wear

1 All your hard work will certainly _____ off if you get the grades you need.
2 When we _____ off on our round-the-world trip, we were very excited about all the places we would visit.
3 I've got a list of things I want to do. When I _____ off something I've done, I add something else!
4 The effect of the vaccine may _____ off after six months, so we might need another one.
5 Don't _____ off your homework – do it today.
6 If our bodies can _____ off diseases and infections, we don't need medicine or vaccinations.

Insight Phrases with *life*

2 Rewrite the parts of the sentences in bold using an idiom which contains the word in brackets.

1 In her twenties, Anya was **at an age when she felt at her best**.
In her twenties, Anya was _____. (prime)
2 When climbing Mount Everest, staying warm is **a very urgent and important issue**.
When climbing Mount Everest, staying warm is _____. (matter)
3 I can't believe she survived a plane crash, a civil war and a car crash – she was **very lucky**.
I can't believe she survived a plane crash, a civil war and a car crash – she _____. (charmed)
4 The people in my yoga class come **from a lot of different backgrounds**.
The people in my yoga class come from _____. (walk)
5 Starting a family was **an important event in their life**.
Starting a family was a _____. (milestone)
6 Emil **brought ideas and energy to** the project.
Emil _____ the project. (breathed)
7 Do these tinned products **last a long time**?
Do these tinned products have a long _____? (shelf)

Vocabulary extra Phrases with *time*

3 Choose the correct answers.

1 Summer will be over **in next to no time / at the best of times / at the same time** and we'll be back at school before we know it!
2 During the holidays, I worked **all the time / ahead of time / before my time** so I didn't feel I had a break.
3 The economy is looking strong **at one time / from time to time / for the time being**, so everyone is feeling optimistic.
4 Sergio split up with Carla ages ago, but, **in the course of time / from time to time / ahead of time**, he still thinks about her.
5 My car is very old and it's pretty slow **in the nick of time / at the best of times / at the same time**, but I always get to places in the end!
6 The Beatles were **before my time / behind the times / at one time**, but I know all their songs.

4 Complete the text with one word in each gap.

Immortality is a common theme in literature and films. This week we're looking at immortality through Wolverine's eyes.

Wolverine is best known for his ability to [1]_____ off enemies using the three claws he has on each hand, or sometimes he rescues people in the [2]_____ of time before disaster. At [3]_____ time, with the other mutants and the X-Men, he seemed immortal. However, in the series *Logan*, we can clearly see that in the [4]_____ of time, his superpowers have gradually started to [5]_____ off, the X-Men no longer exist as a group and he is certainly not in the [6]_____ of life. At the [7]_____ time, he starts to age physically and has to take up a job as a chauffeur while looking after Charles Xavier, his mentor. Is it time for Wolverine to die?



5 TASK Think of an example for each of the things below. Then describe what you remember about them.

1 an important milestone in your life
2 something you put off doing but then regretted it
3 a place that you used to visit from time to time
4 something you managed to do in the nick of time
5 a type of music or an actor you like that was popular before your time
6 a difficult decision you took or choice you made that paid off

Grammar

Conditionals

1 Complete the sentences with the correct form of the words in brackets. Use the second or third conditional forms.

1 We're going to have lunch outdoors today. We _____ (eat) indoors if it _____ (not be) sunny.
2 We got to the party on time. We _____ (arrive) really late if we _____ (not get) a taxi.
3 Milo the puppy knocked over an expensive vase but luckily the vase was OK. It _____ (smash) to pieces if I _____ (not catch) it.
4 I had a lucky escape when I fell off my bike. I _____ (be) hurt if I _____ (not wear) a helmet.
5 Diego won first prize in the writing competition. If we _____ (not persuade) him to enter, he _____ (not win)!
6 Priti doesn't have time to go out much because she's always working. She _____ (meet) us more often if she _____ (have) more time.
7 We're sorry, but we can't help organize the party later. If we _____ (not be) busy, we _____ (help).
8 The winner was delighted with the result of the race. She _____ (not feel) so happy if she _____ (not finish) first!

Mixed conditionals

2 Rewrite the second sentence so that it has a similar meaning to the first sentence. Use mixed conditionals.

1 I'm not a lucky person, so I've never won anything in my life.
If I _____
_____

2 It is important. I called you while you were away.
If it _____
_____

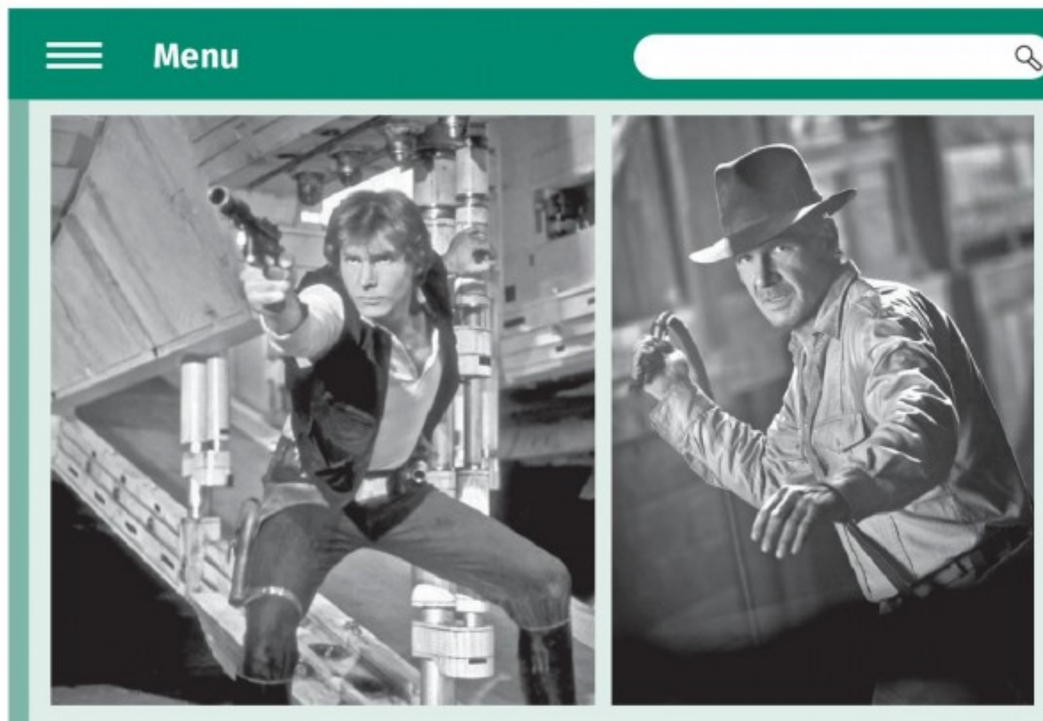
3 Jason and Laura are great cyclists; that's why they represented their country in the Olympics.
If Jason and Laura _____
_____

4 Adil won the baking competition. That's why he's so happy.
If Adil _____
_____

5 I can't go out tonight because I didn't get paid yesterday.
If I _____
_____

6 Anya and Emil are only here because you invited them.
If you _____
_____

3 Complete the text with the most suitable conditional form of the verbs in brackets.



A charmed life?

Harrison Ford is one of Hollywood's most famous and prolific film stars. He has appeared in numerous films, notably as the title character in the *Indiana Jones* series and as Han Solo in *Star Wars*. Perhaps these classic films [1]_____ (not be) so well known now if Harrison Ford [2]_____ (not star) in them. So, how did he get the parts?

At the start of his acting career, he had done a few small jobs, but he hadn't had any big breaks and wasn't making much money. Instead, he decided to learn how to be a carpenter.

Fred Roos, a friend of Ford's and also a casting director, asked him to build a door for him in the office of a film studio. If Roos [3]_____ (not know) that Ford was a carpenter and needed the money, he [4]_____ (might / ask) someone else. The day Ford was building the door, Roos knew George Lucas would also be in the office. Ford took a chance and auditioned for the part of Han Solo, and he got it!

So, it must have been easy for him to get the role of Indiana Jones. Not exactly. If George Lucas [5]_____ (have) a choice, he [6]_____ (choose) an actor called Tom Selleck to play Indiana Jones. However, Tom Selleck was already contracted for a different series of films. If Tom Selleck [7]_____ (not sign) that contract, he [8]_____ (accept) the part. Instead the role of Indiana Jones went to ... Harrison Ford! He never looked back.

So maybe if Harrison Ford [9]_____ (take up) carpentry, we [10]_____ (never hear) of him.

4 TASK Read the definition. Write about a lucky break you have had or that someone you know has had. Answer the questions.

lucky break (n) informal; a piece of good luck, especially one that leads to success

1 What was the lucky break?
2 What happened?
3 When did it happen?
4 What would have happened if you/they had not had a lucky break?

Listening, vocabulary and speaking

Insight The old and the young

1 Choose the adjective that best describes each person.

1 Maya has just moved out of her parents' home and is about to start her first job. She's not sure about what to do.
a inexperienced **b** youthful **c** elderly

2 Kaya has so much energy and enthusiasm. I think we should ask her to help us with the play.
a mature **b** vulnerable **c** dynamic

3 My grandfather is 93. He still does his own shopping and cooking, and he loves trying new things.
a supportive **b** self-reliant **c** over the hill

4 My aunt Daria is 60, but she's as busy and active as she was when in her twenties. She's amazing!
a long in the tooth **b** adolescent **c** youthful

5 Chidi is only 14, but he's very grown up for his age and can deal with things without much help.
a over the hill **b** independent **c** elderly

6 My uncle Ali knows a lot of things. He always gives me good advice and helps me out.
a wise **b** inexperienced **c** vulnerable

Vocabulary extra Words with *life*

2 Complete the headlines with the words below.

■ lifeboat ■ lifeguard ■ lifeless ■ lifelike ■ lifelong ■ lifesaver ■ lifespan ■ lifestyle

1 **_____ portraits of monarchy hailed as breathtaking in new exhibition**

2 **Research shows that the average human _____ is now 72.6 years**

3 **Wanted! _____ for local swimming pool this summer**

4 **_____ friends celebrate 70 years of friendship**

5 ***Croatian_____ rescues yacht and crew off Adriatic coast yesterday***

6 **Toddler described as_____ after calling emergency services when mother collapses**

7 **A healthy and active _____ directly linked to longer life, according to scientists**

8 **Film premiere: acting boring and rather _____**

Supporting and opposing statements, discussing hypothetical situations

3 Read the statement below. Do you agree? Why / why not?

> Young people are generally more selfish than their parents.



4 7.01 Listen to Ashu, Senyo and Nico discussing the statement in exercise 3. Answer the questions.

1 Which speakers generally agree with the statement?
2 What do the speakers think are the main reasons why teenagers today are selfish?

5 7.01 Listen again. Who makes the following points or suggestions: Ashu (A), Senyo (S) or Nico (N)? Circle the correct letter.

1 Teenagers are more independent than their parents were at the same age. **A / S / N**
2 Teenagers don't do jobs around the house in the way their parents once did. **A / S / N**
3 Teenagers can't avoid being influenced by society and the media. **A / S / N**
4 Teenagers are constantly using computers and mobile phones. **A / S / N**
5 Teenagers rarely find time to socialize with older family members. **A / S / N**
6 Although teenagers are selfish, it's not their fault. **A / S / N**

6 7.01 Who uses each phrase: Asha (A), Senyo (S) or Nico (N)? Listen again and check.

1 I totally support that idea. _____
2 What if …?
3 Exactly. I completely agree. _____
4 The main benefit that …. _____
5 The most obvious reason for this is …. _____
6 Even if …. _____
7 My main worry is …. _____
8 I see your point, but …. _____
9 What bothers me …. _____

7 Match phrases 1–9 in exercise 6 to categories A–D.

A Supporting a statement: _____, _____, _____
B Opposing a statement: _____, _____
C Discussing hypothetical situations: _____, _____
D Agreeing and disagreeing politely: _____, _____

8 TASK Read the statement below. Decide whether you agree or disagree with it. Think of ways of expressing your view.

> Children should be financially independent from the age of 18.

Vocabulary and grammar

Insight Analysing meaning

1 Look at the phrases from Robert Frost's poem 'The Road Not Taken'. Refer back to the poem on page 94 of the Student Book. Answer the questions.

1 *… long I stood …*
What does this mean? What does it tell us about the poet's state of mind?

_____

2 *In leaves no step had trodden black.*
What does this tell the reader about the path that the poet decides to take?

_____

3 *… that has made all the difference.*
What does *that* refer to? What has it made all the difference to?

_____

Unreal situations

2 Choose the correct answers.

1 Supposing it **snowed** / **had snowed** in the mountains later. The climbers could get into difficulties.
2 Although it was sunny, Anita took an umbrella with her. It was as though she **knew** / **had known** that it was going to rain.
3 We know you want to go out, but we'd sooner you **stayed** / **had stayed** at home with us this evening.
4 Suppose they **cancelled** / **had cancelled** the flight tomorrow. How would we get home?
5 Imagine you **didn't pass** / **hadn't passed** your final exams last summer. What would you be doing now?
6 I'd rather we **didn't play** / **hadn't played** tennis later. It's cold and wet and I'm exhausted.
7 Supposing we all **helped** / **had helped** to organize the party. It would take a lot less time.

3 Complete the dialogues with the correct form of the verbs in brackets.

1 A Supposing Yasmin _____ (post) that photo yesterday. How would you have felt about it?
B Not very happy.
2 A Why was Jordan so angry when we got back?
B I don't know but it was as though he _____ (wait) all day just to tell us what he thought.
3 A Soroush is refusing to talk to me again.
B Perhaps he'd rather you _____ (not be) in the flat all the time.
4 A Suppose we _____ (move) to California last month. Would it have been easier to do it then?
B Maybe. I guess we'll never know!
5 A Imagine you _____ (not go) on holiday last month.
B I know. I'd be so tired now!
6 A Simran is very outgoing and fun.
B He is, but imagine he _____ (live) with us all the time. It would be a nightmare!

4 Read the biographical details of Emma Stone's life. Complete the sentences with the correct form of the verbs in brackets.

1 Supposing Emma Stone _____ (stay) at school. She _____ (graduate).
2 Imagine she _____ (not convince) her parents. What would she _____ (do) now?
3 Suppose her parents _____ (not allow) her to move to LA; perhaps she _____ (not finish) her education.
4 Would Emma's mother rather she _____ (not move) to LA with her daughter?

Four things you didn't know about actor Emma Stone



- She left high school after one term at the age of 15.
- She gave a PowerPoint presentation to her parents about her future acting career.
- She convinced her parents to let her move to Los Angeles.
- Her mother moved to LA with her. Emma completed her education at home and acted at the same time.

5 Read the letter from a young adult to their younger self. Complete the letter with the correct form of the verbs in brackets.

A letter to my younger self

Dear Younger Self,

Imagine I [1]_____ (listen) to all the advice my parents gave me when I was a child and suppose I [2]_____ (act) on all that advice. Where [3]_____ (I / be) now?

Well, if I [4]_____ (do) what they told me to do then, I definitely [5]_____ (fulfil) all their wishes. But that wasn't what I wanted. I'd rather I [6]_____ (be) honest and true to myself rather than do what other people thought was best for me.

If I [7]_____ (follow) my parents' advice, I [8]_____ (not learn) from my own mistakes. I [9]_____ (not be) the person I am today. I certainly [10]_____ (not have) all the experiences I've had so far. I'd probably be living near them and still going out with lifelong friends from primary school. Not a bad life, just a different life. In truth, I'd rather I [11]_____ (be) the strong-minded, independent young adult I see before me now than the person they wanted me to be.

6 TASK Write a letter to your younger self. What would you say about your life choices so far? Think about:

- life's journey.
- identity.
- community.
- influences.

Reading

1 Read the quotes by famous Americans. Decide which of them you agree with and why.

1
> Diligence is the mother of good luck.

Benjamin Franklin (18th-century politician)

2
> The amount of good luck coming your way depends on your willingness to act.

Barbara Sher (author, speaker and lifestyle coach)

3
> Here's the thing about luck ... you don't know if it's good or bad until you have some perspective.

Alice Hoffman (novelist)

4
> Shallow men believe in luck. Strong men believe in cause and effect.

Ralph Waldo Emerson (19th-century poet)

2 Read the article. Match opening sentences A–E to paragraphs 1–5.

A A world without luck would be a world without many of the great scientific breakthroughs that have been made in history.

B The psychologist Professor Richard Wiseman, who wrote the book *The Luck Factor*, goes further.

C Imagine a world in which there was no such thing as luck or chance.

D As we have seen, everybody has lucky breaks, but not everybody spots them.

E Psychologists are fascinated by these stories of outrageous good fortune.

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

1 We're lucky to live in a world where luck plays a part.
2 Fleming's discovery of penicillin was mostly down to good fortune.
3 Both Percy Spencer and Patricia Billings invented something while working on something else.
4 Researchers at University College London analysed their own experiences and found patterns that suggested human beings respond differently to luck.
5 In Wiseman's newspaper experiment, unlucky people usually spent longer counting pictures.
6 There is a link between sociability and good fortune, according to Wiseman.
7 If you want to be lucky in life, it's better to trust the judgement of experienced others rather than rely on your own feelings.
8 In Wiseman's opinion, sometimes, what might seem to be unlucky may actually not be so bad.



MAKING OUR OWN LUCK

serendipity (n): a chance encounter or accident that leads to a happy – sometimes life-changing – conclusion

1 _____ It would be a world in which nothing unexpected ever happened. In truth, of course, we live in a world of lucky accidents, and it's fortunate that we do. Without the flukes, coincidences and accidents that make up our daily lives, the world would be dull and predictable. Suppose, also, that we lived in a world in which you could not make your own luck, a world in which we had to accept the hand dealt to us by chance. That would be a frightening and chaotic world. Fortunately, as we shall see, that isn't true either. We live in a world of luck, but one that we can shape and change if we have the right mindset.

2 _____ That's because lucky accidents, or moments of 'serendipity', have given us hundreds of inventions and discoveries. If Alexander Fleming hadn't accidentally allowed mould to grow in a dish in his laboratory, he wouldn't have discovered penicillin, a cure for bacterial diseases. If Percy Spencer hadn't noticed that a chocolate bar in his pocket melted when he stood next to a radar transmitter, he would have never invented the microwave oven. And if one of the sculptures belonging to the sculptor and artist Patricia Billings hadn't smashed, she wouldn't have started trying to create different materials to make her sculptures unbreakable. The result was Geobond – a material that is fireproof and almost indestructible.

3 _____ Consequently, they have been carrying out research into why some people seem to lead charmed lives while others are unhappy with their lot in life. A research team at University College London recently asked people to post their own good luck stories on the team's website, which they then investigated to find patterns amongst the stories. What they found was that while most of us experience moments of good fortune, not all of us recognize and act on the opportunities they give us. Lucky people,



who always seem to be in the right place at the right time, are really good at seizing the moment. So, while Fleming, Spencer and Billings were lucky that accidents gave them ideas, what was important was that they took advantage of those ideas and turned them into important discoveries and inventions.

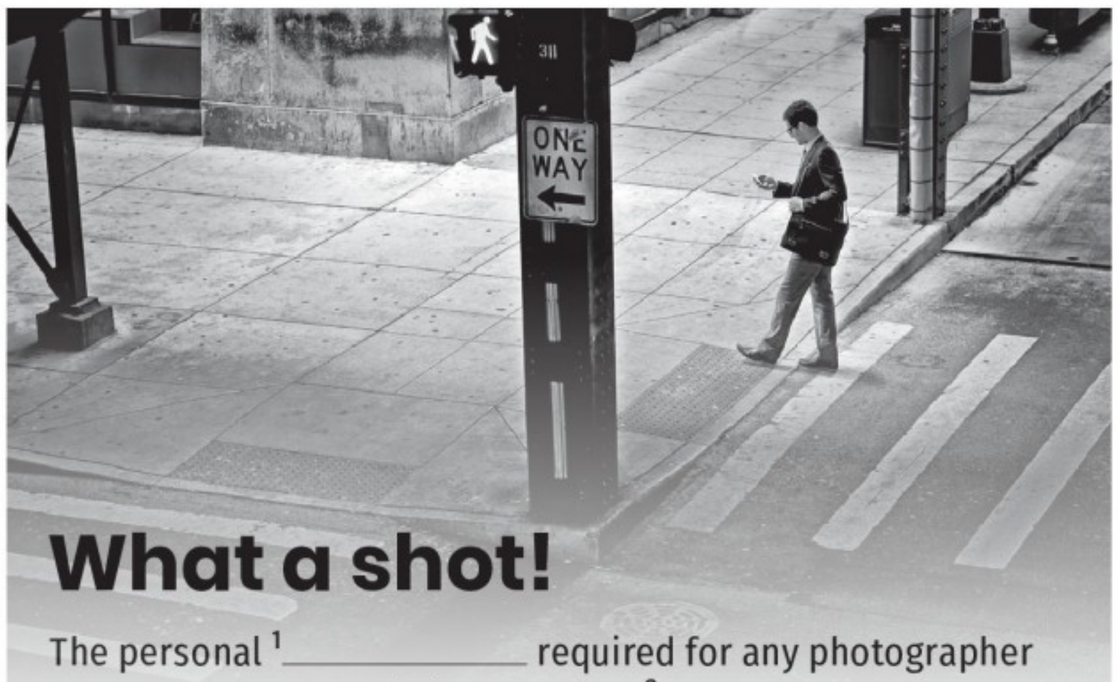
4 _____ His studies show that luck is as much a state of mind as an uncontrollable quality. In other words, if we think we're lucky, we are lucky. In one experiment, Professor Wiseman asked people to say whether they thought they were lucky or not. Then he asked them to count the number of photographs in a newspaper. About halfway through, an advertisement read: *Stop counting. There are 43 photographs in this newspaper!* Remarkably, people who thought they were lucky were much more likely to spot the advertisement and stop counting. What this revealed was that 'lucky' people have a different mindset from 'unlucky' people. In his book, Professor Wiseman argues that lucky people are very relaxed and open to new ideas whereas unlucky people are often stressed and concerned with failure. The personal attributes that lucky people have make them lucky. That's because it's only by trying new things and noticing the unexpected that luck comes your way, and it's only by being outgoing and optimistic that you find yourself in situations where lucky things happen.

5 _____ So what should we do if we want to maximize our luck? Professor Wiseman suggests that we should, first of all, be open to new experiences; secondly, we should listen to our own hunches, as it is often our own intuition that tells us whether an opportunity is a good one or not; and thirdly, we should be positive and optimistic at all times. He also encourages people to make the best of their luck, good or bad. The power of positive thinking can transform the way we see our luck and our lives. So, be lucky, and remember that luck is everywhere, and you have the power to shape it.

4 Study the highlighted words in the article. Then complete the sentences with the correct form of the highlighted words.

1 If you have a positive _____, you can achieve anything! Just think positive!
2 Some people are never satisfied with their _____ in life. They always want something better.
3 There is a clear _____ to the way young children develop. It follows a regular path.
4 I didn't intend to score a goal when I kicked the ball. It was a _____.
5 Life hadn't dealt them a great _____. However, they made the most of the opportunities they had.
6 I had a _____ that Ivan would be a good person to go on holiday with. And we had a great time!
7 Maya's most positive _____ is her optimism.

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



What a shot!

The personal [1]_____ required for any photographer are perseverance and also a patient [2]_____ in order to prepare for the rare moments when amazing things happen, often by chance. Sometimes, however, all they need to do is be in the right place at the right time. For example, street photographer Motsi Obutse was sitting on the top deck of a bus one evening when she saw a man crossing the road. She pointed her smartphone out of the window and hoped for the best. Obutse said that she had had a [3]_____ that the photo would come out well, but she hadn't anticipated just how well the whole shot would work. However, it's not every photographer's [4]_____ in life to capture such a perfect photo. Luck dealt her a helping [5]_____, especially because at the time, she hadn't noticed the arrow on a sign pointing in the same direction as the man was walking, or the pedestrian crossing sign. 'I was just concentrating on the man looking at his phone,' she said. 'Capturing all three together was a complete [6]_____. I suppose it might be one of my best shots yet!'

6 TASK Read the quote below and discuss the questions.

> Luck is believing you are lucky.
>
> Tennessee Williams (American playwright and screenwriter)

1 To what extent does this quote reflect the view of the writer in the article about serendipity?
2 In your opinion, what factors affect whether a person is lucky in life or not?

Writing An opinion essay

Making comparisons

1 Rewrite the sentences using the phrases in brackets.

1 I've never met a wealthier person than my uncle Max. (such … as)

2 People with less money get exactly the same amount of fun out of life as the super-rich. (just as much)

3 If you can buy more things, you are going to be happier. (The more …, the happier …)

4 As you get older, being fit and healthy is of increasing importance. (more and more)

5 People with a lot of money are less motivated to work hard than people who don't have much money. (not so … as)

6 Good health and good friends are much more important than money. (far less)

2 Read the four opinion essay topics. Do you agree or disagree with them? Why?

1 The lives of lucky people are no more interesting than anybody else's.
2 The harder you work, the luckier you get.
3 Being lucky in life is more important than working hard.
4 High achievers are just luckier than the rest of us.

3 Read the opinion essay. Which topic in exercise 2 is it answering?

Some people seem to be luckier than others. [1]They get much better qualifications, jobs and opportunities. They also do more exciting things in their lives. In my opinion, however, successful people are not just lucky. Working hard and showing a lot of perseverance plays a large part in doing well in life.

Firstly, I think that the more effort you put into doing something, the more you get out of it. [2]It takes effort to play a musical instrument, be good at sport and even make friends. But all that hard work can lead to opportunities. For example, it can lead to being in a band, or playing for a team. Rock stars and sports stars are not just lucky. I suspect that nobody at Emma Raducanu's school practised their tennis skills as much as Raducanu did herself.

Secondly, working hard to learn a new skill makes you feel lucky. [3]It makes you feel good about yourself and your life. You become a confident and optimistic person, and research shows that positive people feel luckier. [4]They are less likely to miss opportunities in life, feel negative when things go wrong, or give up when something is difficult to do.

In conclusion, although everybody needs breaks in life, the chances of enjoying that luck are far higher when you put in time, effort and perseverance. Working hard does not guarantee luck in life, but it makes your chances of being lucky much greater than those who are lazy or demotivated.

4 Follow the instructions below to rewrite the underlined sentences in the essay in a more persuasive way.

1 Repeat key words and ideas to create emphasis in this sentence.

2 Put information you want to emphasize at the beginning of this sentence.

3 Repeat key words and ideas to create emphasis in this sentence.

4 Use three sentences instead of one to create emphasis.

Writing guide

■ **TASK Write an opinion essay on the topic below.**

> 'The more money you have, the happier you are.' Do you agree?

■ **PLAN 1 Make notes on the following.**

- The ideas in exercise 1.
- Your opinion and whether you agree or disagree.
- Other ideas to support your opinion.

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

Paragraph 1: State the topic of the essay and give your point of view.
Paragraph 2: Introduce the first argument to support your opinion.
Paragraph 3: Introduce a second argument to support your opinion.
Paragraph 4: Sum up any arguments against your opinion.
Paragraph 5: Summarize and restate your opinion.

■ **WRITE Write your opinion essay.**

■ **REVIEW Check the following points.**

- Have you stated your opinion in the introduction and the conclusion?
- Have you used persuasive language?
- Have you made comparisons to illustrate your point of view?
- Have you checked grammar, vocabulary, punctuation and spelling?

U7 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 7A	Mark
I can summarize a text.	
I can identify the main idea in a paragraph.	
I can use phrasal verbs with *off* and phrases with *life*.	
How can I improve?	

Lesson 7B	Mark
I can identify specific information in a podcast about a lucky person's life.	
I can use conditionals and mixed conditionals to describe unreal or unlikely situations.	
How can I improve?	

Lesson 7C	Mark
I can identify specific information in a podcast.	
I can use words and phrases to describe the old and the young.	
I can support and oppose statements in a discussion.	
How can I improve?	

Lesson 7D	Mark
I can analyse and understand a poem.	
I can use a range of structures to talk about unreal situations.	
How can I improve?	

Lesson 7E	Mark
I can write an opinion essay.	
I can use different techniques to make my writing persuasive.	
I can use a range of words and phrases to write about similarities and differences.	
How can I improve?	

Action plan

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

8 Food for thought

Vocabulary

Insight Synonyms: intensity

1 Replace the phrases in italics in the text with the synonyms below.

- banned
- brutal
- countless
- critical
- distressing
- massive
- struggling

Home > Visit > History > The story behind your eggs

OPINIONS



THE STORY BEHIND YOUR EGGS

Battery farming is an intensive form of egg farming where chickens are kept in small cages under artificial lights with very little space. It is incredibly *upsetting* [1]_____ for any bird to be prevented from nesting, moving around and cleaning itself, and often *having great difficulty* [2]_____ with their breathing. The only thing that battery chickens are allowed to do is lay *a huge number of* [3]_____ eggs. Many organizations, such as The Humane League, believe that this is a *very cruel* [4]_____ crime and have campaigned against the use of battery cages for many years. Since 2012, many types of battery cages have been *made illegal* [5]_____ by EU laws which state that birds may only be kept in cages which have 750 cm^2 or more of space for the chicken to move around in. However, cage farming overall is still legal and chickens continue to suffer and die on battery farms. These innocent creatures are caught up in a *huge* [6]_____ commercial operation. In my opinion, this terrible practice should be stopped and it is *really important* [7]_____ that action is taken now. Where do you stand?

Insight Prepositions

2 Complete the sentences with the correct preposition.

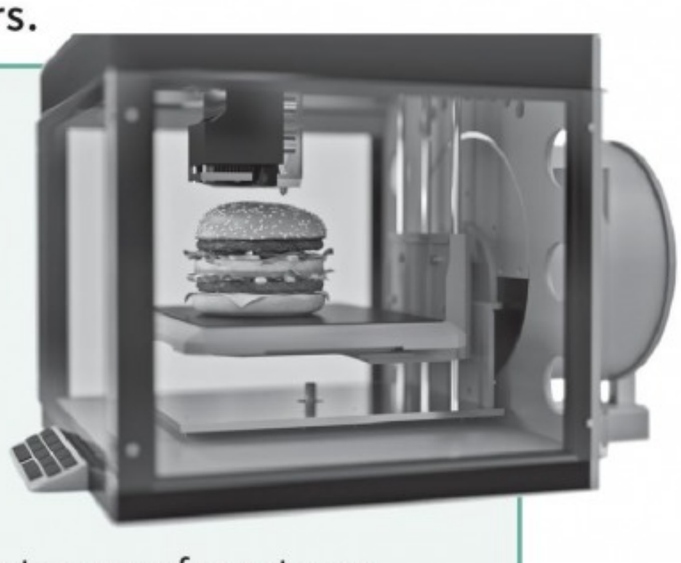
1 Should farmers be threatened _____ prison if they don't care for their animals properly?
2 Most vegans see eating meat and dairy products as an attack _____ animal welfare.
3 Thanks _____ recent research, we are able to grow crops which are less likely to get diseases.
4 A move to a meat-free diet can result _____ greater health benefits than at first thought.
5 The idea behind genetically modified crops is based _____ the principles of genetic engineering.
6 Would we be better off _____ meat in our diets?
7 The survival of the rainforest will depend _____ how we manage our resources in the future.
8 The rise _____ the popularity of plant-based products shows people are eating less meat.

Vocabulary extra Environmental threats and protection

3 Choose the correct answers.

1 A lot of countries are trying to **conserve** / **produce** nature and wildlife through rewilding programmes.
2 If we **maintain** / **overexploit** natural resources, they will run out eventually.
3 Clothing factories often **maintain** / **produce** the most toxic waste.
4 We must **conserve** / **reduce** car emissions. It will help lower the impact of climate change.
5 The authorities have brought in tougher measures to **prevent** / **protect** wildfires starting.

4 Choose the correct answers.



Future burgers

In the 1960s, about 70 million tonnes of meat was produced – a very small fraction [1]**in** / **of** the over 330 million tonnes of meat that is produced today.

The younger generation, in particular, is often more [2]**concerned about** / **wiped out** the health and environmental impact of large-scale meat production and consumption. They are aware that reducing beef production would [3]**result in** / **attack on** a [4]**distressing** / **massive** reduction in CO_2 emissions. Societies that depend [5]**in** / **on** meat production for consumption may find an alternative option in the latest food sensation – the [6]**critical** / **awe-inspiring** 3D burger. The key ingredients [7]**on** / **in** the 3D burger are potatoes, chickpeas and pea protein. The technology for 3D meat is developing quickly – it combines 3D printing, automatic cooking and robots. So, if you're the type of person who has given up eating burgers because you feel [8]**empathy for** / **thanks to** the cow, maybe this is the answer!

5 TASK Make a list of food you eat regularly and your eating habits. Think about ways you could change your habits. Use the ideas below or your own.

- buy local and seasonal produce
- grow your own fruit and vegetables
- reduce the amount of meat or dairy
- reduce your food waste

Grammar

The passive

1 Complete the sentences with the correct passive form of the verbs in brackets. Sometimes more than one answer is possible.

How deep is too deep?

Over 30 years ago, the seabed [1]_____ (explore) for its wealth, but no one was aware of the consequences until recently.

- 1.2 million km² of the ocean floor [2]_____ (license) already for deep-sea mining.
- In one 30 km² area of the seabed that [3]_____ (allocate) for deep-sea mining previously, more than 1,000 species [4]_____ (discover).
- 90% of deep-ocean animal species that [5]_____ (study) recently by scientists are completely new.
- More habitats [6]_____ (destroy) and biodiversity [7]_____ (lose) every single day.
- Whales, dolphins, sea turtles and fish [8]_____ (affect) badly by noise pollution from the mining machinery.
- Future scientific discoveries and developments [9]_____ (compromise), and more toxic chemicals and waste products [10]_____ (release) into our oceans, unless we take action now!

2 Rewrite the end of each sentence using the modal verb in brackets and the passive form.

1 If we stopped deep-sea mining, it would be possible to discover even more new species.
If we stopped deep-sea mining, even more new species _____. (could)

2 We must punish companies that dump toxic waste in rivers and waterways.
Companies that dump toxic waste in rivers and waterways _____. (have to)

3 It's necessary to take action to protect endangered animals now.
Action to protect endangered animals _____. (have to)

4 If we ban battery farming, it is possible that we will improve the lives of countless chickens.
If we ban battery farming, the lives of countless chickens _____. (might)

5 Car emissions are harmful for our health, so it is advisable to ban cars from cities.
Car emissions are harmful for our health, so cars _____. (should)

6 It is essential that we reduce our meat consumption.
Our meat consumption _____. (must)

Passive structures

3 Complete the dialogue with *be*, *to be* or *being*.

Sasha Did you know that about 13% of the world's population suffers from not [1]_____ given enough to eat?

Idris And yet in the developed world, we all expect [2]_____ served food whenever we want it.

Sasha Exactly. And it says here, a child's development can [3]_____ affected by malnutrition.

Idris I know. We certainly don't want children [4]_____ held back because they don't have enough to eat.

Sasha Do you think we can stop malnutrition [5]_____ a major cause of death in developing countries?

Idris I think if we care about children [6]_____ fed properly, we should take some action.

Sasha OK, what do you suggest we do?

4 Complete the text with one word in each gap.

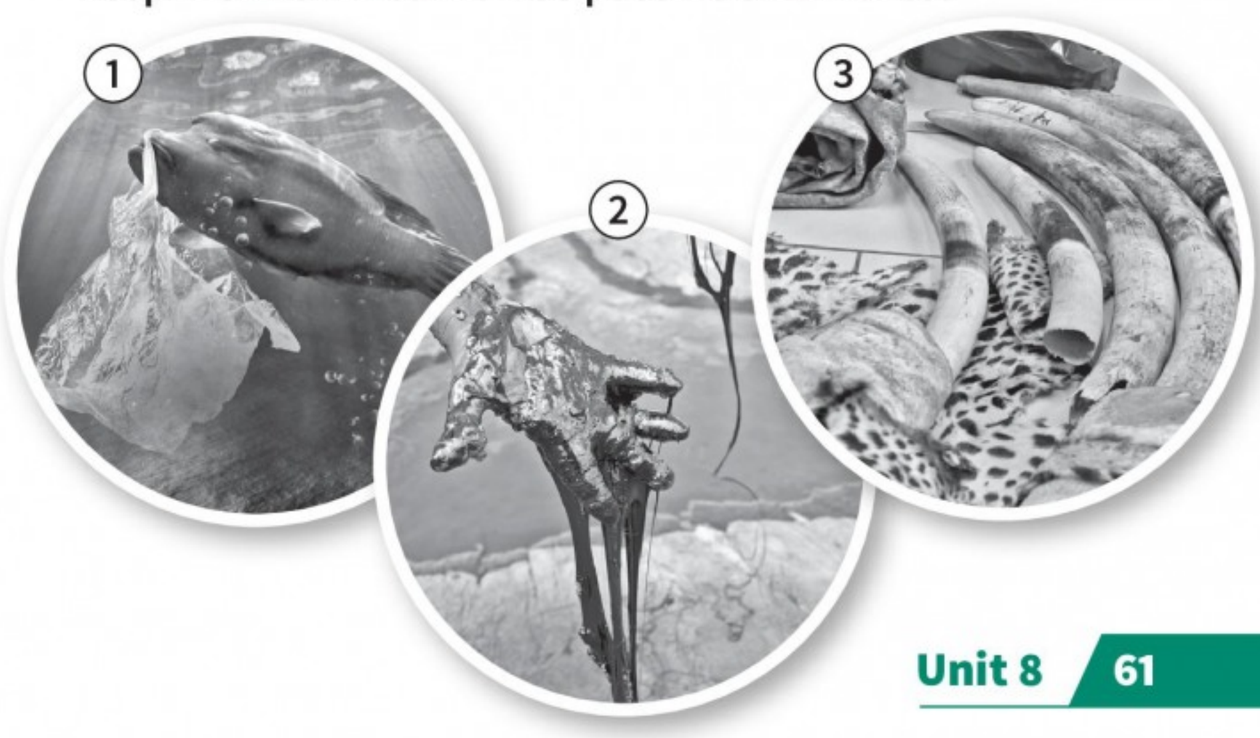
Myth busters!

This week: disposable wooden cutlery

Myth Trees are [1]_____ grown simply to produce cheap wood, and forests around the world are [2]_____ devastated for our convenience. To date millions of trees have [3]_____ cut down.

Myth busted The wood [4]_____ manufactured from fast-growing trees, like birch, and more than 20,000 pieces of cutlery can [5]_____ made from one tree. CO_2 [6]_____ absorbed while trees are growing and new habitats are continually [7]_____ created for wildlife. It's unlikely that a more sustainable alternative [8]_____ be developed any time soon, so your wooden knife and fork might be the best option for a while!

5 TASK Look at the photos below. What are the problems and how can they be solved? Who is responsible for each? Use passive structures.



Listening, vocabulary and speaking

Insight Phrases with *face*

1 Choose the correct answers.

blog POSTS ABOUT FOLLOW ARCHIVE

Forbidden fruit

SEARCH

[1]**Let's face it / Face the music**, the durian fruit looks fairly innocent and here in Thailand it's called the king of fruits. But I've recently had to [2]**face up to the fact / put on a brave face** that the durian fruit is not all it seems at first sight. My friends here in Bangkok can [3]**talk until they're blue in the face / put on a brave face** – nothing will get me to try one. No way! [4]**Face the music / On the face of it**, its spiky green shell and its pale white or orange sweet insides look quite appealing, and it's a key ingredient in juices, soups and desserts. However, it is the disgusting smell that stops people like me from trying the silky, creamy flesh inside. It's so bad that it is banned on public transport here in Thailand. [5]**In the face of / On the face of** all this negative publicity about the durian, should I [6]**put on a brave face / talk until I am blue in the face** and give one a go since I'm living in Bangkok now? What would you do? Would you [7]**face the music / face up to the fact** and do it, or just keep looking at it? Comments please!



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Speculating, reflecting, clarifying and conceding

2 Look at photos A–C and answer the questions.

1 Where are the people in each photo? What are they doing?
2 What do you think the relationship is between the people in the photos?
3 Describe each place, the food and how the people are eating the food.

3 8.01 Listen to Bako and Daria talking about one of the photos in exercise 2. Which photo is it?

4 8.01 Listen again. Are the statements true (T) or false (F)?

1 Bako thinks this food is the type of food you would eat every day.
2 Daria thinks that most of the people in the photo look happy.
3 Like Bako, Daria thinks that some of the people might not be feeling very comfortable.
4 Both Bako and Daria agree that it might not be a party.
5 Daria thinks there is a lot of food.
6 Bako thinks that the place in the photo looks like a classroom.
7 They both think the man in the photo is a teacher.

5 8.01 Complete the phrases from the dialogue. Then listen again and check.

1 _____ by the expression on some of their faces, ….
2 _____ point, I hadn't thought about that!
3 What I _____ is ….
4 What I'm _____ is it might be someone's birthday ….
5 It's _____ to say.
6 _____ I'm saying is ….
7 I see what you _____.
8 That's an interesting _____.
9 It doesn't look _____ a classroom.
10 Well _____. I hadn't _____ that.

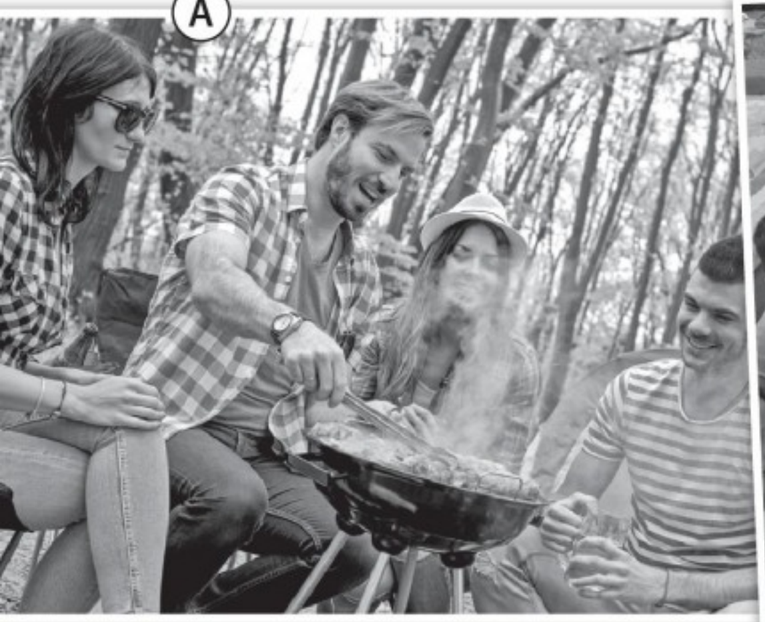
6 Match phrases 1–10 in exercise 5 to categories A–D.

A Speculating and reflecting: _____, _____, _____
B Conceding a point: _____, _____, _____, _____
C Clarifying an opinion: _____
D Making yourself clear: _____, _____

7 Choose one of the other photos in exercise 2. Write a dialogue between you and a friend in which you speculate about the photo. Use the questions below to help you.

1 Where are the people and why? What is the relationship between them?
2 What are they eating? What can you guess about the food and the place?
3 Have you ever tried eating in this way? What do you think of it? Why? Would you like to try it? Why / why not?

A



B



C



Vocabulary and grammar

V Insight Adjective + noun collocations: food

1 Complete the text with the nouns below.

■ banquet ■ dish ■ fare ■ order ■ portion ■ snacks ■ takeaway

FOOD AND DRINK | LIFESTYLE | SCIENCE | SOCIETY | MORE



Food culture and heritage

UNESCO recognizes food- and drink-related traditions in their Intangible Cultural Heritage List. Here are our top four.

- Pizza is traditional [1]_____ on menus in Italian restaurants around the world. The Italian city of Naples is now officially recognized for its centuries-old method of preparing Neapolitan pizzas.
- Have an individual [2]_____ of ceebu jën – a classic Senegalese [3]_____ with fish and rice – or share it with a friend. You must hold the dish in your left hand and use your right hand to eat the food.
- In Turkey, a special meat and chickpea stew called keşkek is cooked by men and women together for special occasions. It is often one of the courses in a wedding [4]_____.
- Singapore's hawker centres or food courts are a great way to try a wide variety of light [5]_____, like fried kway teow or chilli crab – and don't forget a side [6]_____ of soya bean curd. Eat in or get a Singaporean [7]_____ to eat at home. You won't be disappointed!

Vocabulary extra Ways of cooking

2 Label the photos with the words below. You can use more than one word for each photo.

■ bake ■ barbecue ■ boil ■ fry ■ grill ■ poach ■ roast ■ scramble ■ steam ■ stew ■ stir-fry ■ toast











1 _____
2 _____
3 _____
4 _____
5 _____

The passive: verbs with two objects

3 Simran is asking his friend Aliya about living in Thailand. Rewrite Simran's questions in a different way, using the passive.



1 When were you served Thai food for the first time?
_____

2 Have you been taught the secrets of Thai cooking?
_____

3 How much money are you paid for working in the restaurant?
_____

4 Are you sometimes given advice by the chefs there?
_____

5 Have you had a Thai dish made specially for you?
_____

4 Complete Aliya's answers using appropriate verbs in the passive form. Then match answers a–e to questions 1–5 in exercise 3.

a _____ Oh, no money _____ to me! I get my accommodation and meals. I'm doing it for the experience.

b _____ Yes, I am. Loads of cooking tips _____ to me by Nok.

c _____ Well, it was on my first day in Bangkok. I _____ green curry and steamed rice. Yum!

d _____ Funny you should ask! A special meal _____ for me last night by Nok and the other chefs. It was pad thai – stir-fried rice and noodles. Amazing!

e _____ A few! I'm doing a cookery course in Chiang Mai. Last week I _____ how to make tom yam – fish soup with rice. And of course, I'm learning from Nok.

5 TASK Imagine a traditional dish from your country is on the UNESCO Intangible Cultural Heritage List. What is it and why is it there? Think about:

■ the key ingredients.
■ when it is eaten.
■ how it is made / cooked.
■ why it is special to your culture and heritage.

Reading

1 Read the questions and guess the answers.

1 Why is the Amazon rainforest important to us all and how is it threatened by the production of leather products?
2 Which European country is the main producer of designer leather shoes?
3 How can Western consumers influence whether the Amazon rainforest is cut down or not?
4 Why do leather producers continue to ignore environmental concerns?

2 Read the article and compare your ideas. Which paragraph A–E provides the best answer to each of the questions in exercise 1?

3 Read the article again and choose the correct answers.

1 According to the text,
a Italy produces no leather of its own.
b most of the leather used in Italy is Brazilian.
c Italy's leather industry depends on foreign imports.
d Italy possesses much of the world's leather.

2 In Mato Grosso in Brazil,
a almost all of the land is suitable for breeding cows.
b only part of the land is flat plains.
c cattle ranches are largely in the north.
d only a small fraction of the land is rainforest.

3 The cattle in Mato Grosso
a bring in a great amount of money for the country.
b amount to almost two million.
c are greater in number than elsewhere in Brazil.
d are different from those in the rest of the nation.

4 The text says that in the future,
a the number of cows in Brazil will increase to about 200 million.
b there will be twice as many cattle ranches.
c it will be easier for cattle ranchers to take more land from the rainforest.
d a Forest Code will be introduced to protect the rainforest.

5 According to government figures,
a almost all the deforestation in one Brazilian state from 2018 to 2019 was not legal.
b a significant amount of deforestation is taking place in the west of Brazil.
c the rate of deforestation in Mato Grosso has grown since 2003.
d there has been a 85% rise in the amount of deforestation in Brazil.

6 One advantage of having rainforest which the text does not mention is
a the protection it provides against natural disasters.
b the opportunities it may offer to find new treatments for illness.
c the way it stops harmful chemicals from entering the atmosphere.
d the environment it provides for animals to breed and diversify.



DESIGNER RAINFORESTS?

A Last year, over 200 million pairs of leather shoes were produced in and exported from Italy. They were sold around the world and the total export value was €8.7 billion. These are remarkably large numbers and ones which, on the face of it, suggest that Italy must be covered in enormous herds of cows. How else could the country possess so much leather? Well, the answer is that much of the leather that goes into producing all those shoes is imported from overseas. Unsurprisingly, one of Italy's most significant sources of tanned leather is Brazil, a country with vast cattle ranches and countless herds of cows.

B The bulk of Brazil's cows can be found in the state of Mato Grosso, where, on a clear day, you can look out on an awe-inspiring panorama of grazing cattle. Located in the west of Brazil, the southern half of Mato Grosso is composed largely of flat plains which are perfect for breeding cows. However, the northern half of the state is completely made up of Amazon rainforest, and its rich biodiversity is threatened with destruction by the encroaching demands of the cattle ranchers. The animals are a major resource generating a massive income. Indeed, in the country as a whole, there are close to 200 million cattle and, in order to increase revenue, there are plans to double that number. Recent legislation in Brazil's parliament has changed the Forest Code, a law that protected the rainforest. It seems likely that, in the future, there will be fewer legal barriers to preventing cattle owners from cutting down the rainforest to make space for their ranches.





C In 2018–19, 85% of the deforestation that took place in the state of Mato Grosso was illegal. Vast expanses of land are being cleared every day across many other Brazilian states as well, in order to make room for more cattle ranches. This is a major concern. Trees in the rainforest absorb carbon dioxide, which, in turn, prevents this gas from entering the atmosphere and causing the greenhouse effect. The trees also absorb heavy rainfall, preventing floods and mudslides which might otherwise pour down the valleys and destroy coastal towns. And not all the animals and plants of the rainforest have been discovered yet – many scientists believe that there may be plants there that contain medicines that we don't know about. In short, losing large amounts of rainforest is an ecological disaster for all of us.

D So, is there a solution? Let's face it, cattle ranchers are running a business first and foremost. They are hardly going to listen to liberal-minded ecologists if protecting the rainforest will affect their profit margins, or, worse still, force them into bankruptcy. Ecologists can talk until they are blue in the face, but unless a case can be made that sustainability is a more profitable option than exploitation, then no agreement will be reached, and more and more square kilometres of rainforest will be lost to cattle ranching. Can anything be done to protect the rainforest? There is, perhaps, one last hope.

E Increasingly, Italian leather goods manufacturers, along with at least 100 fashion brands selling leather goods and big retailers selling beef, are under pressure from environmental campaigners to use leather and beef whose source can be traced. As a result, some companies are refusing to buy from Brazilian producers who are cutting down rainforests, and they are labelling their products in such a way that consumers can see at a glance that what they are buying has not had a detrimental effect on the environment. Already, retailers are keen to stock and be associated with these more ethical products, and consumers are being asked to pay just a little bit more for their beef and luxury leather. It is a small step, but a step in the right direction, and one that may help make the case that there is more money in sustaining Brazil's biodiversity than in destroying it.



4 Find the verbs in the article that collocate with nouns 1–6. Then match the phrases to the correct definition.

1 _____ carbon dioxide
   - **a** keep carbon dioxide and stop it spreading
   - **b** force carbon dioxide to spread wider

2 _____ the greenhouse effect
   - **a** create the greenhouse effect
   - **b** prevent the greenhouse effect

3 _____ a business
   - **a** purchase a business
   - **b** manage a business

4 _____ an agreement
   - **a** fail to agree
   - **b** finally agree

5 _____ the source
   - **a** find where something came from
   - **b** hide where something came from

6 _____ a case
   - **a** present an argument
   - **b** lose an argument

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

1 Scientists agree that human activity, farming livestock and fossil fuels are _____ to get worse.
2 Trees _____, which is bad for the environment. We can't cut down forests without planting more trees.
3 Would you ever want to _____ and manage your own staff?
4 If we want to _____ of the river and find out where it begins, should we follow the river into the jungle?
5 Brazilian cattle rancher representatives have failed to _____ for continuing to exploit the rainforest. Since they've lost the argument, deforestation must stop.
6 At first, the two companies could not decide on a joint strategy. Eventually they _____ and signed the contract.

6 TASK Answer the questions.

1 What information can you find on a product label? Do you read the label? Why / why not?
2 When you are shopping, do you consider the source of the products and how they were grown or made? Why / why not?
3 Which shops do you know with a good or bad reputation for selling ethical products?
4 Would you consider not buying leather goods now? Why / why not?

Writing A for and against essay

1 Rewrite the sentences to make them impersonal. Use the passive and the verbs in brackets.

1 The price of some fair-trade products is going down.
It _____. (believe)
2 According to a 2021 report, ordinary coffee prices increased and reached a ten-year high.
In 2021, it _____. (report)
3 Fair-trade farmers are losing a lot of their income to ordinary coffee brands.
Fair-trade farmers _____. (think)
4 Supermarkets have started selling a wider range of fair-trade products, including coffee.
Supermarkets _____. (know)
5 These days, people don't want to spend more money on coffee that is ethically produced.
It _____. (say)

2 Choose the two linking words or phrases that can be used in each of the sentences.

1 Supermarkets can also buy in bulk _____ their size.
a because of **b** resulting in **c** on account of
2 _____ ordinary coffee is not fair-trade, it doesn't help local farmers financially.
a On account **b** Since **c** As
3 _____ the fact that global coffee production can change from year to year, this makes it difficult for farmers to predict their income.
a Owing to **b** Leading to **c** Due to
4 There are strong arguments on both sides. _____, it is important to examine the case thoroughly.
a Consequently **b** As a result **c** Since
5 _____ the benefits fair-trade coffee gives to local farmers, we should probably try and buy fair-trade coffee if possible.
a Because of **b** As **c** Due to
6 Each step in the process has been carefully monitored, _____ there is a reliable supply chain and benefits for the environment.
a which leads **b** and hence **c** which means

3 Read the for and against essay. Complete gaps A–F with sentences 1–6 in exercise 2.

4 Look at the three for and against essay titles below. Think of three pros and three cons for each title.

A It is better to buy food from local markets than from supermarkets. Discuss.
B It is better to use tap water than bottled water. Discuss.
C It is better to buy fast food from local restaurants than from international chains. Discuss.

Is it better to choose fair-trade coffee?

It has been said that we should choose fair-trade coffee rather than ordinary supermarket coffee, since this would benefit the farmers, their families and communities. On the other hand, supermarkets offer a wide variety of ordinary coffee, which is usually cheaper than fair-trade. **A** _____

An advantage of buying fair-trade coffee is that the farmers are guaranteed a minimum agreed price. **B** _____ So this is an important consideration as farmers can budget for their families and their farming needs. Furthermore, this means that their production costs will be covered and that the people responsible for producing the coffee have been paid a suitable wage. **C** _____ On the other hand, the quality of ordinary coffee can be just as good as fair-trade, and larger supermarkets offer a wide variety of coffee to suit different tastes. **D** _____ Consequently, they can offer ordinary coffee at lower prices than fair-trade coffee.

That said, there is a further advantage to buying fair-trade coffee. **E** _____ This includes reducing greenhouse gases, conserving wildlife and preventing the use of harmful pesticides. On the other hand, consumers do not necessarily consider these factors a priority and are more concerned about the price. They may therefore be more likely to choose ordinary coffee because it is cheaper.

In conclusion, the advantages of fair-trade coffee are considerable. **F** _____ However, it also needs to be said that ordinary coffee has its own advantages, too, especially in terms of value and flavour. I see no reason why we should not continue to buy ordinary coffee, but we should definitely consider buying fair-trade coffee if we can afford it.

Writing guide

- **TASK** **Choose one of the essay titles in exercise 4. Write a for and against essay.**
- **PLAN 1** **Look at your list of pros and cons in exercise 4. Add more pros and cons to your list.**
- **PLAN 2** **Decide which ideas you are going to use and make notes for each paragraph.**
  Paragraph 1: Introduce the subject of the essay, summarize the main areas you want to cover and state your purpose.
  Paragraph 2: Present your first argument for or against and any counterarguments.
  Paragraph 3: Present your second argument for or against and any counterarguments.
  Paragraph 4: Write a conclusion: sum up the main arguments and restate your opinion.
- **WRITE** **Write your for and against essay.**
- **REVIEW** **Check the following points.**
  - Have you presented a balanced argument?
  - Have you used words and phrases to express cause and effect?
  - Have you used impersonal language?
  - Have you checked grammar, vocabulary, punctuation and spelling?

U8 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 8A	Mark
I can find specific information in a text.	
I can recognize and use synonyms relating to intensity.	
I can recognize and use a range of prepositional phrases.	
How can I improve?	

Lesson 8B	Mark
I can identify relevant information in a listening text.	
I can use a range of passive structures.	
How can I improve?	

Lesson 8C	Mark
I can listen for key information while taking notes.	
I can use phrases with *face*.	
I can use phrases to speculate, reflect, clarify or concede.	
How can I improve?	

Lesson 8D	Mark
I can identify the main ideas in a paragraph.	
I can recognize and use collocations to describe food.	
I can use passive verbs with two objects.	
How can I improve?	

Lesson 8E	Mark
I can write a for and against essay.	
I can use words and phrases to express cause and effect.	
I can use reporting verbs to make my writing impersonal.	
How can I improve?	

Action plan

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

9 High tech

Vocabulary

Insight Phrases with *make*

1 Choose the correct answers.

1 Do you think this answer makes **sense** / **decisions**?
2 If we had a house robot, it would definitely make **generalizations** / **life easier**.
3 The company is going to have to make some difficult **decisions** / **mistakes** about their employees' future.
4 You can't make **predictions** / **generalizations** like that just to get your point across.
5 Can I make **a connection** / **an observation** about the main characters in the film?
6 You don't often make **mistakes** / **decisions** with maths problems. I'm surprised that one is wrong.
7 We're not going to make any **predictions** / **sense** about what our exam results might be.
8 How often do you make a **generalization** / **connection** with someone through social media?

Insight Compound nouns: technology

2 Complete the text with the words below. There are two technology nouns that you do not need.

■ artificial intelligence ■ big data ■ search engine
■ social media feed ■ streaming services
■ video platform ■ virtual assistant ■ web browser

Are cookies bad for you?

Every time you use a [1]_____ like Google, companies collect [2]_____ about you. When you accept all cookies, a record of all your searches is stored in your [3]_____. Then your data is sold to advertising companies. Suddenly, when you're reading your [4]_____, the thing you've been looking at online pops up and adverts appear when you're watching your favourite [5]_____. And don't forget, [6]_____ can collect information about you from other sources, too, which is how they can recommend films and series for you. Those cookies are everywhere but are they all bad? What's your view?



Vocabulary extra Using technology

3 Match the sentence halves.

1 Learning to search for _____
2 What sort of movies _____
3 Can you help me to save _____
4 Why don't we browse _____
5 I've never attended _____
6 Could someone in the IT department resolve _____

a the internet for some ideas?
b the issue with your laptop?
c a webinar. What are they like?
d do you like to stream?
e information correctly is an important skill.
f this document to the cloud, please?

4 Complete the text with the correct form of the phrases below.

■ artificial intelligence ■ computer algorithms
■ facial recognition ■ make life easier ■ make mistakes
■ make observations ■ virtual assistant
■ voice recognition

Home | Contact me | Log in Search

You might already have a [1]_____ that responds to [2]_____ when you ask it to play music, set a timer or answer questions. But what about having a robot? Meet Sophia – the world's first robot citizen. She is the future of robotics.

She is designed using complex [3]_____ software. It is hoped she will [4]_____ for people, especially the sick or elderly. She never gets tired and she hardly ever [5]_____ when she is doing things.

She has cameras in her eyes and [6]_____ – her pre-programmed instructions – allow her to see things and [7]_____ about people. She also uses [8]_____ and she can see emotional expressions.

No one is sure yet if robots like Sophia can fully understand data like humans. Will these expensive supercomputers really replace human beings one day?

5 TASK Read what people said about technology. Do you agree or disagree? Why?

1 'I think every home should have a robot like Sophia. Humans and robots will live together eventually.'
2 'Companies should not be allowed to store big data about us. It's an invasion of our privacy.'
3 'Technology skills are going to be the most important skills for a future workforce.'

Grammar

Reported speech

1 Rewrite the quotations about science in reported speech. Change the tenses and pronouns as appropriate.

1 'All sorts of things can happen when you're open to new ideas and you're playing around with things.'
Stephanie Kwolek said that _____

2 'Science is a wonderful thing if one does not have to earn one's living at it.'
Albert Einstein said that _____

3 'An expert is a person who has made all the mistakes that can be made in a very narrow field …'
Niels Bohr said that _____

4 'I learned very early the difference between knowing the name of something and knowing something.'
Richard P Feynman said that _____

5 'We must believe in ourselves or no one else will believe in us; we must match our aspirations with the competence, courage and determination to succeed.'
Rosalyn Yalow said that women _____

2 Read the text. Then complete the reported version with the correct modal verbs.

Will an asteroid hit the Earth, Mum?

'There are a lot of asteroids in space, but no one knows if they will ever hit the Earth. You know, NASA scientists have to monitor asteroid activity constantly, looking for tiny changes in movement that can show an asteroid is about to hit the Earth. They think they have some new information on an asteroid called Bennu, based on images one of their spacecraft was taking of the asteroid's surface. The scientists assume that if there is significant movement, Bennu will come within 123,000 miles of Earth by 2135. But you shouldn't worry: Bennu will probably stay out there in space!'

The boy's mother explained that there are a lot of asteroids in space, but no one knew if they [1]_____ ever hit the Earth. She told him that NASA scientists [2]_____ monitor asteroid activity constantly, looking for tiny changes in movement that [3]_____ show an asteroid was about to hit the Earth. She said these scientists thought they had some new information on an asteroid called Bennu, based on images one of their spacecraft was taking of the asteroid's surface. She added that the scientists assumed that if there was significant movement, Bennu [4]_____ come within 123,000 miles of Earth by 2135. Finally, she said that the boy [5]_____ worry: Bennu [6]_____ probably stay out there in space.

3 Choose the correct answers.

According to a recent survey, the number of girls studying STEM subjects (Science, Technology, Engineering, Maths) has increased. However, there are still ways these subjects could attract more young women. Girls from nine different countries were asked [1]_____ about the four main subjects and [2]_____ choose a career in a STEM area. More than half of them [3]_____ they would be more likely to pursue careers in this area if they were confident that men and women were treated equally. In STEM subjects, most of the girls [4]_____ us that they [5]_____ more accepted and valued when teachers and boys in their class took them seriously. When asked what would keep them interested in the core subjects, they [6]_____ that it would definitely help if they could see how things happened in the real world. Others replied that female role models [7]_____ them choose STEM subjects. Although these findings [8]_____ cause for celebration, more work needs to be done so that the number of girls studying STEM subjects continues to increase.



1 **a** how did they feel
b how they had felt
c how they felt

2 **a** would they
b if they would
c they would

3 **a** told that
b told
c said that

4 **a** told
b told that
c said

5 **a** have felt
b felt
c feel

6 **a** said
b told
c told to

7 **a** help
b has helped
c had helped

8 **a** should have been
b should be
c shall be

4 TASK Find an interview with a scientist or someone working in technology who you have seen or read about on social media, on a newsfeed or in a newspaper. Write a short report of the questions and answers.

I recently read an interview with … The interviewer asked why …

Listening, vocabulary and speaking

Insight Phrases with *under*

1 Rewrite the underlined part of each sentence using the idioms below.

- under attack
- under control
- under no obligation
- under pressure
- under scrutiny
- under the radar
- under the weather
- under your belt

1 The university's internet network is <u>being targeted</u> by hackers.

_____

2 It's very hard to keep a new puppy <u>doing what you tell it to do</u>.

_____

3 Social media algorithms will be <u>examined very closely</u> in court when the lawyers deal with this case.

_____

4 Izzy is feeling <u>a bit unwell</u> so she isn't coming to the party.

_____

5 It's a good idea to have some basic IT qualifications <u>mastered</u> before you start your new job.

_____

6 I'm <u>really stressed</u> – there's just too much to do and too little time!

_____

7 If you don't want your boss to know you're looking for a new job, keep it <u>secret</u>.

_____

8 You are <u>not required</u> to tell a new employer why you left your old job, but you can if you want.

_____

Vocabulary extra Problems with technology

2 Choose the correct answers.

1 Every time you accept **cookies** / **viruses** on a website, your data is stored. Do you think that's OK?
2 I thought I was updating the software, but it turned out to be a **Trojan** / **firewall**.
3 I ignored the messages about new **bugs** / **updates** to my phone and I can't save any more photos.
4 If you get an attachment you're not expecting, don't open it – it might be a **virus** / **backup**.
5 I think you might need a laptop with more memory to store all your **data** / **firewall**.
6 I think all the **firewall** / **spam** I receive goes straight into my junk mail.
7 I lost all my files and I didn't have a **virus** / **backup**.
8 I think there are a few **cookies** / **bugs** in the software. It isn't working properly.
9 **Spyware** / **Spam** isn't always bad – sometimes it monitors your online activity for commercial purposes.
10 You need to set up a **firewall** / **backup** immediately to protect your computer from cyberattacks.

Giving a presentation

3 9.01 You are going to listen to a presentation answering the question below. Listen and put topics a–e in the order they are mentioned.

Which invention has had the greatest impact on society?

a Campaigning _____
b Social life _____
c How and what we learn _____
d The role of experts _____
e Buying things _____

4 9.01 Listen again and compare statements 1–6 with what the speaker says. Which statements are different (D) from what the speaker says?

1 The internet has completely changed the way we interact with friends and family. _____
2 Internet shopping is having a positive effect on the high streets. _____
3 People who provide expertise may suffer because of the internet. _____
4 The value of traditional teachers in the classroom is undeniable. _____
5 Not having to memorize information will have a massive impact on education. _____
6 The internet is only really affecting richer countries. _____

5 9.01 Match phrases 1–10 to categories A–E. Then listen again and tick the phrases you hear.

1 First, I'm going to …; then I'll …, followed by …
2 I hope my arguments have convinced you that …
3 I've got one final point to make, and it regards …
4 In today's presentation, I'm going to talk about …
5 OK, that's all about … I'd now like to look at …
6 A good example of this was during the Covid-19 pandemic …
7 The aim of my presentation is to …
8 There'll be some time for questions and answers once I've finished, so please hold any queries …
9 To sum up, …
10 Take doctors or lawyers, for example …

A Stating the purpose of a presentation: _____, _____
B Describing the structure of a presentation: _____, _____
C Moving between points: _____, _____
D Concluding a presentation: _____, _____
E Giving examples to support a point of view: _____, _____

6 TASK Answer the question in exercise 3, choosing an invention from the list below or your own. Then write (and give) a presentation.

- electricity
- the dishwasher
- the printing press
- the telephone
- the wheel





Vocabulary and grammar

Insight Adverbs with two forms

1 Choose the correct answers.

Meetup | Forums | Login | Subscribe

A star is born



What do you get when you cross social media with a twenty-something native of the Amazon rainforest? A lot of followers on TikTok is what!

Cunhaporanga is a young woman who lives in a small village [1]**close** / **closely** to the Negro river. She worked [2]**hard** / **hardly** to get her first smartphone by selling local crafts to tourists and has never looked back.

The secret of her success is filming her everyday life. She is keen to teach her followers about the traditional food, language and crafts of the place she calls home. [3]**Just** / **Justly** by doing this, she managed to get over six million followers in 18 months!

Her father, a [4]**high** / **highly** respected chief, has even got in on the act by playing a traditional Tatuyo flute on camera. And if you watch her videos [5]**close** / **closely**, you can often recognise various family members in the background.

One of her most popular videos is when she explains how to eat bugs of varying sizes. Another is when she imitates a macaw, a type of parrot. Her voice goes really [6]**high** / **highly** while she copies the sound it makes. [7]**Late** / **Lately**, there has been even more interest in her account. So much so that Cunhaporanga has become one of the fastest-growing social media accounts in Brazil – [8]**hard** / **hardly** something she could have predicted when she bought that first smartphone!

2 Complete the sentences with the adverbs below. There are two adverbs that you do not need.

close ■ closely ■ hard ■ hardly ■ high ■ highly ■ just ■ justly ■ late ■ lately

1 The team's efforts were _____ rewarded when they won the competition.
2 We arrived too _____ to see the headline act.
3 The price of the festival tickets is too _____ for us to afford it.
4 I haven't seen Edo _____. Do you know what he's up to?
5 Don't stand too _____ to the edge. You might fall.
6 The judges must have thought very _____ of your work. You're in the next round!
7 If we run, we might _____ catch the last bus!
8 The actors spoke so quietly I could _____ hear them.

Verb patterns in reported speech

3 Choose the correct answers.

1 My friends congratulated me _____ organizing such a good party.
a about **b** to **c** on
2 The celebrity accused the journalist _____ not telling the truth.
a to **b** of **c** on
3 Magda confessed _____ forgetting my birthday for the second year in a row.
a about **b** to **c** for
4 My friend criticized me _____ not trying to eat less meat.
a for **b** against **c** of
5 Why are you boasting _____ that video? I didn't think it was right to post it.
a to **b** about **c** for
6 She insisted _____ promoting her culture and heritage in her videos.
a about **b** of **c** on
7 The lifeguard warned everyone on the beach _____ stay away from the red flags.
a about **b** for **c** to
8 She apologized _____ being rude to me.
a for **b** of **c** about

4 Complete the second sentence so that it has a similar meaning to the first. Use the correct form of the word in brackets.

1 'Please wait for us, Yasmin!' (beg)
They _____.
2 'I didn't read your texts, Anita!' (deny)
He _____.
3 'I'll help you, Badrey, I promise.' (promise)
She _____.
4 'I won't stop posting videos online.' (refuse)
She _____.
5 'You shouldn't post that video online.' (warn)
He _____.
6 'Don't forget to text me later, Kaya.' (remind)
He _____.
7 'You should definitely take the job, Senyo.' (encourage)
She _____.
8 'Why don't we teach people about our culture on TikTok?' (suggest)
They _____.

5 TASK Research a social media star who is promoting their culture and heritage. Answer the following questions about them.

1 Where are they from?
2 Which aspects of their culture and heritage are they promoting?
3 Are they highly regarded or well-known? Why / why not?

Reading

1 **Read the opinions. Decide which ones you agree with and why.**

1 Being on the internet means you can miss out on real life.

2 It's possible to find a middle way in terms of our relationship with technology.

3 People waste huge amounts of time using technology.

4 Not using mobiles makes life a bit harder, but there are definite benefits.

5 People are more addicted to technology than they would like to admit.

2 **Read the article and match sentences to A–G gaps 1–6. There is one sentence that you do not need.**

A A recent study revealed that it can take 23 minutes for your brain to recover from phone disruptions at work.

B Human connection, not digital engagement, is what's really important.

C This involves making a concerted effort to remove all technological devices from their lives.

D It's a bit extreme to cut yourself off from technology altogether.

E Shlain recommends staying off a screen for at least an hour before you go to bed.

F It can help our minds and our bodies and offers us the chance to find a better balance in our lives.

G This movement raises awareness and promotes the benefits of 24 hours without technology.

3 **Read the article again. Are the statements true (T) or false (F)?**

1 Tiffany Shlain and her family gave up unplugging after 11 years.

2 Both her film and book deal with the benefits of disconnecting for one day a week.

3 Unplugging is not something that will benefit everyone.

4 Having a phone near you while working affects you and other people negatively.

5 There is evidence to suggest that people can become kinder and more understanding if they do 24/6.

6 It's easier to make plans and change them on a 24/6 day.

7 The unplugging movement wants to encourage people to have a healthier relationship with technology.

HOME WORLD UK COMPANIES TECH MARKETS CLIMATE

Unplugged

Are you addicted to technology? You probably think you aren't, but just take a minute to look more closely at your daily life. Your mobile phone alarm wakes you up, and the first thing you do is check if you have any new texts, notifications or emails. Maybe you even check the weather forecast so you can decide what to put on.

Increasing numbers of people are taking the decision to go technology free. [1]_____ Tiffany Shlain, a highly respected filmmaker, pioneered the idea of having a technology-free day once a week, usually on a Saturday. She and her family turned off all their screens – phones, laptops, computers, tablets – for 24 hours. They say it revolutionized their lives. Not only did they notice that they felt more relaxed, present in the moment and connected with each other after just 24 hours away from their screens, but they also felt more creative and productive for the next six days. So, they decided to carry on taking a break one day a week. Eleven years later, they have not reverted back to their old ways.

Shlain first told her story in her film *Connected* and then in 2019 published a book – *24/6: The Power of Unplugging One Day a Week* – which offers valuable insights into our past, present and potential future relationships with technology. In our 'always-on' 24/7 culture it can often be hard to unplug and disconnect, but Shlain advocates that a 24/6 approach can transform all of our lives. [2]_____ Disconnection can provide us with the opportunity for reconnection with areas of our lives that have become neglected.

The 24/6 method can work for anyone and there are good reasons why unplugging on a regular basis is important. It can make us more productive, for example. We often think we're too busy to take a day off each week; however, research has shown that working fewer hours increases productivity. It's also a good idea to put your phone away at work – it's



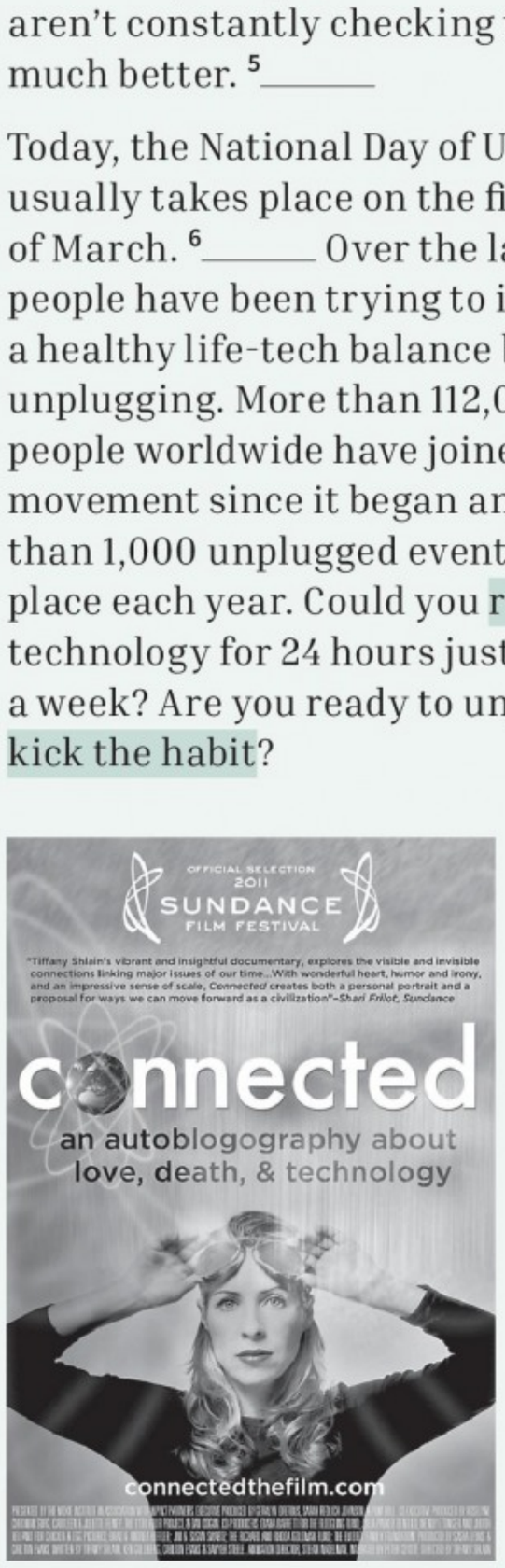
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very hard to get things done if everyone is texting or tweeting all day. [3]_____ Screens are distracting and even if your phone is close to you when you're working, it reduces your ability to focus. Screens can also distract other people so they become less focused, too. Screens have a negative impact on our sleeping patterns, as the blue light on a screen keeps our brain alert and makes it hard for us to get to sleep. [4]_____ By unplugging once a week, you'll be able to spend more time with people you care about and relationships will improve. This may also make you a more empathetic person. Research has shown that students today are 40% less empathetic, with the most dramatic decrease in empathy taking place after smartphones were launched. If we could modify our behaviour and use technology less, then we might start to notice the impact on our everyday lives.

It can take time to adapt to unplugging. And Shlain is very aware that it is harder, for example, to make plans, since instead of sending a lot of texts, you need to make an arrangement and stick to it. Which is not so bizarre – after all, it's the way people used to do things! Sometimes turning back the clock isn't a bad thing when we realize that the quality of interaction with people who aren't constantly checking their mobiles is much better. [5]_____

Today, the National Day of Unplugging usually takes place on the first weekend of March. [6]_____ Over the last decade, people have been trying to inspire a healthy life-tech balance by unplugging. More than 112,000 people worldwide have joined the movement since it began and more than 1,000 unplugged events take place each year. Could you relinquish technology for 24 hours just one day a week? Are you ready to unplug and kick the habit?





4 Choose two of the highlighted phrases in the article to match with each meaning.

1 to make something completely different
_____, _____

2 to change back to what was happening before
_____, _____

3 to change something slightly, especially in order to improve it or make it more suitable for a new use or situation
_____, _____

4 to change by stopping doing something you previously did often
_____, _____

5 Choose the correct answers.

1 I think you might need to _____ your views before posting that.
a modify **b** transform

2 We can't _____ and pretend we're living in the past. We need technology today more than ever.
a kick the habit **b** turn back the clock

3 We tried _____ all our devices for one day a week. It was hard but we did it!
a relinquishing **b** transforming

4 I gave up using social media recently. It's _____ my life. I feel so much better physically and mentally.
a adapted **b** revolutionized

5 If we gave up technology, do you think we would be able to _____ to a simpler life?
a relinquish **b** revert back

6 Technology that's been _____ for people with additional needs or extra challenges has had a really positive impact.
a relinquished **b** adapted

7 Leave your phone at home one day a week. It will completely _____ your life.
a transform **b** modify

8 You should stop checking your phone every few minutes. You really need to _____.
a modify **b** kick the habit

6 TASK **Look at the questions at the end of the article. Speak or write about ways in which your life would change positively or negatively if you tried 24/6.**

Writing A report

1 Read the report. What is its purpose?

a to persuade students not to use mobile phones in school
b to assess mobile phone usage in schools
c to encourage students to use a mobile to text each other in class



The purpose of this report is to [1]**examine / suggest** how much time young people aged 8–12 (tweens) and 13–18 (teens) spend on media (social media, reading, YouTube, watching television etc.) as well as to [2]**testify / suggest** how to control this usage.

According to a recent report, media usage by tweens and teens is on the rise. The Common Sense Census 2021 [3]**suggested / assessed** the results and found that there was a higher increase in daily use from 2019–2021 than in the four years before this period. From 2015–2019 tweens increased their screen time by eight minutes while from 2019 to 2021, the increase in screen time was almost 50 minutes. Teens saw a greater increase: from 2015–2019 the time rose by 42 minutes a day, from 2019–2021 it was up by 77 minutes. The average time spent on media every day by tweens in 2021 was 5 hours 33 minutes and by teens this was 8 hours 39 minutes.

According to one of our interviewees, the fact that the later period was during the pandemic, which meant that young people were inside for much of the period, may partially explain the high numbers. They also said that over 50% of this time was for school-related tasks. Our own survey also found that, despite an upward trend in media usage, the growth wasn't as big.

In conclusion, the vast majority of young people we interviewed felt that media can be [4]**proved / assessed** to have many advantages to combat boredom, teach new skills and learn new information. However, they also thought parents and teachers should try to limit the amount of time that children spend on devices to ensure more outside play and face-to-face interaction when possible.

2 The paragraph below is missing from the report. Decide where it should go.

Having said this, there's no denying that when we [5]**examine / suggest** these figures, there's a real need to try to limit how much time is being spent this way each day. When discussing the issue, students pointed out that the Common Sense Census [6]**demonstrated / assessed** that certain measures should be put in place immediately by families and schools, and that children should be taught to self-regulate.

3 Choose the correct evidence verbs to complete the report in exercise 1 and the paragraph in exercise 2.

4 Look at extracts a–d from the report. What different way of conducting research does each extract refer to? Name one other way of collecting information which is not mentioned in the report.

a According to one of our interviewees, the fact that … _____
b According to a recent report, media usage … _____
c When discussing the issue, students pointed out that … _____
d Our own survey also found that … _____

Writing guide

■ **TASK Write a report on this topic.**

A recent survey found that young people feel they lack the necessary skills in digital technology to pursue a career in a digital economy.

■ **PLAN 1 Think about the following.**

- The information you will need, e.g. digital skills young people have now, digital skills they need to learn, reasons why they don't have the skills now, reasons they need them.
- Desk research you can do.
- Other forms of research you can use.
- People you can interview or survey about the topic.

■ **PLAN 2 Decide how you are going to do your survey and make notes for your report.**

- Prepare your research questions.
- Conduct your research.
- Analyse your data.
- Make notes for each paragraph.

Paragraph 1: Introduction. Describe the purpose of the report; include the aim and any recommendations.
Paragraph 2: Analyse current digital skills.
Paragraph 3: Analyse future digital skills they will need.
Paragraph 4: Explain any drawbacks.
Paragraph 5: Conclusions and recommendations.

■ **WRITE Write your report.**

■ **REVIEW Check the following points.**

- Have you explained the purpose of the report?
- Have you included researched facts and figures?
- Have you used a variety of evidence verbs?
- Have you written a conclusion and made a recommendation?
- Have you checked grammar, vocabulary, punctuation and spelling?

U9 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 9A	Mark
I can identify supporting details in a text.	
I can recognize and use phrases with *make*.	
I can recognize and use compound nouns relating to technology.	
How can I improve?	

Lesson 9B	Mark
I can understand specific information in a radio interview.	
I can use reported speech to report what people have said.	
How can I improve?	

Lesson 9C	Mark
I can identify different opinions in a radio programme.	
I can use phrases with *under*.	
I can structure and give a presentation.	
How can I improve?	

Lesson 9D	Mark
I can identify backward and forward referencing in a text.	
I can recognize and use adverbs with different forms.	
I can use a variety of reporting verbs.	
How can I improve?	

Lesson 9E	Mark
I can write a report.	
I can use different methods to conduct research.	
I can use evidence verbs to describe the findings in a report.	
How can I improve?	

Action plan

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

10 The powers that be

Vocabulary

V Insight Word analysis

1 Choose the correct answers.

1 There was a long-running _____ about pay between the workers and their employers.
a dispute **b** freeloader **c** pessimistic

2 The boat _____ for days until the sailors saw an island.
a smashed **b** deserted **c** drifted

3 Eli has been staying with me for months without paying for rent or food. I think he's just a _____.
a money-maker **b** freeloader **c** penny-pincher

4 The tsunami _____ a large part of the island.
a devastated **b** deserted **c** drifted

5 We trekked for days through the _____ countryside until we reached a mountain shelter.
a smashed **b** drifted **c** inhospitable

6 When people have a _____ way of life, they live together and share food, clothes and living space.
a communal **b** together **c** self-centred

V Insight Society and citizenship

2 Match the sentence halves to make statements.

1 We believe in a fair **division of** _____
2 The community garden is for **the common** _____
3 It took a long time for democratic **majority** _____
4 As a team we have a **shared** _____
5 Women and men must have **equal** _____
6 The police are responsible for **law** _____

a **rule** to be established in South Africa.
b **rights** in all areas, including employment, work and pay.
c **labour** where everyone does a task and increases efficiency.
d **enforcement**, but there are not enough of them.
e **good**, so we must all work together while we're here.
f **responsibility** for today's poor result.

Vocabulary extra Politics and society

3 Match the words below to the political statements.

communal ■ egalitarian ■ extreme ■ mainstream ■ reactionary ■ secular

1 I think most of my friends would find those particular views unreasonable and unacceptable. _____
2 That group of individuals will oppose political and social change as well as progress. _____
3 Our ideas and policies are what the majority of people believe. _____
4 Religion and its values will not influence our society. _____
5 We believe everyone is equal and has the same rights and opportunities. _____
6 We want to share property, land and food. _____

4 Choose the correct answers.

http://www.livingthegoodlife.com

Living the good life?

A desire for a simpler way of life and a less complicated existence has seen a rise in demand for [1]**communal / majority / secular** living. People are looking for [2]**an alternative / an extreme / a self-centred** way of life where there is a [3]**deserted / secular / shared** responsibility for everything from food to cleaning. More and more people want to choose how to live and are keen to work towards a [4]**common / reactionary / mainstream** good that benefits everyone in a community. There is a greater desire to feel a sense of [5]**community / enforcement / labour**, which their current lives are not giving them. In the past, this was seen as a [6]**private / radical / majority** change in lifestyle, but today there are more than 400 different types of communities in the UK.



One example can be found on the remote, small and [7]**class-based / drifted / inhospitable** Scottish island of Erraid – the Findhorn Foundation has been based there for over 40 years. This community follows and inspires a [8]**pessimistic / devastated / spiritual** approach to life, connecting people with nature and others. It is different from other communities because although there is fair [9]**division of labour / law enforcement / majority rule** between its members, it pays them for the work they do with food and accommodation. A lot of its members are young and are keen to reduce their carbon footprints and live closer to nature.

5 TASK Imagine you live on Erraid with the Findhorn community. What do you think daily life is like? What is good about your life there? What is difficult? Would you encourage other people to try this way of life? Why / why not?

Grammar

Defining and non-defining relative clauses

1 Read the text about an Italian football scandal. Join each pair of sentences using a defining or non-defining relative clause, and a relative pronoun only if necessary.

POSTS ABOUT FOLLOW ARCHIVE SEARCH

Football's winners and losers

[1]Luciano Moggi became general manager of Juventus football club in 1994. He was one of the most talented people in Italian football management in the 1990s. / [2]However, he will be remembered not for his management skills, but for a scandal. It shocked the world of football. / [3]In May 2006, recordings of Moggi's phone conversations with referees and officials were printed in the Italian media. The conversations were about Juve winning more matches. / [4]Detectives, the Italian Football Federation and the courts carefully examined Moggi's system. It was called Moggiopoli. / [5]Moggi eventually admitted to manipulating match results in favour of Juve. He had a lot of power to influence the outcome of matches because of his position and contacts. / [6]As a result, Italy's highest court and the Italian Football Federation banned Moggi from managing or coaching. He had devoted his life to football. / [7]In 2006, Juventus was relegated to Serie B and deducted nine points. The team won the title and returned to Serie A the following season. / [8]Unlike other sporting scandals, there was a happier ending for Moggi. In 2015, all the charges were dropped.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Participle clauses

2 Rewrite the three sports scandal stories below. In each story, replace two relative clauses with participle clauses using present or past participles.

1 Two ice skaters who were taking part in an international competition which was broadcast on TV in Europe and America have been accused of cheating.

2 When they arrived at Centre Court, hundreds of tennis fans who supported both players were denied entry, despite having tickets which were bought for €500.

3 A football agent who is known for her high-profile clients was arrested last night for stealing money from some of her young players, who include at least two Italian Under-21 stars.

3 Complete the text with the correct form of the words in brackets and any other words. Use defining or non-defining relative clauses or participle clauses. Sometimes more than one answer is possible.

Good sport, bad sport

★★★



Some of the greatest scandals [1]_____ (face / sport) feature in a Netflix documentary series called *Bad Sport*, [2]_____ (include / a controversial story) from the 2002 Winter Olympics. The 2002 Winter Games, already [3]_____ (surround) by bribery and corruption, was to reveal yet another sporting scandal. Marie-Reine Le Gougne, [4]_____ (be / one of) the figure skating judges at the Games, was pressurized to award the gold medal to the Russian skaters instead of the Canadians. In the end, both pairs were awarded the gold medal. An investigation [5]_____ (set up) after the scandal by the International Skating Union led to reforms in the way ice skating is judged that endure to this day. Le Gougne, [6]_____ (job) was to be a fair judge, was subsequently suspended for three years and banned from judging at the next Winter Games. She has not judged a competition since.

Thanks to honest interviews with key individuals, [7]_____ (range) from athletes to criminals, *Bad Sport* reveals the decisions and the actions behind each scandal. The series shows each person [8]_____ (associate) in their true light, and how power and greed can drive even the most talented figures to use sport for illicit means.

4 TASK **Decide what you think is an appropriate punishment for the following sportspeople who cheated. Remember to use relative and participle clauses in your sentences.**

1 A Formula 1 driver who places a bet on his team to lose even though he intends to drive in the race and do his best.
2 A London marathon runner who wins the race but who actually took a shortcut and did not run the whole course.
3 A football manager who paid two referees so that his team won matches when he was in charge.

Listening, vocabulary and speaking

Insight The electoral system

1 Complete the information with one word in each gap.

Tips for first-time voters

Before you vote

- It's a good idea to know a political party's views and key issues, which are set out in their [1]_____ .
- Left-[2]_____ people usually have political ideas that are based on socialism and fairness for all. Capitalism and more conservative views in general are considered to be right-[3]_____ .
- If it's a [4]_____ election, then you are choosing politicians to represent your town or district.
- In a [5]_____ election in the UK, which usually takes place every five years, you are voting for the next government of your country.

When it's time to vote

- Find your nearest [6]_____ station where you can vote – often it's a local school or library.
- When you arrive, you will be given a [7]_____ paper with the names of the candidates representing each political party.
- By voting, you will be one of the [8]_____ – the number of people who have the right to vote in an election.

Choose wisely and make your vote count!

Debating

2 Read the three opinions on the debate topic below. Decide which opinion you agree with.



'Should students have a vote on issues and decisions which affect them at school?'

A I think that students should have a say on school issues in a school council, and I also think that school administrators should listen and act on what the council decides.

B I think that students should have a say on school issues in a school council. School administrators should listen to students' views, but I don't think they should have to do what the council decides.

C I don't think there is any point in letting students have a say on school issues in a school council. School administrators are there to make decisions. Students are there to learn, not to decide how to run the school.

3 10.01 Listen to a debate on the topic in exercise 2. Jamal is chairing the debate. Sami, Layla, Yasmin and Omar are expressing their views. Match the opinions in exercise 2 (A–C) to the speakers.

1 Sami: _____
2 Layla: _____
3 Yasmin: _____
4 Omar: _____

4 10.01 Listen again. Who expresses the opinions below, Sami (S), Layla (L), Yasmin (Y) or Omar (O)? Sometimes more than one speaker expresses the opinion.

1 Under-18s are not treated as fairly as adults. _____
2 Head teachers don't take any notice of what school councils say. _____
3 Making head teachers act on what students decide is not a practical way of running a school. _____
4 Being involved in the decision-making process helps students to become more responsible adults. _____
5 It's important to respect the fact that head teachers are experts in how to manage schools. _____
6 If students express a strong view on something, head teachers should have no choice but to accept and act on that view. _____

5 10.01 Choose the phrase, a or b, that a speaker uses in the debate. Then listen again and check.

A Chairing a debate
1 a Who would like to start us off?
  b Now I'd like to move on to …
2 a Does anyone else have anything they'd like to add?
  b Let's have some other views on this.

B Interrupting
3 a Can I just come in here?
  b Excuse me, can I just say … ?

C Dealing with interruptions
4 a Sorry, but could you just hear me out?
  b If you could just let me finish, please, …

D Getting your point across
5 a The main issue here is …
  b The other important question is whether …

E Responding to someone's argument
6 a I agree with …
  b You can't say that the people who …

6 TASK Read the debate topic and make some notes. Appoint one person as the chair and have a debate.

A four- or five-year term for a prime minister or president is not long enough for them to have an impact. The term should be increased to ten years.

Vocabulary and grammar

V Insight Synonyms: global politics

1 Replace the words in italics with the synonyms below.

■ abolish ■ adversaries ■ humanity ■ nation ■ swore

1 In January 2021, the American president, Joe Biden, *pledged* _____ that he would create a national police review within 100 days.
2 Cyberattacks on governments are usually launched by their political *enemies* _____.
3 Is Nelson Mandela one of the greatest politicians *mankind* _____ has ever known?
4 South Sudan became an independent *country* _____ in 2011.
5 Haiti wanted to *eradicate* _____ slavery. It became the first country to do so.

Vocabulary extra Idioms: politics

2 Complete the idioms in the sentences with two words.

1 Winning the general election boils _____ _____ having a clear manifesto.
2 The opposition party was quick _____ the _____ in making their own position clear.
3 The government will come _____ _____ again when it is revealed that rules were broken.
4 The minister apologized for his error of judgement and he _____ the record _____ regarding his behaviour.
5 It was obvious the politician just plucked a figure _____ of the _____ and he did not have the facts to hand.

Relative clauses: other structures

3 Complete the extract from a speech with *which* or *whom* and the prepositions below.

■ about ■ at ■ for ■ in ■ with ■ without

First of all, I'd like to thank all the people [1]_____ this event wouldn't have been possible. I can't believe we're here in the room [2]_____ the president made his most important speech. I know I am a politician [3]_____ you know very little, but I am hoping to change that starting from today. You are the audience [4]_____ my words are intended and this is an important global conference [5]_____ many world leaders are present. I am here, along with the other leaders, to deal with the issues [6]_____ all of us are concerned. So, let's make a start.

4 Complete the text with the words below.

■ about whom ■ for whom ■ in which ■ many ■ nobody ■ someone ■ those ■ through which ■ whatever ■ whenever



Power to the people

[1]_____ people think of famous speeches or the people who gave them, they probably think about JF Kennedy, Nelson Mandela or Barack Obama. They don't think about Fred Hampton. He was an activist [2]_____ we should know more. He was passionate about justice from a young age, staging protests against racism until he eventually joined the Black Panther Party in Illinois in 1968. First, there was the speech impediment [3]_____ he turned his voice into his biggest asset. Without exception, [4]_____ who heard him talk don't just remember his words, they also remember how he said them. He was like a poet, [5]_____ the message was as important as the way it was delivered. He had the unique ability to speak to different voices and connect people. After being released from prison in August 1969 for stealing ice cream, Hampton delivered a speech [6]_____ he called on the crowd to raise their right hand with him and repeat the words 'I am a revolutionary.' [7]_____ who were there felt inspired and found themselves making the same gesture and repeating his words.

[8]_____ the impact of his speeches may have been, his life was tragically cut short on 4 December 1969 when police burst into his apartment and shot him. He was just 21 years old. [9]_____ who heard Fred Hampton speak will ever forget it. He has become a symbol of resistance and [10]_____ who made demands of the government at the time.

5 TASK Imagine you are a speech writer. Choose a political leader or activist you know and admire. Write and deliver a speech on their behalf. Use three of the expressions below in your speech.

■ Anyone who places trust in me will find that …
■ I am someone on whom you can rely.
■ I will speak up for all of you, no matter how difficult the issue.
■ Those who doubt me only need to look at my …
■ Whatever challenges lie ahead, …

Reading

1 **Look at the photos. Who do you think the people are? What do you think the connection is between the photos? Read the article and check your answers.**

2 **Read the article again and match sentences A–G to gaps 1–6. There is one sentence that you do not need.**

A Instead, the young couple paid for everything themselves.
B However, no one wants an empress with a husband who is a commoner.
C However, if Prince Hisahito does not have a male child, the succession line will be broken.
D However, her first break with tradition came when she left school to study at university.
E For the moment, the couple are living happily in New York.
F Today, the Japanese monarchy has a symbolic role and no power within the state, but it still has a huge significance within Japanese culture and tradition.
G She therefore became an ordinary citizen after her wedding.

3 **Read the article again. Are the statements true (T) or false (F)?**

1 The Japanese monarchy has a strong succession plan allowing men or women to become the next monarch.
2 Princess Mako lost her right to become a monarch after her marriage.
3 When she got married, Mako and her husband accepted a gift of money from the government.
4 Any children Mako has will be allowed to become members of the royal family again.
5 The future of the Japanese monarchy could be in danger if there are not enough male members of the family.
6 A lot of people in Japan are in favour of men or women becoming the next emperor or empress.

4 **Match the words below to definitions 1–8. Check your answers in the article.**

■ ascend the throne ■ backlash ■ commoner ■ forfeit ■ hereditary ■ imperial ■ inherit ■ in line

1 passed from a parent to a child as a right, e.g. a title or position _____
2 being next in a line of succession _____
3 become king, queen, emperor or empress _____
4 receive money or possession from a person when they die _____
5 a person who does not come from a royal or noble family _____
6 lose or give up something as a necessary consequence of something you have done _____
7 a strong, negative reaction by a large number of people, e.g. to something that has changed in society _____
8 connected with an empire _____

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BREAKING with TRADITION

For more than 2,600 years the same family has reigned in Japan. The Japanese monarchy is the world's oldest hereditary dynasty and has existed since 660 BCE. [1]_____ The Japanese imperial family now has fewer than 20 members, and a succession law that doesn't allow female members to inherit the Chrysanthemum Throne threatens the future of the monarchy.

So, when Princess Mako got engaged to a 'commoner' called Kei Komuro, whom she had met at university, public backlash to the announcement was so strong that Prince Akishino, her father, did not initially approve of the marriage. Four years later, when she finally married her college sweetheart in October 2021, Princess Mako lost her royal status and the debate over succession began in earnest once more.

The former princess, who is now known simply as Mako Komuro, is the oldest child of the current emperor's younger brother, Prince Akishino, and her mother is Princess Kiko. Initially, she followed royal tradition by attending the Gakushuin School – an elite school where members of Japan's royal family usually study. [2]_____ At that time, as an independent woman, she performed royal duties while pursuing a career.

Mako said that her decision to marry Kei was a necessary choice. She was aware that people, including her own father, were opposed to the marriage, but she did not let that stop her. There was no formal ceremony or wedding banquet, or any other traditions associated with royal weddings. [3]_____ Traditionally, when women give up their royal status, they are given



a payment of $1.3 million from the Japanese government, which is taxpayers' money. Mako, however, declined to accept the money. She is the first woman in the royal family to do so.

The decision to, in effect, leave the royal family has had repercussions. Mako knew she would forfeit becoming an empress by marrying a commoner. [4]_____ Any children they may go on to have will also be regarded as non-royals and will never have the chance to ascend the throne.

Mako's decision to leave the royal palace has drawn attention to the lack of heirs to the throne, and the succession law which has been at the heart of a debate around Japan's monarchy for years, but which several governments have failed to change.

The current emperor, Naruhito, only has a daughter, Princess Aiko. As Prince Hitachi, his elderly uncle, is in his late 80s, Mako's father, Crown Prince Akishino, was formally declared next in line to the throne in 2020. Mako's younger brother, Prince Hisahito, is expected to become emperor after his father. [5]_____

Questions about the future of this imperial family are part of a bigger debate about the role of women in Japanese society, and many people feel that since the royal family is a national symbol but is limited to males, it could be said to be a reflection of gender equality in the country.

The Japanese government has tried to address this issue before, including proposals to allow women to remain in the royal family after marrying commoners. Polls show that the majority of the public supports allowing women or their male children to become emperors. However, there is strong opposition amongst many conservatives in the country.

Mako has a lot of supporters who feel she should not be denied the chance to live her life like anyone else. [6]_____ Komuro is working and Mako has applied for her first passport – something that imperial family members do not have to do.

Will the future of Japan's monarchy remain unchanged or will it have to adapt in order to survive?



5 Complete the text with the correct form of six of the words in exercise 4.

When Prince Harry, the Duke of Sussex, married Meghan Markle, an American actress and a [1]_____, he was sixth [2]_____ to the throne.

In March 2020, the couple stepped back from the British royal family to pursue an independent life together with their children in California. There was a huge [3]_____, particularly from the British public and some members of the royal family. This had never been done before. Harry has retained the title of prince since this is [4]_____. As a result of their decision, he has [5]_____ the right to carry out any more royal duties and Harry is highly unlikely now to ever [6]_____ in the UK and become king.



6 TASK Read the opinions below. Which ones do you agree with? Give reasons.

1 Modern-day monarchs have a positive influence on democracy.
2 A nation with values of equality for all should not have a monarchy.
3 Royal families create a sense of unity in a country.
4 If a monarchy does not allow women to become queen or empress, then it cannot be fair.

Writing A for and against essay

1 Read the four paragraphs of a for and against essay and put them in the correct order. Label each paragraph with one of the aims below.

1 to introduce the topic
2 to present arguments in favour of the statement
3 to present arguments against the statement
4 to draw a conclusion

2 Choose the correct answers.

1 There are a lot of issues the government needs to address. The impact of climate change _____ is a high priority.
a in particular
b such as
c this can be illustrated by

2 Countries _____ Tunisia and Bhutan are relatively young democracies that are trying to embrace change.
a for example
b like
c this can be illustrated by

3 If young people want to engage in politics, there are a lot of different ways they can do it. _____ is the UK Youth Parliament which gives 11- to 18-year-olds the chance to use their political voice.
a In particular
b As an illustration
c An example of this

4 Several North European countries, _____ Norway, Sweden and Denmark, still have a monarchy.
a such as
b a case in point
c to illustrate this

5 The decision made by the UK to leave the European Union has affected many aspects of life. _____ the cost of a visa for British citizens now to work in the EU.
a Such as
b A case in point is
c Particularly

3 Complete gaps 1–3 in the essay with phrases for giving examples and explanations in exercise 2.

4 Answer the questions.

In which paragraph of the essay can we find:

1 the personal opinion of the writer? _____
2 a thought-provoking fact to get the reader interested in the subject? _____
3 an example of how private funding can influence politics in a negative way? _____
4 an argument about how public funding may help some parties too much? _____

‘We should fund political parties with taxpayers’ money.’

A _____ On the other hand, there is a strong argument to be made against public funding. Firstly, it is very difficult to allocate money on a fair basis. If money is given depending on the size of a party, then that gives an unfair advantage to the most powerful parties. [1]_____, it favours the party or parties in government. If public money is given to all parties equally, then minority parties, or undesirable movements, [2]_____ extreme groups, may be given more money and support than they deserve. Moreover, most taxpayers don’t want their taxes to be spent on politics.

B _____ In the last US presidential election, over $14 billion was spent on campaigning. In the UK, the figure in the 2019 general election was £16 million. The problem, however, is where the money comes from. Many people feel that political parties should be publicly funded. This essay assesses whether the taxpayer should provide the majority of income for political parties, or whether political parties should find private sources of income.

C _____ In conclusion, there are strong arguments to be made for both sides of the debate about public funding in politics. On balance, however, I feel that there should be some public funding so that all parties can fight for power on an equal and fair basis.

D _____ On the one hand, supporters of public funding argue that it makes politics fairer. No party can dominate an election by outspending its opponents on advertising. Public funding means that parties don’t have to rely on money from sponsors who want something in return. [3]_____, a Spanish political party once accepted millions of dollars from a construction company, in return for which they gave the firm major building contracts after they won the election – a clear abuse of democratic principles.

Writing guide

■ **TASK Write a for and against essay on the topic below.**

> ‘We should pay MPs (Members of Parliament) more.’ Discuss.

■ **PLAN 1 Make notes on the arguments in favour of the statement, arguments against the statement and examples to back up both sets of arguments.**

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

Paragraph 1: Introduce the topic, including a definition if necessary, a hook and a thesis statement.
Paragraph 2: Present the arguments in favour of the statement.
Paragraph 3: Present the arguments against the statement.
Paragraph 4: Write a balanced conclusion, giving your own opinion.

■ **WRITE Write your for and against essay.**

■ **REVIEW Check the following points.**

- Have you written a clear, concise thesis statement?
- Have you used a range of suitable linking words?
- Have you checked grammar, vocabulary, punctuation and spelling?

U10 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 10A	Mark
I can find and understand relevant information in a text.	
I can use context to infer meaning.	
I can recognize and use collocations relating to society and citizenship.	
How can I improve?	

Lesson 10B	Mark
I can identify key points in a listening text.	
I can use defining and non-defining relative clauses.	
I can use participle clauses to replace relative clauses.	
How can I improve?	

Lesson 10C	Mark
I can identify attitude in a listening text.	
I can use nouns to describe the electoral system.	
I can use a range of language in a debate.	
How can I improve?	

Lesson 10D	Mark
I can use world knowledge of a topic to understand a text.	
I can recognize and use vocabulary relating to politics.	
I can use a variety of structures with relative clauses.	
How can I improve?	

Lesson 10E	Mark
I can write a for and against essay.	
I can write an effective introduction in a for and against essay.	
I can use language to give examples and add further details.	
How can I improve?	

Action plan

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

Literature Insight 1 *Jane Eyre* – Charlotte Brontë

Before you read

1 Read about Charlotte Brontë. In which literary works did the Brontë sisters create imaginary worlds?
2 Read the background to the story on page 85. Why is Jane afraid of being locked in the red room?

About the author

Charlotte Brontë (pen name Currer Bell)
Born: 1816 in Thornton, Yorkshire, England
Died: 1855
Important works: *Jane Eyre* (1847), *Shirley* (1849), *Villette* (1853), *Poems of Currer, Ellis and Acton Bell* (1846)
Did you know? Charlotte and her sisters Emily and Anne spent their short lives living in isolation on the edge of the Yorkshire Moors. They were mostly self-educated and together they created their own imaginary worlds called Angria and Gondal which became the settings for many of their poems. The Brontë sisters came from a new generation of socially aware female novelists who felt that they had to adopt male pen names if they were to be considered serious writers. Their work had a profound impact on the English novel. *Jane Eyre* was controversial in its criticism of Victorian society's treatment of impoverished women, and Charlotte created a character in Jane with the power to make her own decisions. The novel was a great success, but also received criticism on social and moral grounds.

1 Read the extract on page 85. What benefit does Mr Brocklehurst think that physical punishment can have?

2 Read the extract again. Put the events a–h in the correct order.

___ **a** He tells the students that this seemingly ordinary girl is evil.
___ **b** Jane is afraid that it will no longer be possible to start a new life at Lowood.
___ **c** The girls are not allowed to speak to her that day.
___ **d** Jane fears that Miss Temple's good feelings towards her will change when her true character is revealed.
___ **e** Mrs Reed believed that Jane was having an evil influence on her children.
___ **f** Mr Brocklehurst says that Jane is a liar.
___ **g** Helen Burns looks at Jane and calms her feelings of anger and shame.
___ **h** Jane is placed on a chair close to Mr Brocklehurst's nose.

3 SPEAKING Work in pairs. Discuss the questions.

1 Do you think the other girls believe Mr Brocklehurst? Why / why not?
2 Do you think that Jane is right to feel anger and shame? Why / why not?

4 Read what happens next. Why do many of the girls become ill?

Read on

Spring arrives and the weather, combined with the lack of care that the students receive, leads to half of the girls in the school becoming ill with typhus. Later, Jane is shocked to learn that Helen Burns is also seriously ill with tuberculosis. One evening Jane falls asleep with her friend in her arms and in the morning, Helen is dead. Under Miss Temple's guidance, Jane does very well at school. After six years of study she becomes a teacher at Lowood, but when Miss Temple leaves to get married, Jane places an advertisement in a newspaper and accepts the position of governess at Thornfield Hall.
Jane is warmly welcomed to her new home by Mrs Fairfax, the housekeeper, but she learns that Mr Rochester, who owns the manor house, is a strange man who often travels abroad. He is also responsible for a little French girl called Adèle.
One winter's day, Jane startles a horse and rider on a country lane. The rider falls and Jane helps him back onto his horse. She does not know until she returns to Thornfield that the man is Mr Rochester. He is keen to talk to the new governess and to discover what Jane's impressions of him are.

5 LI.01 Listen to the next part of the story. What does Mr Rochester think about Jane's character?

6 LI.01 Listen again. Are the statements true (T) or false (F)? Correct the false ones.

1 Mr Rochester asks if Jane considers herself handsome.
2 Jane's first response is that beauty doesn't matter.
3 Jane asks Mr Rochester if he is good as well as intelligent.
4 Mr Rochester commands Jane to speak.
5 Mr Rochester made good decisions when he was younger.
6 Mr Rochester feels that he can confide in Jane.

7 SPEAKING Work in pairs. Discuss the questions.

1 In this scene Mr Rochester and Jane discuss beauty and goodness. Which do you think is more important? Why?
2 What do you think happened to Mr Rochester when he was 21 years old?
3 Who do you tell your problems and secrets to? Can you keep a secret? Why / why not?

Writing

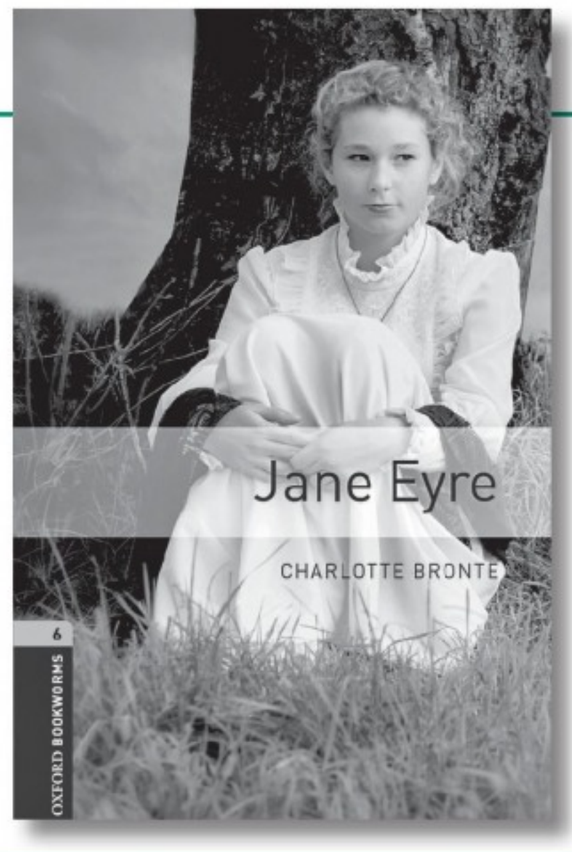
8 Imagine you are Jane Eyre. Write a letter to Bessie, a maid who was kind to you at Gateshead Hall. Include this information:

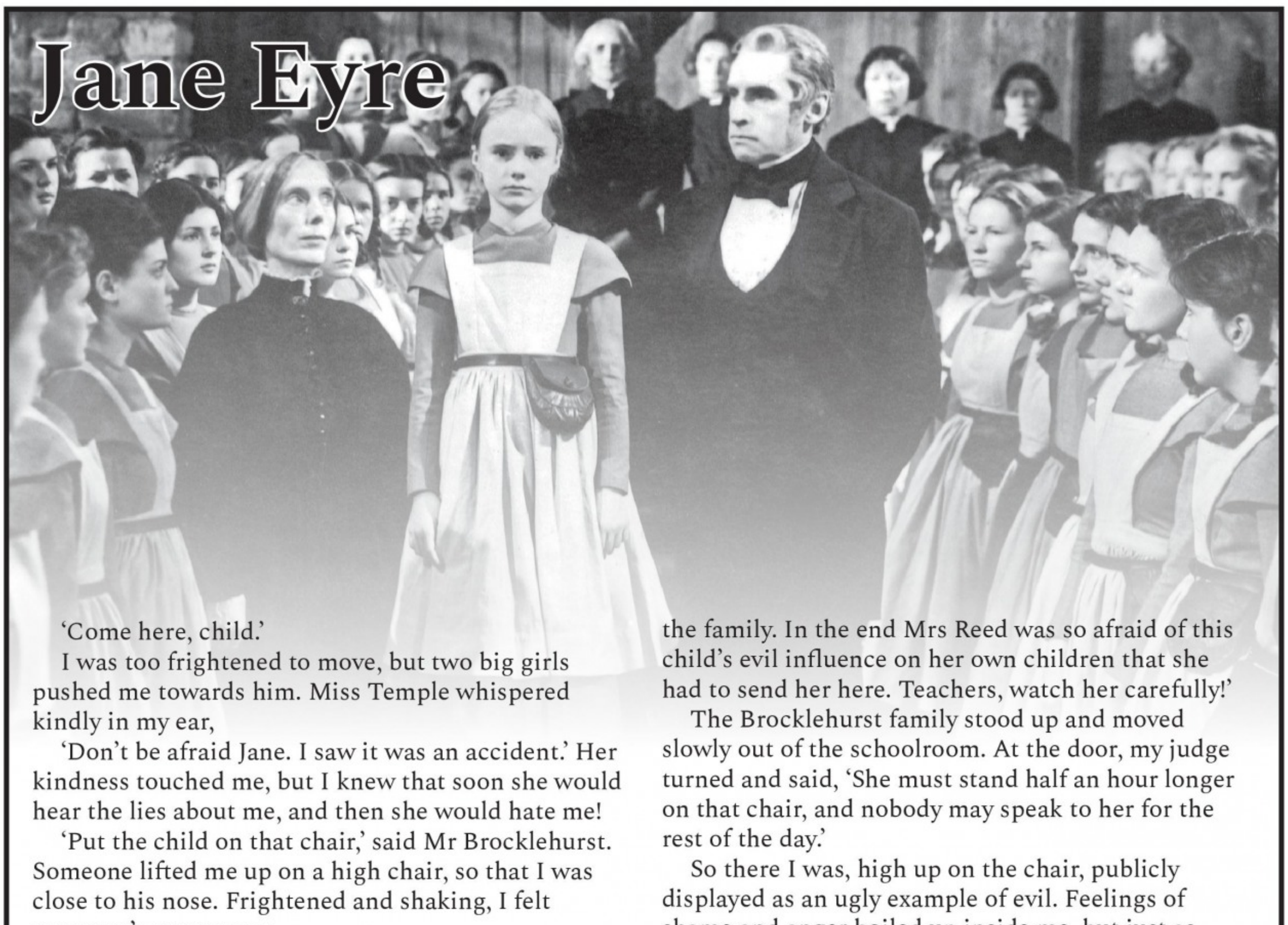
- why you left Lowood School and what you are doing now.
- a description of Mr Rochester.
- your memories of your life at Gateshead Hall.

Background to the story

Jane Eyre is a ten-year-old orphan who is sent to live with her aunt, Mrs Reed, and her cousins at Gateshead Hall. Jane is neither beautiful nor meek, and her aunt, who makes no attempt to conceal her dislike of Jane, allows her son John to bully and torment her. One day, as punishment for fighting with John, Jane is locked in the red room, the room where her uncle died. Jane is terrified and believes that she can see the ghost of Mr Reed. She faints and when Dr Lloyd comes to check if she is well, he suggests that she be sent away to school.

Jane is pleased to leave her cruel aunt and cousins, but life at Lowood is bleak and the girls suffer from cold and hunger. Jane's teacher, Miss Temple, is kind and protective towards her, and Helen Burns becomes a good friend. However, the school manager, Mr Brocklehurst, is a cruel and hypocritical man. One day when he is visiting the school, Jane drops her slate on the floor and it breaks. Mr Brocklehurst met Jane once at her aunt's house and he remembers her.





'Come here, child.'

I was too frightened to move, but two big girls pushed me towards him. Miss Temple whispered kindly in my ear,

'Don't be afraid Jane. I saw it was an accident.' Her kindness touched me, but I knew that soon she would hear the lies about me, and then she would hate me!

'Put the child on that chair,' said Mr Brocklehurst. Someone lifted me up on a high chair, so that I was close to his nose. Frightened and shaking, I felt everyone's eyes on me.

'You see this girl?' began the black marble column. 'She is young, she looks like an ordinary child. Nothing about her tells you she is evil. But she is all wickedness! Children, don't talk to her, stay away from her. Teachers, watch her, punish her body to save her soul – if indeed she has a soul, because this child ... I can hardly say it ... this child is a liar!'

'How shocking!' said the two Brocklehurst daughters, each wiping a tear or two from their eyes.

'I learned this fact,' continued the great man, 'from Mrs Reed, the kind lady who took care of her after her parents' death and brought her up as a member of the family. In the end Mrs Reed was so afraid of this child's evil influence on her own children that she had to send her here. Teachers, watch her carefully!'

The Brocklehurst family stood up and moved slowly out of the schoolroom. At the door, my judge turned and said, 'She must stand half an hour longer on that chair, and nobody may speak to her for the rest of the day.'

So there I was, high up on the chair, publicly displayed as an ugly example of evil. Feelings of shame and anger boiled up inside me, but just as I felt I could not bear it any longer, Helen Burns walked past me and lifted her eyes to mine. Her look calmed me. What a smile she had! It was an intelligent, brave smile, lighting up her thin face and her tired grey eyes.

When all the girls left the classroom at five o'clock, I climbed down from the chair and sat on the floor. I no longer felt strong or calm, and I began to cry bitterly. I had wanted so much to make friends at Lowood, to be good, to deserve praise. Now nobody would believe me or perhaps even speak to me. Could I ever start a new life after this?

From Oxford Bookworms Library, Level 6: *Jane Eyre* by Charlotte Brontë, retold by Clare West, 9780194614443

Literature Insight 2 *Oliver Twist* – Charles Dickens

Before you read

1 Read about Charles Dickens. What did the new Poor Law of 1834 mean for working class people?
2 Read the background to the story on page 87. Why did Oliver have to ask for more food?

About the author

Charles Dickens (nickname Boz)
Born: 1812 in Portsmouth, England
Died: 1870
Important works: *Oliver Twist* (1839), *A Christmas Carol* (1843), *David Copperfield* (1849–1850), *Little Dorrit* (1855–57)
Did you know? Charles Dickens had an unhappy childhood. His father was bad at managing money and in 1824, he was arrested for being in debt and sent to prison. Charles, who was 12 years old, was sent to work in a factory where he pasted labels on bottles for six shillings a week. The horrific conditions in the factory haunted him for the rest of his life, and for a time he knew what it was like to be an orphan.
Working-class children suffered in Victorian times and many had to work from the age of eight. Orphans like Oliver in *Oliver Twist* had an even harder time in the workhouses. A new Poor Law had been passed in 1834 which allowed the poor to receive public money only if they lived and worked in workhouses. Families were split up and living conditions were deliberately terrible. Charles Dickens exposed this reality in his novels. His grim and realistic descriptions shocked his readers, with the result that the wealthier classes began to learn about the conditions that poor people were forced to live in for the first time.

1 Read the extract on page 87. What prevented Oliver from begging when he reached some villages?

2 Read the extract again. Match sentences A–G to gaps 1–7 in the extract.

A "The magistrate? What's that?"
B If they had not given him some food, he surely would have died like his mother.
C Meat, bread and beer were placed before Oliver,
D He slept the first night in a field, feeling lonely, tired, cold and hungry.
E "I'm very tired and hungry," answered Oliver, almost crying. "I've been walking for a week."
F He was short for his age and had little, sharp, ugly eyes.
G After a long time the boy crossed the road and said to Oliver,

3 SPEAKING Work in pairs. Answer the questions.

1 What does the description of Dodger, the boy that Oliver meets, tell you about him?
2 What do you think Dickens is trying to show the readers in this section of the book?

4 Read what happens next. What kind of work do the boys do?

Read on

The boy, whose name is The Artful Dodger, tells Oliver that he will take him to a kind old gentleman who will help him. Dodger takes Oliver to a London neighbourhood where a gang of pickpockets live. The boys, who are Dodger's age, are smoking pipes and drinking liquor. The gentleman in charge of them is called Fagin. One day, Fagin sends Oliver out 'to work' with Dodger and Charley. Oliver is shocked when his friends steal a handkerchief from a wealthy gentleman's pocket and when the gentleman turns round, he thinks that Oliver is the thief. Oliver is taken before the magistrate, who sentences him to three months' hard labour. Oliver faints, but the owner of a bookstall, Mr Brownlow, arrives to say that two other boys and not Oliver were the thieves.
Mr Brownlow takes Oliver home with him, but Fagin is furious when he learns what has happened. He is terrified that Oliver will tell the police where the gang lives.

5 LI.02 Listen to the next part of the story. When does Oliver feel rather confused?

6 LI.02 Listen again. Complete sentences 1–7 with characters A–C.

A Oliver
B Mr Brownlow
C Mr Grimwig

1 ___ offers to help around the house.
2 ___ doesn't believe that Oliver is a criminal.
3 ___ wants to hear all about Oliver's life.
4 ___ is an argumentative elderly gentleman who appears to know about Oliver.
5 ___ whispers to Mr Brownlow.
6 ___ suggests that Oliver returns some books.
7 ___ thinks that Oliver will disappear with the money and return to the thieves.

7 SPEAKING Work in pairs. Answer the questions.

1 Why does Mr Grimwig stare at Oliver?
2 Should Mr Brownlow have sent Oliver out alone? Why / why not?
3 What do you think will happen to Oliver?

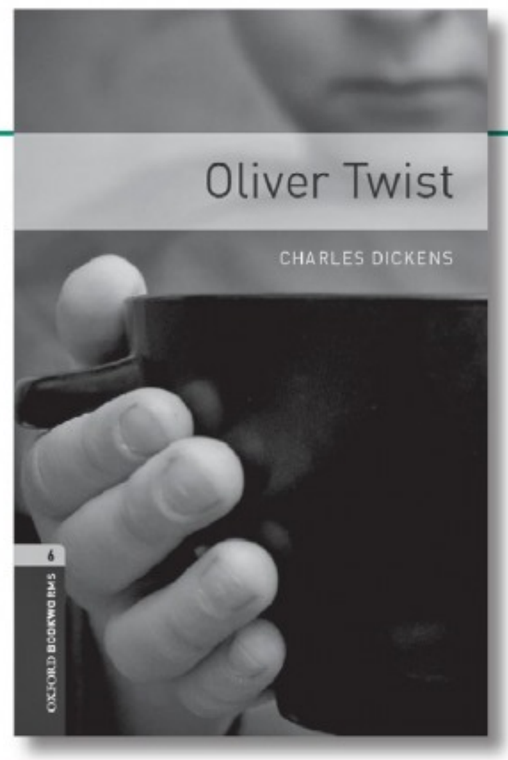
Writing

8 It is dark and Oliver has not returned to Mr Brownlow's house. Write a dialogue between Mr Brownlow and Mr Grimwig. Include this information:

- Mr Grimwig is triumphant. He knew this would happen.
- Mr Brownlow is angry with himself for sending Oliver out alone. He is afraid that the thieves have snatched him.
- Mr Grimwig wants to call the police.
- Mr Brownlow wants to go out looking for the boy.

Background to the story

Oliver Twist is born in a workhouse, but sadly his mother dies soon after his birth. The doctor learns that Oliver's mother, who had been found lying in the street, was not wearing a wedding ring and, from the state of her shoes, had walked a great distance. Oliver is placed in a badly-run home for young orphans and on his ninth birthday is taken to the workhouse. The boys are given very little food, so they discuss who will ask for some more. They decide that Oliver should be the one to ask. No boy has ever asked for more food and Mr Bumble, who is in charge of the workhouse, is furious. He offers five pounds to anyone who will take the boy and Oliver is apprenticed to Mr Sowerberry, a local undertaker. They make him sleep in the room where they keep the coffins. One day Noah, another apprentice, makes horrible comments about Oliver's mother and there is a fight. Mr Sowerberry beats Oliver and at dawn the next day, Oliver runs away and travels towards London.





He walked 20 miles that day. The only thing he had to eat was his piece of bread and some water which he begged from houses near the road. [1]_____ He was even hungrier the next morning when he woke up, and he had to buy some bread with his penny. That day he walked only 12 miles. His legs were so weak that they shook beneath him.

The next day he tried to beg for money, but large signs in some villages warned him that anyone caught begging would be sent to prison. Travellers on the road refused to give him money; they said that he was a lazy young dog and didn't deserve anything. Farmers threatened to send their dogs after him. When he waited outside pubs, the pub-owners chased him away because they thought he had come to steal something. Only two people were kind enough to feed him: an old woman and a gate-keeper on the road.

[2]_____

Early on the seventh morning of his journey, Oliver finally reached the little town of Barnet, just outside London. Exhausted, he sat down at the side of the road. His feet were bleeding, and he was covered in dust. He was too tired even to beg. Then he noticed that a boy, who had passed him a few minutes before, had returned and was now looking at him carefully from the opposite side of the road.

[3]_____ 'Hello! What's the matter then?'

The boy was about Oliver's age, but was one of the strangest looking people he had ever seen. He had a dirty, ordinary boy's face, but he behaved as if he were an adult.

[4]_____ His hat was stuck on top of his head, but it looked as though it would blow off at any minute. He wore a man's coat which reached almost down to his feet, with sleeves so long that his hands were completely covered.

[5]_____ 'A week! The magistrate's order, was it?'

[6]_____

'A magistrate's a kind of judge,' explained the surprised young gentleman. He realized Oliver did not have much experience of the world. 'Never mind that. You want some food,' he went on. 'I haven't got much money, but don't worry – I'll pay.'

The boy helped Oliver to his feet and took him to a pub. [7]_____ and his new friend urged him to satisfy his hunger.

From Oxford Bookworms Library, Level 6: *Oliver Twist* by Charles Dickens, retold by Richard Roger, 9780194792660

Exam Insight 1

Reading

Exam strategy

- Working out what types of texts you are dealing with will help you to understand them better.

1 Read the three texts quickly. Decide where you might find each text. Use the list to help you.

- in a health magazine
- in an autobiography
- on a CD cover
- on a newspaper TV page
- on a noticeboard
- on a website

2 EXAM TASK Read the texts and answer the questions.

In which text

1 does someone find it difficult to relax?
2 is it stressed that preparation is essential?
3 is a change of plan mentioned?
4 does the weather become a concern?
5 is there evidence of a lack of preparation?
6 can the reader find useful advice?

A

9.00 p.m.

A life of travel

Robert Attwood looks at the life of Geoffrey Moorhouse, travel writer and journalist, who in 1972, at the age of 40, with no experience of either the desert or camels, or indeed navigation, set off to attempt the first solo crossing of the Sahara desert from west to east. With numerous obstacles to overcome, Moorhouse eventually employed local people to help him meet the challenge. However, they proved as much of a problem as the desert itself. They stole food, carelessly wasted water and accidentally broke his navigation equipment. Moorhouse's account of his extraordinary journey retells how he came to face his own fears and to explore the extremes of human experience. Attwood's documentary includes interviews with Moorhouse himself and his friends and colleagues, and rare video footage of the start of his amazing trip.

B

Cycling challenge

So ... Britain's best cycling challenge is on your radar: around 1,500 kilometres from Land's End in the far south-west of the country to John O'Groats in the far north-east. Well, this is your knowledge base for the trip. I've been there, done that and got the T-shirt. Believe me, doing the groundwork before you set off is vital. It really will enhance your experience. The key word is TREK. Four things to remember: Training, Route, Enjoyment and Kit.

Training (click here for more information)
Don't skimp on physical preparation. It's a 10- to 14-day journey. Ignore fitness, and the first week will seem like an endurance test.

Route (click here for more information)
Advance planning is strongly recommended. Take in as much of the magnificent scenery along the way as you can!

Enjoyment (click here for more information)
Enjoyment is everything. If you are a challenge-oriented individual, then go for it. If you want something gentler, steep hills and long days in the saddle can be sensibly avoided.

Kit (click here for more information)
As little as possible. Give your bike a good overhaul. Take essential tools only. Pack as few clothes as you can. Remember you will need to carry water.

C

As I drew close to the coast of Antigua, the wind picked up and the waves grew more threatening. The clouds darkened and I became apprehensive about spending another night at sea. Negotiating a route into English Harbour was not an option to be undertaken at night in heavy seas.

I had made good progress during the night, but the whole 40-day trip had taken its toll. I was exhausted. I had slept badly throughout that time. Not only was I physically exhausted, but sleepless nights worrying that a huge container ship might crash into me – despite the wonderful technology – meant I was close to breaking point.

Then, as suddenly as the sky had grown dark, it started to clear. I could make out Fort Berkeley in the entrance to the harbour and realized that my dream, my goal, would be achieved that afternoon. My spirits lifted. New energy and enthusiasm coursed through my veins. I bent my back to the task ahead.

Exam Insight 1

Listening

Exam strategy

- Before you listen, think about the words you are likely to hear. Being prepared in this way will make the listening easier to understand.

3 You are going to hear a radio programme about the Royal Flying Doctor Service in Australia. Tick (✓) the words below that you think you will hear.

- aircraft
- community
- dentist
- emergency
- first-class
- four-wheel drive
- fuel
- healthcare
- mechanic
- medicine
- nurse
- preventative
- radio
- travellers
- unskilled

4 EXAM TASK EI.01 Listen to the radio programme and choose the correct answers.

1 When do flights involve a doctor?
   a When moving patients to a hospital.
   b When a health clinic is being held.
   c When the situation requires it.
   d When putting a medicine chest in place.
2 What is the main purpose of the Royal Flying Doctor Service?
   a To provide an emergency service for people in outback Australia.
   b To provide all-round health care for people in outback Australia.
   c To make medicine available in remote areas.
   d To persuade people to live in a healthier way.
3 What does the speaker say about the Healthy Living Program?
   a It has reduced demand for the emergency services.
   b It has been around for many years.
   c It is an idea that will be developed in the future.
   d It is a fairly recent development by the RFDS.
4 How does the speaker feel about the Royal Flying Doctor Service?
   a He thinks it is an excellent organization.
   b He thinks it concentrates too much on preventative health care.
   c He thinks it costs too much money.
   d He thinks the government should fund it completely.
5 How would you describe the tone of the speaker?
   a Serious and persuasive.
   b Casual and friendly.
   c Overconfident and arrogant.
   d Tired and uninterested.
6 What is the main purpose of the radio broadcast?
   a To inform the listener about the Royal Flying Doctor Service.
   b To appeal for donations to the Royal Flying Doctor Service.
   c To advertise jobs at the Royal Flying Doctor Service.
   d To praise the Royal Flying Doctor Service.

Use of English

Exam strategy

- First, read the text quickly to get a general understanding of what it is about. This will help you when you start to choose the right words. Then, before you look at the options given, read the text again and see if you can work out what words might be missing. Check if the words you guessed are among the options.

5 Read the text and answer the questions.

1 Why did the man call at Jack Whiting's house?
2 Why did Jack race to the scene?
3 Why did he climb onto the lorry?
4 Why did the police chief say his behaviour was awesome?

6 EXAM TASK Read the text again. Choose the correct answers.

One evening, seventeen-year-old Jack Whiting was in his family's home, just a few hundred metres from the Wharton Gorge, a deep narrow valley through [1]_____ the Wharton River runs. Suddenly there was a loud and urgent knocking at the door. Whiting opened the door to a panic-stricken man who told him that a huge lorry had come off the road and was [2]_____ on the edge of the gorge, and about to plunge down into it.

Whiting did not [3]_____ stop to put on his shoes. He shouted to his family to call the police and raced to the scene as fast as he could. The front of the lorry was already half [4]_____ the edge and the driver was still in the cab. Whiting realized that the most sensible thing to do [5]_____ be to call the fire service and wait. [6]_____, he could hear strange noises coming from the lorry and decided that he needed to act fast. Quickly he climbed onto the lorry and miraculously was able to break the rear window of the cab. He helped the [7]_____ driver out of the cab and back to safety, just seconds before the lorry plummeted eighty metres into the river.

'Awesome' is how police chief, Julia Jackson, [8]_____ Whiting's behaviour. 'He risked his own life to save another. At seventeen, that takes some courage.'

1	**a** which	**b** where	**c** that	**d** there
2	**a** holding	**b** stabilizing	**c** balancing	**d** equalizing
3	**a** really	**b** ever	**c** just	**d** even
4	**a** down	**b** over	**c** up	**d** along
5	**a** should	**b** must	**c** would	**d** was
6	**a** However	**b** Although	**c** Moreover	**d** Still
7	**a** damaged	**b** injured	**c** harmed	**d** spoiled
8	**a** told	**b** admitted	**c** said	**d** described

Exam Insight 1

Use of English

Exam strategy

- First think of all the available options. Then decide which one fits best according to both grammar and meaning. Don't forget adverbs (e.g. *tolerantly*, *patiently*) and opposites (e.g. *intolerantly*, *impatiently*).

7 Choose the correct answers. Why is the other option wrong?

1 Remember to take hats if you're going out. You'll need some **protection** / **protective** against the sun.
2 I don't really like his paintings much. I find them rather **uninspiring** / **inspiring**.
3 She realized I wouldn't be able to move the bookcase on my own and offered to help. It was so **thoughtful** / **thoughtless** of her.
4 Have you seen the **attractive** / **attraction** new building next to the Town Hall?
5 I love those new curtains. They're such an **unappealing** / **appealing** shade of blue.
6 I'm sure he is capable of better work than that. His last test results were very **unimpressive** / **impressionable**.
7 You shouldn't speak like that to your grandmother. You should be more **respectable** / **respectful**.
8 Be careful with the new teacher. She has a very low **tolerance** / **tolerant** for bad behaviour.

8 EXAM TASK Complete the sentences with the correct form of the words in brackets.

1 The new boss is very _____ (tolerate). She sacked someone the other day for arriving five minutes late.
2 She doesn't care about other people's feelings at all. She's so _____ (think).
3 Despite wearing a lot of _____ (protect) clothing, there were bruises all over his chest.
4 I think you should apologize. What you said was very _____ (respect).
5 I'm not sure I like that colour at all. It's rather _____ (appeal).
6 She gave an _____ (inspire) talk to her students about the importance of art.
7 I can't see the _____ (attract) of the theatre. I much prefer to see a film.
8 Did you see the fantastic amount of money she raised for charity? It was really most _____ (impress).

Speaking

Exam strategy

- Remember that the examiner may sometimes play the role of your superior, as well as the role of your friend. You should express suggestions, agreements and disagreements in more formal language if he/she is playing the role of your superior.

9 Are the phrases suggestions, agreements or disagreements? Which of them are formal and which informal? Read the exam task. Which of the phrases would you need for this particular task?

a Absolutely.
b Actually, I believe ….
c Certainly.
d I can't do that.
e I thought it would be a good idea to ….
f I was thinking about ….
g Let's ….
h Not at all. In fact, ….
i That's a bad idea.
j Yeah!

10 EXAM TASK Your school wants to host an event to support a local charity. As a representative of the student council, you want to explain to the head teacher how the students could be involved in organizing this fund-raising event. Include the following points:

- reason for letting the students host the event.
- how to organize the fund-raising event.
- who would be responsible for organizing the event.
- the most suitable date for the event and why.

Writing

Exam strategy

- When writing a review, remember to use adjectives to make your descriptions richer and your review more personal and convincing.

11 Form adjectives from the words below. Look up the meaning of any words you do not know. Which ones could you use in the exam task below?

- compel - inspire - intrigue - memory - provoke - remark

12 EXAM TASK You have seen the following advert in an online magazine for English language students. Write a review of 100—160 words.

Send us your reviews!

Have you seen an interesting documentary recently? Write a review and tell us what the documentary is about and why you liked it. We'll print the best review in next month's magazine.

Exam Insight 2

Reading

Exam strategy

- Working out what each paragraph is about will help you to locate where to put the missing sentences. Make sure the sentence you put in the gap fits with the topic of the paragraph.

1 Read the text. Work out what the topic of each paragraph is and match the headings below to the paragraphs.

1 How the museum started
2 What will happen in the future
3 How Norcross started collecting
4 Why there were only toasters
5 Introducing a very unusual museum
6 What the museum was like

2 EXAM TASK Complete the text with sentences A–F.

A Unfortunately, events conspired against them, and it was not to be. Eventually, however, there was better news.

B He was running an art gallery and bar when he hit upon the novel idea of putting a toaster on each table so that customers could make their own toast.

C Whilst wandering the streets of Seattle a few years ago, I encountered my all-time favourite museum: the Toaster Museum.

D It attracted visitors from all over the world, as well as media attention from places as far afield as Canada, Japan and Britain.

E Initially, these were stored in a back room leading off the studio and not put on display.

F In an appliance museum, it would be easy to mistake a toaster for some other sort of appliance.

.....

A ☐ What's the weirdest museum you've ever been in? One where there's an accumulation of all sorts of junk? One with a wide-ranging variety of all sorts of different objects? Or something more specialist? [1]_____ That's right — a collection dedicated entirely to the contraption in your kitchen that turns your bread into toast every morning.

B ☐ I was curious as to how such an esoteric place had been conceived and fell into conversation with Eric Norcross, the owner. There was no grand design to his museum. It happened more or less by accident. [2]_____ The idea took off. As a result, Norcross was always on the lookout for extra appliances. One day he came across a Toast-O-Lator, an unusual toaster where the toast travels through from one side to the other. That toaster turned him into a collector.

C ☐ Sadly, the gallery had to close. After a short hiatus, Norcross and his wife opened a new art gallery and studio, and continued to collect toasters for their own amusement. [3]_____ However, they drew the attention of so many people that the Norcrosses ended up giving occasional impromptu tours. Before too long, they decided there was only one thing to do: open the Toaster Museum.

D ☐ Although only open for about five years, the Toaster Museum was a great success. [4]_____ Toasters were lined up on display with cards detailing the names and dates of the manufacturer. There was also information about the history of toasters — the first electric one was produced in the early 20th century — and about how they are manufactured today. What seemed continually to fascinate visitors was the design, innovation and effort that had gone into creating what is, after all, just a common kitchen appliance.

E ☐ At first, the Norcrosses wondered whether it was ludicrous to devote a whole museum to just one appliance. In fact, visitors often asked whether they were going to diversify into kettles or coffee machines. However, Eric Norcross argued that it was simplicity that made the museum unique. [5]_____ But by displaying only toasters, it was possible to gain an overview of the development and history of the toaster; to see how change, development and evolution had unfolded over the years; and to appreciate the varied, interesting and unusual work and vision that had gone into its design and creation.

F ☐ After five years, the museum closed. The Norcrosses moved first to Portland, Oregon, then to Charlottesville, Virginia, each time with the intention of once again putting on display their collection of over 550 toasters. [6]_____ The Henry Ford Museum in Dearborn, Michigan agreed to acquire the whole collection. Although it is not yet known when the collection will be available for public viewing, all is not lost. The museum also agreed to preserve the Norcrosses' fascinating internet resource: www.toaster.org. Whenever I make toast for breakfast, I always think of the Toaster Museum.

Listening

Exam strategy

- First, get a general idea of what each recording is about. Make notes of any answers you think you have found. The second time you listen, get a more detailed understanding. Check the answers you have and listen for the ones you don't have.

3 EI.02 Listen and answer the questions below.

Which recording talks about

1 genetic modifications to animals?
2 using genetics to alter the condition and characteristics of an unborn child?
3 demonstrations against genetically modified (GM) foods?

4 EXAM TASK EI.02 **Listen again. Choose the correct answers.**

Recording 1

1 What kind of recording are you listening to?
- **a** an expert's advice on GM foods
- **b** a news report about some peaceful demonstrations
- **c** an advertisement for a company producing food

2 Which sentence is true about the food company Monsanto?
- **a** It employs people in over 50 countries.
- **b** It labels all its GM products.
- **c** It believes people should be able to say what they believe.

Recording 2

3 The woman believes that
- **a** milk makes him sick and gives him stomach problems.
- **b** scientists are irresponsible.
- **c** genetic engineering has been going on for a long time.

4 The man thinks that
- **a** scientists are unaware of the consequences of their actions.
- **b** GM crops are OK, but not GM animals.
- **c** farmers practise a form of genetic engineering.

Recording 3

5 The speaker wants to
- **a** advise his listeners.
- **b** persuade his listeners.
- **c** describe something to his listeners.

6 The speaker thinks that
- **a** we should make use of genetics to improve the human race.
- **b** there is little connection between a person's genes and their personality.
- **c** a responsible society does not interfere with the genes of an unborn baby.

Use of English

Exam strategy

- Try and work out what kind of word (what part of speech) is likely to fill each gap. This will make it easier to decide which word to put into the gap.

5 Read the text once to get an idea of what it is about. Then read it again and decide which part of speech (adjective, noun, verb, etc.) should go in each gap. Choose the part of speech from the list below. You may use some parts of speech more than once.

- verb (e.g. *faces*, *blame*, *spent*)
- noun (e.g. *music*, *food*, *tent*)
- adjective (e.g. *better*, *poor*, *next*)
- preposition (e.g. *of*, *in*, *to*)
- modal verb (e.g. *might*, *could*, *should*)
- adverb (e.g. *fast*, *quickly*, *carefully*)
- conjunction (e.g. *when*, *but*, *and*)
- article (e.g. *a*, *an*, *the*)

1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

6 EXAM TASK Complete the text with appropriate words.

Tent nightmare at festival site

Has there been a hurricane? Is this the beginning of a new waste-disposal site? No, it's what the site of an open-air music festival [1]_____ like when all the festival-goers have left. Obviously, there are [2]_____ usual mountains of beer cans and piles of food packaging. However, the biggest headache that faces the organizers of this year's well-known Gilded Tree Festival in the west of England has been the 10,000 tents that festival-goers have left [3]_____.

'We [4]_____ not really blame our customers,' said spokeswoman, Kate Wilson, for the Gilded Tree organization. 'When a three-person tent costs only as much as a couple of CDs or music downloads, you know it's not going to last that [5]_____. You might just as well leave it behind. We do however encourage people to take their tents home with them. We also suggest that [6]_____ they spent more money and bought a tent of better quality, it might last them a lifetime of camping holidays rather than just one festival. We did try recycling the tents [7]_____ donating them to aid charities, but most are of such poor quality that the charities weren't interested.'

Gilded Tree is [8]_____ ways of reducing the number of abandoned tents at next year's festival.

Use of English

Exam strategy

- Think about how the words before and after each gap will help you to decide what part of speech you need. If the gap is before an adjective, you will need an adverb. If the gap is after an adjective, you will need a noun.

7 Read the sentences and answer the questions.

1 She'll take office at the _____ of the year.
Will the word in the gap be a noun or a verb?
2 He's proposing a new set of _____.
Will the noun in the gap be singular or plural?
3 We're suffering because of the _____ crisis.
Will the word in the gap be an adjective or an adverb?
4 _____ will be given to people on low incomes.
Will the word in the gap be a noun or an adjective?
5 Profits this year have been _____ good.
Will the word in the gap be an adjective or an adverb?

Exam Insight 2

6 We are expecting a _____ in sales following our advertising campaign.
Will the noun in the gap be singular or plural?

7 Our new boss has _____ for a review of all job descriptions.
Will the verb form in the gap be a present participle or a past participle?

8 Despite the sunny weather, sales of T-shirts were _____.
Will the adjective in the gap be positive or negative in meaning?

8 EXAM TASK Complete the text with the correct form of the words in brackets.

The population time bomb

A report out yesterday warned that the government is not yet ready to face the challenges of an [1]_____ (increase) ageing population. Current [2]_____ (predict) point to a 50% increase in the number of over 65s and a doubling of over 85s over the next 15 years.

The report recommended a radical [3]_____ (transform) of health and social care in order to address this situation. It warned that many people would have [4]_____ (adequate) savings or pensions to cope, and suggested that the government should provide far clearer [5]_____ (inform) about amounts people could expect to receive in [6]_____ (retire).

The report concluded that [7]_____ (politics) leaders should take action to fully engage with the [8]_____ (imply) of the report.

Speaking

Exam strategy

- The examiner's first question after you've described the picture usually asks you to speculate about the situation it presents. You could be asked about someone's reasons, feelings, intentions or thoughts. There's no single correct answer to this, but remember that, just like all your answers, you need to justify it.

9 Look at the photo in the exam task. Below are examples of questions asking for speculation. Try to answer the questions, making sure that you justify your answers.

- Where might this woman be going? What makes you think so?
- Do you think this woman just bought her own apartment? Why / why not?
- Do you think the woman's parents are upset that she's leaving? Why / why not?

10 EXAM TASK Look at the photo and answer the questions.

1 What do you think the women has packed in her bags? Why?
2 Have you ever been on a long journey on your own?
3 Talk about a situation when you lost something valuable to you.



Writing

Exam strategy

- When writing a letter or email, remember to include every point in the instructions.

11 Complete the sentences with the words below. Which expressions could you use for the exam task?

concerning ■ dissatisfaction ■ especially ■ express ■ offer ■ response ■ thank

1 I am writing in _____ to your recent advertisement _____ job vacancies.
2 _____ you for your email. I would be happy to _____ some feedback.
3 I would like to _____ my _____ with the service we received at your restaurant.
4 I was _____ pleased with how friendly and professional the hotel staff were.

12 EXAM TASK Read this email from the director of a music school. Write a reply, including the three notes. Write 140–190 words.

From: Peter Robinson

Subject: Music lessons

Thank you for taking part in our group music lesson last week. I would like to ask you for some feedback about your experience.

How did you find out about the lessons we offer?

What things did you like about the lesson?

We want to improve our lessons. Do you have any suggestions?

Kind regards,

Peter Robinson

Say how …

Suggest …

Give details

Exam Insight 3

Reading

Exam strategy

- Read the questions carefully. If you cannot immediately find the right answer, first eliminate the options that are wrong. Then examine the remaining possibilities carefully and decide which is correct.

1 Read the texts and answer the question below for each text.

What kind of text is this?

a a review in a newspaper
b an email or letter
c an article in a newspaper
d a noticeboard announcement

2 EXAM TASK Read the texts again and choose the correct answers.

A

THE END OF AN ERA

Britannica goes online

It's happened. But it was always bound to happen. After over 240 years of continuous print versions, the *Encyclopaedia Britannica*, arguably the greatest ever English-language encyclopaedia, will only be available online. It will never again be produced in a paper edition. First published between 1768 and 1771, it originally contained just three volumes. By the fourth edition (1801–1810) that figure had increased to twenty volumes. From the mid-1930s, a process of 'continuous revision' was adopted: the encyclopaedia was reprinted each year, with articles changed and updated according to the latest information.

Then came the digital age. Top sales for the printed encyclopaedia were in 1990 when 120,000 sets of the fifteenth 32-volume edition were sold. Six years later, that figure had fallen dramatically to just 40,000. It was not, therefore, a tough decision to go online.

'The transition has not been that difficult,' says company president Jorge Cauz. 'Everyone understands we needed to change. We are the only company that I know of, so far, that has made the transition from traditional media to the digital sphere, and managed to be profitable and grow.'

In fact, the encyclopaedia itself already forms only a small part of the company (Encyclopaedia Britannica Inc.) as a whole. Subscriptions and apps bring in only 15% of earnings. Today, by far the largest part of the remaining 85% will come from other educational services and products, an area which the company has been involved in for some considerable time. 'Today our digital database is much larger than what we can fit in a print set,' wrote Cauz in a company announcement. 'And it is up to date because we can revise it within minutes any time we need to, and we do it many times each day.'

1 The *Encyclopaedia Britannica*
a was a constant size until the 1930s.
b will now be available in a Kindle edition.
c will no longer be published in book form.
d has always been reprinted every year.

2 The transition to digital
a was a tough decision.
b was a difficult period for the company.
c has been inevitable for some time.
d will lead to a decrease in sales.

3 The *Encyclopaedia Britannica*
a brings in the majority of the earnings to the company that owns it.
b can now be more accurate than ever.
c will soon be available as an app.
d will make its digital database available in print.

B

I have been asked by the Head of Resources to make a case for the purchase of an online subscription to the *Encyclopaedia Britannica*, to be accessible to all students in the college.

The main argument centres around the availability of a number of online encyclopaedias and databases which provide free, rather than subscription, access to information – Wikipedia perhaps being the most well known of these. Indeed, it is true that Wikipedia contains a vast knowledge database and has 3.9 million articles compared to *Britannica*'s 120,000. It also receives far more 'hits' per day than *Britannica*. However, this is probably because it is free.

One has to remember that Wikipedia is an open source tool that anyone can contribute to or alter. There are many well-documented examples of Wikipedia providing inaccurate information. The important factor here is that *Britannica* has an outstanding reputation for accuracy.

Although there have been criticisms of *Britannica*'s accuracy in the past, most recently in 2010 when there was an inaccurate entry about the Irish Civil War, these are highly unusual occurrences, and *Britannica* is generally regarded as the very height of excellence. Jorge Cauz, the President of Encyclopaedia Britannica Inc., asserted last year that '*Britannica* ... will always be factually correct.'

Another important factor is that *Britannica* includes, and always has included, articles by leading scholars. Past contributors have included such important figures as Sigmund Freud, Albert Einstein and Marie Curie. Where else could our students have access to such scholarship?

As well as the main encyclopaedia, *Britannica* provides a number of online editions and apps that are particularly suitable for college use: for example, a Student Encyclopaedia and an Online Academic Edition. Such well-researched and well-written resources would, I feel, be a great asset to our college and I would urge you to approve their purchase.

4 The *Encyclopaedia Britannica*
- **a** has always been accurate.
- **b** can be contributed to by anyone.
- **c** is larger than Wikipedia.
- **d** contains articles by leading academics.

5 What is the main purpose of text B?
- **a** To compare two things.
- **b** To persuade someone to do something.
- **c** To order someone to do something.
- **d** To describe something in detail.

6 The writer is most probably writing to
- **a** the Principal of the college.
- **b** the Head of Resources.
- **c** the students at the college.
- **d** a friend.

Listening

Exam strategy

- Read the question carefully before you listen. Remember: the words you hear will probably not be the same as in the question. There are many different ways of saying the same thing in English. Be careful – if the words you hear are the same as in the question, they might well not be the answer.

3 Match phrases 1–8 to phrases a–h with similar meanings.

1 I like to browse.
2 It's so easy to carry around.
3 It looks really good.
4 I like to support them.
5 I think it's wrong to do it.
6 It often causes problems.
7 I like to buy over the internet.
8 I had a terrible conscience about it.

a It's not nearly so convenient.
b It's beautiful.
c It's so portable.
d I like to see what's available.
e I feel bad about it.
f I felt guilty about doing it.
g I like to help them to keep going.
h I prefer to purchase online.

4 EXAM TASK EI.03 **Listen to five speakers talking about their attitudes to e-books and 'real' books. Match options A–F to speakers 1–5. There is one option that you do not need.**

This speaker
A feels guilty about buying e-books.
B likes to chat about what is on people's bookshelves.
C will always buy some books just to own them and enjoy them.
D feels that there will always be a demand for some kinds of books.
E likes to sit in cafés and read.
F no longer buys real books.

Speaker 1		Speaker 4	
Speaker 2		Speaker 5	
Speaker 3			

Use of English

Exam strategy

- Look at the words and think about how you would use them. This will help you to decide where to put them.

5 Complete the sentences with the correct form of the words in exercise 6. There is one word that you do not need.

1 New words _____ come into the language from the world of technology.
2 I _____ that they were speaking Finnish, even though I don't understand the language.
3 Working as a dictionary editor is a bit like being a _____: I'm always trying to track down new words and their meanings.
4 A 'cat', meaning someone who knows a lot about jazz music, first _____ the dictionary in the 1920s.
5 'Bitcoin', a digital currency that does not need a bank, made its first _____ in the dictionary in 2013.
6 As a writer, she was _____ by Joseph Conrad, a great author who wrote in English even though it was not his native language.
7 He's _____ Tolstoy's *War and Peace* and turning it into a TV drama.
8 Although it was a _____ expense, we bought a 20-volume copy of the *Oxford English Dictionary*.

6 EXAM TASK Complete the text with the correct form of the words below. There are two words that you do not need.

adapt ■ appear ■ consider ■ detect ■ enter ■ frequent ■ include ■ inspire ■ recognize

Home > News

1,000 NEW WORDS IN THE DICTIONARY

When does a new word reach adulthood? Probably when it receives the [1]_____ it deserves by being put in the dictionary. Every year, approximately 1.8 billion new words are [2]_____. Most of them [3]_____ almost as quickly as they come on the scene. Some hang around for longer – a few years, maybe. And around 1,000 a year gain [4]_____ to *Oxford Dictionaries Online*.

Oxford Dictionaries keep a track of new words and their usage, noting the source and [5]_____ of use. Then, when the evidence is sufficient, a new word is [6]_____ for addition to their dictionaries of current English.

Among the new words [7]_____ in recent years are: 'selfie' (a photo you take of yourself), 'phablet' (a smartphone with a large screen, somewhere between a phone and a tablet computer) and 'silly money' (a ridiculously large amount of money).

Exam Insight 3

Use of English

Exam strategy

- Decide what part of speech is needed to fill each gap (noun, verb, adjective or adverb). Then work out the correct form of the word in brackets. Check the meaning of the sentence, too. Remember that opposites are always possible.

7 **Read the sentences in exercise 8. Decide which part of speech should go in each gap: noun, verb, adjective or adverb. Decide if any of the words need to be negative.**

1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

8 **EXAM TASK** **Complete the sentences with the correct form of the words in brackets.**

1 He had a wonderful _____ (child), growing up on a farm in the south of England.
2 _____ (admit), she can be quite rude, but she is by far the best person for the job.
3 We recently discovered some long-lost cousins. We didn't even know of their _____ (exist) until a few months ago!
4 He was delighted. You should have seen the _____ (express) on his face.
5 They've lived in the village all their lives. They really do need to _____ (broad) their outlook on life.
6 We've been studying the theory of _____ (evolve) – how animals gradually developed.
7 It was supposed to be a thriller, but it was so _____ (excite) I walked out before the end.
8 There's no way I can arrive by 7 a.m. I'm afraid it's a complete _____ (possible).

Speaking

Exam strategy

- Try to develop your answers by including different arguments with examples. Use linking expressions to make your language more natural.

9 **Match the expressions below to categories A–D. Then add two more expressions to each category.**

- apart from that - besides - even so - for instance
- in particular - nevertheless - now that - seeing that
- since - still - such as - what's more - yet

A Adding more points on the same topic
B Moving to contrasting points
C Giving examples
D Talking about reasons

10 **EXAM TASK** **You wish to sign up for a language course and you see these two adverts. Compare and contrast them. Include the following points.**

- Which advert seems more convincing and why?
- Explain why you are rejecting the other advert.
- What are the best ways to learn a language?
- Do you think it is important to speak several languages in today's 'global village'?

A

A	B	C	G	O	U	M	T	Y
L	F	O	R	E	I	G	N	A
S	D	M	F	X	W	J	G	I
P	C	M	M	W	O	R	D	T
E	V	U	I	A	T	Y	H	A
A	H	N	U	O	A	P	Y	S
K	S	I	L	N	D	B	E	Q
X	N	C	H	I	O	D	W	L
O	L	A	N	G	U	A	G	E
I	N	T	E	Z	F	Q	A	B
U	L	E	A	R	N	A	K	Z

B



WE SPEAK THEM ALL

Writing

Exam strategy

- When writing an article, try to write an introduction that will interest the reader and that avoids clichés and sweeping generalizations. Try to ask rhetorical questions, cite interesting statistics, describe situations in detail or quote a famous person.

11 **Which of the following is a good opening for the exam task below? Match the techniques in the Exam strategy to openings A–C and then write your own openings for the remaining techniques.**

A The average American teenager spends over three hours a day watching TV and will watch even more as he or she grows older.
B Mum, Dad and their two children are sitting at dinner. But they're not sitting around the table; instead they're sitting in a semi-circle so that they can all watch their favourite TV programme while eating. That, unfortunately, seems to be a very typical picture in many homes in the 21st century.
C Nowadays, everyone has at least one TV at home and wastes way too much time watching it.

12 **EXAM TASK** **There is a discussion in your school magazine about the educational role of TV. Write an article to give your opinion on the topic. Write 140–190 words. Include the following points.**

- Give your opinion of news programmes on TV.
- Recommend an educational TV programme that supports your argument.
- Describe an educational programme that you watched recently.
- Say what other things television is useful for.

Exam Insight 4

Reading

Exam strategy

- Look at the words before and after each gap. Look for links between these words and words in the sentences that have been taken out. These links will help you to put the sentences in the right places.

1 Read the text quickly to get an idea of what it is about. Then read it more carefully and answer the questions. Use the bold words in sentences A–F in exercise 2 to help you.

Paragraph 1
'The result looks exactly like …' – **The result of what?**

Paragraph 2
'In fact, demand …' – **Demand for what?**

Paragraph 3
' … carbon dioxide emissions … methane emissions …' – **What kind of issues are these?**

Paragraph 4
'Humans have a tendency to enjoy meat.' – **How might this affect the issue being discussed?**

Paragraph 5
'Nor was there …' – **In what way is the word 'nor' important? What does it tell you?**

Paragraph 6
'There are many steps …' – **What steps are these?**
'… to address that issue.' – **What issue?**

2 EXAM TASK Complete the text with sentences A–F.

A **And, increasingly**, inhabitants of developing countries, India and China in particular, are consuming more and more meat.

B Dr Post's research, therefore, and **these** new technological developments, are of vital importance.

C There was no fat in his burger, which explained the dryness and the rather bland taste.

D The only **natural** ingredients used were egg and breadcrumbs to help hold everything together, and beetroot juice and saffron to give colour.

E Adding fat and blood cells is already on the agenda. **At the moment**, they can only work with small pieces of meat.

F Can we really afford to increase the natural production of meat whilst **ignoring environmental concerns**?

Listening

Exam strategy

- Try and identify the purpose of each text. What is the speaker trying to do and why? This will help you to understand what the speaker is saying.

A burger? Certainly – that'll be €250,000

It looks like a burger. It tastes more or less like a burger. But it costs €250,000. What is it? It's the world's first artificial burger, created by Dr Mark Post and his team at Maastricht University. Three months ago, the process started with the extraction of stem cells from two different types of cow. These cells were grown in a laboratory and eventually turned into muscle fibre. The fibres were then straightened out and eventually pressed together to produce a burger. [1]_____ The result looks exactly like the real thing.

This project has far-reaching implications for the food industry and for food supply. The population of the world is expected to rise to 9.5 billion by 2070. [2]_____ In fact, demand is predicted to double by the middle of the century. Where is it all going to come from? Is it possible to increase sufficiently the supply of naturally grown meat?

Already, 30% of the Earth's ice-free land is devoted to animals, either for grazing or for growing animal feed. Farm animals alone account for 5% of carbon dioxide emissions, but also an enormous 40% of methane emissions, a much more powerful and destructive greenhouse gas. [3]_____ Post reckons that his laboratory-grown meat reduces energy use by 70% and cuts the need for land and water by 90%.

Of course, the best way to reduce the consumption of meat would be to encourage people to eat less, even to become vegetarian. However, that is an unlikely prospect. Richard Wrangham, a Professor at Harvard University, argues that eating meat is very much a part of our evolution. Learning how to cook and eat meat was one of the reasons that our brains were able to grow as big as they did. Humans have a tendency to enjoy meat. [4]_____ 'People are going to continue wanting meat,' says Prof Wrangham, 'and a system of meat production that reduces environmental and ethical costs will be a great benefit.'

Most importantly of all, though, how does this new meat taste? The first artificial burger was cooked and tasted by a nutrition scientist and a food writer. Their verdict was 'close to meat' and 'not that juicy'. However, Dr Post was not unhappy. [5]_____ Nor was there any blood in it. Dr Post and his team are working on introducing these elements into their next prototype.

What, then, does the future really hold for Dr Post and his team? There are many steps to take before anything like large-scale manufacture can be started. [6]_____ They will need to develop new technologies to address that issue. It will be essential that the new product looks and tastes exactly like the real thing. Finally, any new food product would need to be tested and approved by the Food Standards Agency. All this will take time, money and effort. Yet the end product may make a substantial contribution to conserving the Earth's resources.

Exam Insight 4

3 EI.04 **Listen to the recordings. In which one is someone**

a trying to persuade the listener to do something?
b giving information to the listener?
c describing a situation?

Exam strategy

- For each question, check that the answers you have not chosen are wrong. Decide why they are wrong.

4 EXAM TASK EI.04 **Listen again and choose the correct answers.**

Recording 1

1 The people are talking about
a different ways of blending food.
b different interpretations of what 'fusion food' is.
c the differences between European and Asian cuisine.
2 Wolfgang Puck is famous for
a fusing Chinese and Malay cuisine.
b fusing European and Asian cuisine.
c being the founder of the 'fusion food' movement.

Recording 2

3 Where is the speaker reporting from?
a An airport hotel.
b A very busy upmarket restaurant.
c Some open-air food stalls and restaurants.
4 The people who work there
a are actually richer than they look.
b are extremely well dressed.
c work in offices during the day.

Recording 3

5 The speaker's aim is to
a praise the location of the restaurant.
b advertise Asian cuisine.
c invite the listeners to a new eating place.
6 The food in the new restaurant is a fusion of
a Malay, Chinese and Indian cuisines.
b Malaysian and Singaporean cuisines.
c many Asian cuisines.

Use of English

Exam strategy

- Remember how words often go together in particular patterns (e.g. *dangerous criminal*, *violent hatred*) or sometimes groups of words (e.g. *in the middle of*, *to express doubts about*, *heart and mind*). Think about these patterns when finding a word to fill the gap.

5 Match words 1–5 to words a–e.

1 heart	**a** benefits
2 blood	**b** fat
3 saturated	**c** disease
4 fat	**d** pressure
5 health	**e** content

6 Complete the sentences with an appropriate preposition.

1 She's much fitter than she was, compared _____ this time last year.
2 He was very unpopular for a time, but he's back _____ favour now.
3 You should eat more fruit and vegetables. They are very good _____ you.
4 I came _____ the conclusion that she was wrong.
5 Unfortunately, he went rather deaf _____ later life.

7 EXAM TASK Read the text. Choose the correct answers.

Is there really a diet that will help you live longer? Increasingly, doctors and researchers are thinking [1]_____ there is. For example, the inhabitants of the San Blas islands have an astonishingly low [2]_____ of heart disease: only nine in 100,000 people, compared to 83 in 100,000 among the Panamanians who live on the mainland. But why? There is an increasing body of evidence to suggest that diet plays a major role. What kind of diet?

Most of us know about avoiding saturated fats, eating a lot of fruit and vegetables, and eating fish that is [3]_____ in omega-3 fats. However, there are some food and drink items, once thought of as unhealthy, that [4]_____ recently been reassessed as being good for your health.

Nuts, for instance, were not on the list of healthy foods because of their fat [5]_____. However, most of the fat they contain is unsaturated and protects against heart disease, so they are now back in favour. In the San Blas islands, researchers have come to the conclusion that heart disease is so rare [6]_____ the islanders eat large quantities of dark chocolate. One of the ingredients of chocolate actually lowers blood pressure. Also on this list is coffee. A number of [7]_____ suggest that coffee has measurable health benefits and may even reduce the risk of dementia in later life.

At last! I can now finish my day [8]_____ usual with a coffee and a bar of nutty chocolate. And I no longer have to feel guilty!

1	**a** how	**b** that	**c** why	**d** what
2	**a** rate	**b** grade	**c** kind	**d** portion
3	**a** strong	**b** great	**c** high	**d** elevated
4	**a** are	**b** were	**c** had	**d** have
5	**a** ingredient	**b** items	**c** content	**d** structure
6	**a** because	**b** although	**c** since	**d** when
7	**a** exams	**b** studies	**c** tests	**d** research
8	**a** like	**b** so	**c** the	**d** as

Exam Insight 4

Use of English

8 What words can you generate from the following?

increase: increasing, increased, increasingly
expand: _____
produce: _____
drama: _____
develop: _____
export: _____
environment: _____
weak: _____

9 EXAM TASK Complete the text with the correct form of the words in brackets.

Fish farming – the future

The ever-rising worldwide demand for animal products is set to have a major impact on the way we look after and harvest fish. The UN Food and Agriculture Organization estimates that the oceans have been overfished to such an extent that the wild fish left will not be enough to meet the needs of a growing and [1]_____ (increase) rich world population. As a result, food companies have taken the situation into their own hands and there has been a major [2]_____ (expand) in the fish farming industry. This has been especially true in Asia, which now accounts for over 90% of global [3]_____ (produce). Interviewed recently about her views on the subject, Diana Atwell of the World Fish Organization said, 'The most [4]_____ (drama) rise is likely to be in China and India, and the rest of Asia, with their growing middle classes.'

For this [5]_____ (develop) in the industry to be successful, however, strict rules and regulations need to be in place to head off potential disaster. By the middle of the last decade, Chile was the world's second largest [6]_____ (export) of salmon and trout, with a business worth over £1 billion a year. But some scientists who visited and studied the Chilean operation, along with a large number of [7]_____ (environment) campaigners, were quick to point out that the regulations were not of a high enough standard, and, in fact, contained many obvious [8]_____ (weak). What followed was an outbreak of disease which wiped out huge numbers of fish. 'The industry will continue to grow,' says Diana Atwell, 'but there is an urgent need for controls and inspections to guarantee hygiene and quality.'

Speaking

10 Correct the mistakes in the sentences.

1 I would to choose the first show.
2 This dish seems as the most appealing to me.
3 I'd rather to not go to an open-air cinema.
4 I'd prefer being part of the first team.

11 EXAM TASK Look at the pictures. Compare the photos and then answer the following questions.

- What are the people enjoying about their meals?
- In which place would you prefer to eat? Why?



Writing

Exam strategy

- Remember that if you are writing a for and against essay, you should present both arguments. If you are only required to give your opinion, you should just present one point of view.

12 Which of A–D below would be suitable for a for and against essay and which for an opinion essay?

A Lives of rich people can be negative as well as positive.
B Healthy diet and nutrition should be part of the school curriculum.
C It is not advisable for parents to give their children absolutely everything.
D There are many advantages to GM food; however, there are also some drawbacks.

13 EXAM TASK At school you have been discussing healthy lifestyles. Now, your teacher has asked you to write an essay. Write an essay using all the notes and giving reasons for your point of view. Write 160–220 words.

Most young people don't pay enough attention to their health. Do you agree?

Write about:
1 nutrition.
2 physical exercise.
3 _____ (your own idea)

Exam Insight 5

Reading

1 Read the two texts quickly and answer the questions.

1 Which text might you find in
   a a dictionary of biography?
   b a newspaper?
2 Which text
   a reports on a new initiative by a company?
   b gives facts about someone's life?
3 Answer the questions.
   a What was Dyson's first original invention?
   b What is his most famous invention?
   c Which of his inventions has not been successful?
   d What does the Sevcon company make?
   e What problem does the company have?

2 EXAM TASK Read the texts again and choose the correct answers.

A

DYSON

Sir James Dyson (b. 2 May 1947)

Dyson was born in Cromer, Norfolk, UK and attended Gresham's School, Holt from 1956 to 1965. He spent a year at the Byam Shaw School of Art, followed by four years at the Royal College of Art, where he studied furniture and interior design. His career as an inventor began at the Royal College of Art and, shortly after leaving, he created his first original invention: the Ballbarrow – a garden wheelbarrow that had a ball at the front instead of a wheel.

In the late 1970s, Dyson developed what would become his trademark invention: the bagless vacuum cleaner. With the UK market in disposable vacuum cleaner bags standing at £100 million, he found that he was unable to interest any of the major vacuum cleaner manufacturers in his product. He therefore started production in Japan, where he won the International Design Fair prize in 1991. He opened a research centre and factory in Malmesbury in Wiltshire in 1993. The Dyson Dual Cyclone vacuum cleaner quickly became the fastest-selling UK vacuum cleaner of all time, and one of the most popular brands in the country.

More recent inventions by Dyson include a washing machine, called the ContraRotator, which was not a success; the Air Blade, a fast hand drier; and the Air Multiplier, a fan without blades, both of which have proved very popular.

However, Dyson's success has not been without its difficulties, from the rejection of his ideas and inventions to the copying of his products. Every year his company spends millions of pounds dealing with the theft of the company's intellectual property. One of the earliest cases was when Dyson took Hoover UK to court for copying his Dyson Dual Cyclone, and he won around £3 million. He has also been strongly criticized for moving some of his production from England to Malaysia, a move he insists was essential to allow further investment in research and development.

1 Which of these statements about James Dyson is true?
   a He is an engineer by training.
   b He started inventing things after he left art college.
   c He spent five years studying art.
   d He invented the first wheelbarrow.
2 Major vacuum cleaner companies were not interested in Dyson's invention because
   a it was made in Japan.
   b they made too much money selling disposable bags.
   c it hadn't yet won a design award.
   d Dyson had his own factory.
3 Dyson had problems because
   a people stole millions of pounds from his factories.
   b he was not able to move production to Malaysia.
   c he found it difficult to reproduce his ideas.
   d Hoover UK made a vacuum cleaner that was too similar to his.

B

SEVCON VIEW ALL

Engineering company Sevcon is by no means a household name in the UK, yet it is a major global player in the design and manufacture of control systems for electronic vehicles. The company has been in business since 1961 and employs around 100 people in the north-east of England.

Despite its huge reputation in the industry and the obvious attraction of working for a world leader in innovation and design, the recruitment of engineers has been proving problematic for Sevcon – so much so that the company has set up its own sponsorship scheme for university students.

Sevcon is investing £200,000 in eight students, taking them through engineering degree courses at Newcastle and Northumbria universities over the next four years. Sevcon covers the students' tuition fees for the course; the students work for Sevcon during their holidays. Provided that the students pass all their exams, they are guaranteed a job at Sevcon at the end of their course, which they are obliged to take up for a period of twelve months. After that, they are free to stay or to leave.

'We hope that once they have been up here, worked and studied here, loved us for who we are and what we do, they will want to stay,' says chief executive, Matt Boyle. 'It's a good investment for us. The potential opportunities for our business are tantalizing, and we need skilled staff to help us achieve that.'

With a desperate shortage of good engineering students coming out of British universities, Matt Boyle is hoping that Sevcon has gone some way to solving its staffing crisis.

4 What would be the best headline for the second article?
   a Problems for engineering students in the UK
   b Universities enrol too few engineering students
   c UK company finances engineering students through university
   d UK company leads the world in electronic innovation

5 Sevcon wants to
- **a** become better known in the UK.
- **b** attract more engineers to work for it.
- **c** set up its own university course.
- **d** recruit 100 engineers over four years.

6 Which of the following sentences is a fact, not an opinion?
- **a** British universities are producing too few engineers.
- **b** The sponsorship scheme will solve Sevcon's recruitment problem.
- **c** Sevcon has a good working environment.
- **d** Sevcon is set to grow enormously in the future.

Listening

Exam strategy

- Read the questions before you listen. When you read the questions, think about what kind of language (words, phrases and sentences) might be used and which might help you to find the right answer.

3 **EI.05 Read the questions in exercise 4. Then look at the words and phrases below. Mark each item 1, 2 or 3 according to which recording you think you will hear it in. Listen and check.**

- Better education helps …
- … the political microscope …
- … make them and their families sick
- … the earliest surviving written word …
- … an international charity helping to …
- … the developing world …
- … one of the foremost experts in linguistics …
- … donate …
- The taxation system is not helping people …
- … criminal justice system …
- … paperwork and bureaucracy …
- … subjective …

4 EXAM TASK **EI.05 Listen and choose the correct answers.**

Recording 1

1 What is the purpose of this recording?
- **a** To give listeners an item of news.
- **b** To ask listeners for money.
- **c** To explain some health problems.

2 What does Aquarius ultimately hope to achieve?
- **a** To provide better food for the population.
- **b** To provide better education to children.
- **c** To give people the chance to escape poverty.

Recording 2

3 Who chose the most important 100 words in English?
- **a** The *Daily Mail*.
- **b** A language expert.
- **c** A team of linguists.

4 Where was the word 'roe' found?
- **a** On the bone of a small deer.
- **b** On a sheep's bone.
- **c** On a wall.

Recording 3

5 What is the main intention of the speaker?
- **a** To get fairer taxes.
- **b** To improve the police.
- **c** To get elected.

6 The speaker thinks that
- **a** People who work hard are not rewarded enough.
- **b** Good health and education systems make society fairer.
- **c** The present government is addressing the right issues.

Use of English

5 Match the verbs to the meanings.

a

drop in	go to sleep
drop off	leave
drop back	fall behind
drop out	visit

b

take up	look like
take after	start
take on	leave
take off	employ

6 Cross out the most unlikely option in each box.

a

commercial	radio
	break
	success
	win

b

a reversal of	policy
	fortunes
	vehicles
	roles

7 EXAM TASK Complete the text with appropriate words.

Steve Jobs 1955–2011

Steve Jobs was born in California in 1955, to a Syrian father and a Swiss-American mother. Adopted at [1]_____ by Paul and Clara Jobs, he went to school in Cupertino and then enrolled in Reed College, Portland, Oregon. However, he stayed only a semester before dropping [2]_____. Eventually, Jobs settled on a job at Atari Inc., but that too was short-lived, as he soon took [3]_____ to spend seven months travelling in India.

On his return, Jobs returned to Atari, but, by 1975, had left to found Apple Computers with neighbourhood friend Steve Wozniak. Wozniak single-handedly invented the first Apple Computer, which sold for $666.66. By 1980, the Apple computer was on its third version, the company was listed on the stock market, and Jobs and Wozniak were [4]_____ millionaires.

Exam Insight 5

In 1985, Jobs resigned. He moved on to found a new company: NeXTStep. The company was not a commercial [5]_____. However, it was a NeXTStep computer that Tim Berners-Lee used to invent the World Wide Web. During this time, Jobs also started graphics company Pixar and became involved with the Disney Corporation.

In 1996, Apple acquired NeXTStep and Jobs [6]_____ to the Apple boardroom. This heralded a remarkable reversal of [7]_____ for the company: from near bankruptcy in 1996 to profitability in 1998. By 2011, Apple was the world's most valuable public company.

In 2004, Jobs was diagnosed with cancer. [8]_____ his condition initially responded to treatment, he died on 5 October 2011. He will be remembered as a great entrepreneur and inventor, and as a charismatic pioneer of the personal computer revolution.

Use of English

8 Which part of speech should go in each gap? Why?

1 All _____ must leave the building until the police declare it safe.
2 She's very _____. She just won't take 'no' for an answer.
3 I wouldn't accuse him of _____, but who else suddenly has a lot of money?
4 I've never worked with him. I only know him _____.
5 This class caters for people of all _____, from beginner to advanced.
6 I'll try to get it for you by Friday if at all _____ possible.
7 I _____ wanted a first edition of that book.
8 She was _____ in her attempt to reach the final of the competition, winning her semi-final easily.

9 EXAM TASK Complete the sentences with the correct form of the words in brackets.

1 We've moved from the city centre into a quiet _____ (reside) area.
2 I'm so depressed. It's been raining _____ (persist) all day.
3 He told me _____ (honest) that he had no idea who had taken my book.
4 It's not that he's _____ (social). I think he's just rather shy.
5 I know he can't see well, but his _____ (able) doesn't stop him from living a full life.
6 The conditions inside a 19th-century prison were absolutely _____ (human).
7 He designed his own computer to his own _____ (specify).
8 She was very upset that her application didn't _____ (success).

Speaking

Exam strategy

- When justifying your choice / rejection of the photos, try to avoid using the same arguments for two pictures.

10 Which of these justifications use the same argument for both pictures?

a School A looks traditional, and I think traditional methods work best because they've been tested for years. On the other hand, school B looks like it's all about fun, and I'm afraid I wouldn't work very hard there.
b This teacher looks very strict and serious, and I don't like that. I like the other teacher because he looks like a lenient teacher, and I think his lessons would be fun.

11 EXAM TASK Look at the three photos. You have to choose one of them to include in a poster on the theme of 'the dark side of technology'. Answer the following questions.

- Which photo will you choose and why?
- Why are you rejecting the other two photos?
- What other ideas will you include in the poster?

1



2



3



Writing

12 EXAM TASK You have attended a lecture and made the notes below. Write an essay discussing two of the methods in your notes and explain which method you think is better. Write 220–260 words.

How should local governments reduce CO_2 emissions in big cities?

- Congestion charges in the city centre
- Bicycle rental schemes
- Cheaper public transport for everybody

Global skills Social media etiquette

Social media etiquette is about having good manners online. No one uses it perfectly, but it's important to follow a few rules to be a responsible user and to make a more positive social media experience for everyone.

1 Be sensitive.
Before posting or tweeting, think about who's going to read it and try to understand how it might make them feel.

2 Be focused.
You might behave more casually on social media, but your future employers may well read your posts. Choose the right way to behave at the right time.

3 Be reflective.
You will make mistakes, but try to avoid them. And when you do make a mistake, apologize and correct it as quickly as you can. Above all, learn from your mistakes and be self-critical.

1 Read the text and answer the questions.

1 How does the text define social media etiquette?
2 How can good etiquette make a difference on social media?
3 How does the text encourage us to be more sensitive towards other people when using social media?
4 Why is it not always a good idea to use social media in a casual way?
5 What's the best thing to do if you know you've made a mistake on social media?

2 Match characteristics 1–5 to the types of social media user a–e.

This user
1 thinks social media is a competition and always has to be better than other people.
2 doesn't use their own material but won't acknowledge they've used someone else's.
3 responds quickly and often uses an aggressive tone.
4 means well but can annoy other users with endless posts.
5 doesn't usually check facts before they share content.

a the bully
b the oversharer
c the thief
d the fake news spreader
e the show-off

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

■ humble-brag ■ mute ■ report ■ tag ■ troll ■ unfollow

1 Why did you _____ me in that post without my permission?
2 If you don't like something, then you can _____ it to Instagram.
3 I don't want to follow this account any more. I don't agree with their opinions so I'm going to _____ it.
4 If you don't want to offend someone, you can _____ them, but you will still be following them.
5 A lot of celebrities are _____ by the public about their appearance. It's awful and it has to stop.
6 She _____ about the queues at the airport when she was on her way to the Maldives.

4 Choose the correct verbs in the posts.

How do you use social media to [1]**envy / enhance / insult** your life?

I use it to [2]**admire / consider / maintain** friendships with people I went to uni with.

As a new start-up, we use it to [3]**criticize / promote / irritate** our business. It's a great way to reach a new client base.

I find it can [4]**boost / show off / develop** my mood. I only read good news stories and follow people who make me feel happy.

I really [5]**consider / admire / shock** people who can post, tag and comment and make other people feel better. Spreading positivity is a great feeling!

5 TASK Work in pairs. Think about the types of social media users in exercise 2.

■ Think of three different types of user who use social media positively.
■ Write a short description for each user and give them a name.
■ Compare with other pairs.

Assess your progress

	Mark (1–3)
1 Give four important things to consider before using social media.	
I can suggest guidelines for social media use.	
2 How can social media etiquette help contribute to a more positive experience for users?	
I can reflect on the positive and negative aspects of social media.	
3 Think of adjectives which collocate with these nouns: ■ damage ■ feeling ■ information ■ intentions ■ potential	
I can use collocations related to social media usage.	

How can I improve?

GS Global skills

Presentation skills: using data

A picture is worth a thousand words

Data viz can be one of the most powerful tools in your presentation, but how do you know you've got it right or chosen the best way to show your data?

Data is only useful if your audience understands it, and the best way to decipher those jumbled figures and statistics is to turn it into a visual.

Know your story. Behind every statistic is a story, and it's your data visualization that can help you tell your story.

Before choosing which type of data viz to use, ask yourself: What is my story? What do I want my data to tell people?

Know your data. If you understand your data, then you can visualize it and share it with your audience. Match your data to the most suitable chart type.

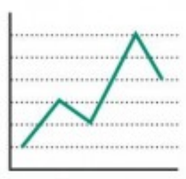
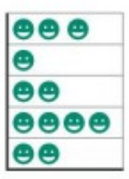
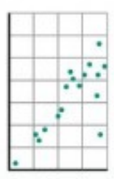
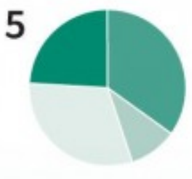
Know your audience. What do you want the audience to get from your data? You are the storyteller and you want to capture their attention from the start of your presentation. Use your visuals to do that, not words.

1 Read the text. Are the statements true (T) or false (F)? Correct the false ones.

1 If your audience understands your data, you know you have used the figures and statistics effectively in your visuals.
2 Data viz helps make numbers and statistics more easily accessible for an audience.
3 It is more important to tell a story in a presentation than to have good data visuals.
4 As a presenter, it doesn't matter if you don't understand your own data.
5 It is important to make sure you have your audience's attention from the start.
6 The best way to engage your audience from the start is to talk to them.

2 Match the types of chart to the correct visual.

■ bar chart ■ line graph ■ pictogram ■ pie chart ■ scatter graph

1 
2 
3 
4 
5 

3 Which visual in exercise 2 is best to represent the data below?

You want to show

1 the exam results for two subjects: English and history.
2 the different methods of transport students in your class use to get to school.
3 the number of takeaway meals you and two friends have ordered in the last month.
4 the temperature in your city day by day over a week.
5 the number of people who are in the school canteen between 12.30 p.m. and 1 p.m. each day.

4 Complete the tips with the words below.

■ balanced ■ detail ■ diagrams ■ present ■ relevant ■ source ■ support ■ well designed

Evaluating data in presentations

- Use charts and [1]_____ that are easy to read, clear and [2]_____.
- [3]_____ your data clearly and explain why it is [4]_____.
- Use an appropriate amount of [5]_____.
- Use a reliable [6]_____ and make it clear where it comes from.
- Use data in a fair and [7]_____ way to [8]_____ your points.

5 TASK Work in small groups. Choose one of the topics in exercise 3 or one of your own.

1 Research the topic.
2 Prepare a mini-presentation and a visual to represent it.
3 Give your mini-presentation.
4 Listen to other groups' presentations and give feedback. Use the tips in exercise 4 to help you.

Assess your progress

	Mark (1–3)
1 Name four types of visual data.	
I can identify appropriate ways of visualizing different types of data.	
2 What is it important to think about before creating a visual?	
I can understand how to use data effectively.	
3 Think about things related to the following areas: ■ amount of detail ■ charts and diagrams ■ clear and relevant data ■ sources ■ supporting your points	
I can understand how to evaluate the use of data in a presentation.	

How can I improve?

GS Global skills

Moving from study to work

Making the transition from life as a student to that of a professional involves a lot of changes – from no more partying to early mornings and possible commutes to work. Maybe you've moved back home after being away at university or perhaps you've moved to a new city. Try to embrace the changes and see them as an opportunity for personal growth.

You probably have some assumptions about what work will be like, but some of them might not be correct. Keep an open mind and leave any preconceived ideas about work at home.

Your co-workers will be of different ages and from different backgrounds, and you will be able to learn a lot from them. They may also be vital in helping you build the foundations of a new career.

If you feel you're overqualified for the job you're doing, remember that as you gain experience, you'll gain responsibility. Be patient and don't give up. You may have a high degree of knowledge in your degree subject, but you don't know everything about your job. Ask questions and be curious.

1 Read the article and answer the questions.

1 In what ways does the writer suggest life will change from graduation to starting a job?
2 What is the best way to deal with change?
3 What point does the writer make about co-workers?
4 What is the benefit of gaining experience?
5 Why might a new graduate feel impatient?
6 How can you gain more knowledge about a job?

2 Match tips 1–5 to extra information a–e.

1 Build communication skills.
2 Find out about your career choice.
3 Learn a bit about finance.
4 Take steps to manage stress and anxiety.
5 Remember life isn't a race.

a Make time for yourself and do things you enjoy.
b Do some voluntary work and work with different people.
c Don't compare yourself with other people. It's not about them.
d Go online and find out about the career or ask people who know about it.
e Find out about tax and pensions to make you feel more confident.

3 Choose the correct verb in each sentence.

Career workshops for YOU

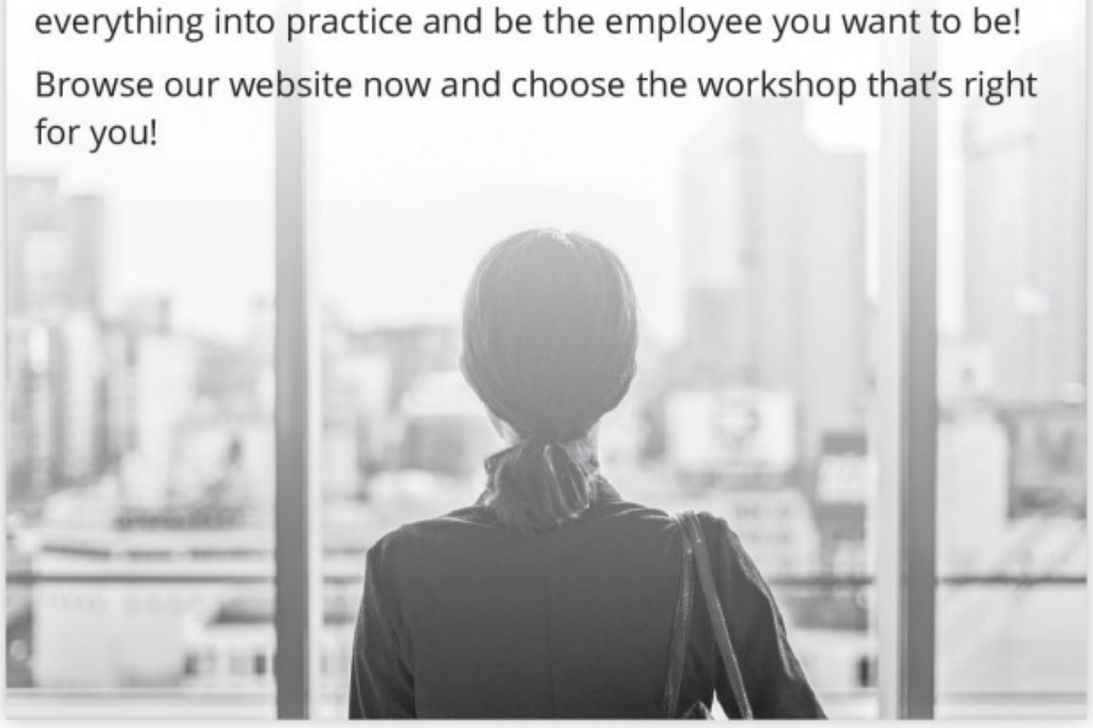
We can help you find out how to [1]**win** / **gain** relevant experience to [2]**earn** / **land** the job of your dreams or move to the next step and [3]**climb** / **play** the career ladder.

If you're not confident about money, then our financial workshop can help you [4]**increase** / **manage** your finances.

If you're starting to doubt your own abilities then try our confidence workshop. By the end of it you'll be able to [5]**overcome** / **have** imposter syndrome and believe in yourself!

After any of our workshops, we know you can [6]**put** / **lose** everything into practice and be the employee you want to be!

Browse our website now and choose the workshop that's right for you!



4 Replace the words in italics with the synonyms below.

area ■ firm ■ issue ■ structure ■ team ■ tension

1 What is the biggest *challenge* you have faced?
2 What is the name of the *company* you work for?
3 Starting a new job can lead to a lot of *stress*.
4 What's your *field* of work?
5 Some people don't mind not having a *routine* for their day.
6 I prefer to work in a *group* than on my own.

5 TASK Make a list of all the challenges and benefits you might face when you transition from your life as a student to the world of work. Discuss them with a partner.

Assess your progress

	Mark (1–3)
1 In which three areas of your life will you have to make changes when you move from study to work?	
I can reflect on personal life changes when moving from study to work.	
2 Give three challenges you might face in working life.	
I can understand how to deal with the challenges of working life.	
3 Explain the following collocations: ■ climb the career ladder ■ imposter syndrome ■ manage your finances	
I can use vocabulary related to study and work.	

How can I improve?

Global skills Living away from home

Culture shock is the feeling of disorientation that you experience when you move to a foreign country. It is widely acknowledged that there are four different stages.

1 **Honeymoon:** This can last for weeks or months and is overwhelmingly positive. You become infatuated with the culture in your new location.
2 **Frustration:** This is often the most difficult stage. As the excitement fades, you feel tired of facing the challenges of everyday life. It's common to feel homesick.
3 **Adjustment:** You begin to feel more at ease in your new environment. You are familiar with the local way of life and probably have your own routine.
4 **Acceptance:** This is when you feel more comfortable and better integrated. It doesn't mean you understand everything, but it means you've adapted and feel more at home.

Culture shock affects different people in different ways. Don't worry! It's part of adapting to life abroad.



1 Read the article. Are the statements true (T) or false (F)? Correct the false ones.

1 There isn't much information on culture shock.
2 The honeymoon stage can be a short or a long time.
3 The second stage is the most difficult and you're more likely to feel homesick at this point.
4 During the final stage of culture shock, you start to feel more comfortable in your new environment.
5 Everyone experiences culture shock in the same way.

2 Complete the tips for adapting to life in a new place with the verbs below.

■ allow ■ build ■ do ■ reflect ■ start

1 _____ your research and find out as much as you can about the place you're going.
2 _____ to establish a support network.
3 _____ your confidence with the language through podcasts, local radio and videos.
4 _____ on what you want from the experience.
5 _____ yourself to feel negative emotions.

3 Choose the correct phrase or idiom in brackets to complete the sentences.

1 I hope I **get** _____ to live abroad one day. (**homesick / the chance**)
2 You'll definitely **get** _____ living abroad if you meet local people. (**more out of / across**)
3 We **got** _____ going to the local coffee shop for breakfast every day. (**across / into the habit of**)
4 You'll **get** _____ living abroad, but it won't last forever. (**homesick / more out of**)
5 Don't let negative experiences **get** _____. You've got this! (**to know / you down**)
6 Did you **get** _____ a lot of new people when you lived in Bogotá? (**to know / to grips with**)
7 Use your hands to **get** _____ what you mean if someone doesn't understand you. (**to know / across**)
8 I never **got** _____ how to queue for a bus. Everyone just did their own thing! (**to grips with / more out of**)

4 Match expressions 1–6 to definitions a–f.

1 make mistakes
2 face challenges
3 evaluate information
4 develop fluency
5 keep an open mind
6 take a break

a consider all the facts before making a decision
b become better at speaking another language
c stop doing something for a short period of time
d be willing to listen to other people's opinions or views
e do something wrong
f acknowledge and deal with things that are difficult

5 TASK Imagine you are going to do a year abroad.

1 Make a list of the challenges you think you will face.
2 Work out possible solutions to help you deal with the challenges.
3 Present your challenges and solutions to the class.

Challenges	Possible solutions

Assess your progress

	Mark (1–3)
1 What can living abroad teach you?	
I can reflect on the opportunities and challenges involved in moving to a new place.	
2 Name two things you can do to help you get the most out of a year abroad.	
I can evaluate strategies for adapting to life in a new place.	
3 Think of an idiom or phrasal verb with *get* for these expressions: ■ benefit more from ■ have the opportunity to ■ miss your own country	
I can use phrasal verbs and idioms with *get*.	

How can I improve?

Global skills Learning from mistakes

Home | Get support | Online forums

Two different types of learning take place after we make a mistake: avoidance learning and reward-based learning.

When we accept our failures and acknowledge that we've made a mistake, it's good for our brain because brain activity increases and we absorb information better.

Avoidance learning activates error-related negativity (ERN) and tells us that making a mistake is a negative experience that we don't want to repeat. Reward-based learning happens when the brain is given the opportunity to learn from its mistakes. It means that when we make a mistake, we are motivated to find a solution.

After making a mistake, our brain analyses information more slowly and thoroughly before it makes a new decision. This means that the likelihood of making the same mistake again decreases.

So, making mistakes can be a very good thing, both as an opportunity for learning and to allow brain growth, and that can help us to work harder and improve our performance at school or university.



1 Read the article and answer the questions.

1 Why is making mistakes good for the brain?
2 Which two types of learning does the article mention?
3 What does ERN stand for and how does it work?
4 What does the brain do after we make a mistake?
5 In what ways can making mistakes be positive?

2 Complete the notes with the words below.

■ control ■ define ■ focus ■ inner voice ■ remember

1 Be kind to yourself and always pay attention to your _____.
2 _____ you're only human and you're not alone – every single person makes mistakes.
3 Try not to let your feelings _____ you. You're allowed to feel whatever you feel.
4 Your experiences do not _____ you. You are valued and you will succeed.
5 You can't change the past, so try to _____ on things you can control.

3 Complete the tips with the prepositions below.

■ against ■ from ■ on (x2) ■ over ■ to ■ up (x2)

Dealing with negative thoughts

Don't worry if you mess [1]_____ the first time, you can do it again.

Try not to beat yourself [2]_____ when you've made a mistake: own up [3]_____ it immediately. You'll bounce back [4]_____ this and be stronger for it!

If you go [5]_____ things in your head, remember you can't change anything now or control the past. Dwelling on it means you might miss out [6]_____ some cool, new experiences. Leave the past behind and move [7]_____.

You're always going to come up [8]_____ difficult situations, but that's life. It's how you deal with them that counts!

4 Choose the correct noun in each sentence.

1 I felt an enormous sense of **confidence** / **guilt** when I realized I had let the whole team down.
2 I forgot her name and it was so obvious – my face went red with **embarrassment** / **compassion**.
3 She got the answer wrong twice and the **confidence** / **shame** was evident in her face and her body language.
4 Leon was upset when he lost the debating competition. The **disappointment** / **shame** and sadness on his face was clear for us all to see.
5 She's such a good friend; she treats everyone with care and **compassion** / **guilt**.
6 You are really good at speaking in public – you should have more **confidence** / **disappointment** in yourself and your own abilities.

5 TASK Prepare a role play to give advice to a friend. Use the situation below or your own experience.

A friend wants to try a new sport, but they are worried about not being able to do it and looking stupid in front of other people. Give them some advice.

Assess your progress

	Mark (1–3)
1 What can we learn from ERN?	
I can understand why making mistakes can be positive.	
2 Give three tips to deal with negative thoughts.	
I can explore ways of dealing with negative thoughts about mistakes.	
3 Find three phrasal verbs for these definitions: ■ admit to / take responsibility for ■ examine carefully ■ get over / recover from	
I can use phrasal verbs related to making mistakes.	

How can I improve?

Wordlist

This list contains the key words from the units in the Student Book.

Unit 1

admiration (n) /ˌædməˈreɪʃn/ a feeling of respect for and approval of sb/sth

attentive (adj) /əˈtentɪv/ listening or watching carefully and with interest

belief (n) /bɪˈliːf/ a strong feeling that sb/sth exists or is true; confidence that sb/sth is good or right

benefit (n) /benɪfɪt/ an advantage that sth gives you; a helpful and useful effect that sth has

blow up (v) /bləʊ ʌp/ to explode; to be destroyed by an explosion

cause (n) /kɔːz/ the person or thing that makes sth happen

commitment (n) /kəˈmɪtmənt/ a promise to do sth or to behave in a particular way

compassion (n) /kəmˈpæʃn/ a strong feeling of sympathy for people who are suffering and a desire to help them

compassionate (adj) /kəmˈpæʃənət/ feeling or showing sympathy for people who are suffering

conundrum (n) /kəˈnʌndrəm/ a confusing problem or question that is very difficult to solve

courage (n) /kʌrɪdʒ/ the ability to do sth dangerous, or to face pain or opposition, without showing fear

courageous (adj) /kəˈreɪdʒəs/ showing courage

dedicated (adj) /dedɪkeɪtɪd/ working hard at sth because it is very important to you

dedication (n) /dedɪˈkeɪʃn/ the hard work and effort that sb puts into an activity or purpose because they think it is important

defeated (adj) /dɪˈfiːtɪd/ having been beaten in a battle or contest

determined (adj) /dɪˈtɜːmɪnd/ making a firm decision to do sth and not letting anything stop you

determination (n) /dɪˌtɜːmɪˈneɪʃn/ the quality that makes you continue trying to do sth even when this is difficult

dignified (adj) /dɪgnɪfaɪd/ calm and serious and deserving respect

dignity (n) /dɪgnəti/ a calm and serious manner that deserves respect

disappointment (n) /ˌdɪsəˈpɔɪntmənt/ the feeling of being sad because sth has not happened or been as good, successful, etc. as you expected or hoped

face up to (v) /feɪs ʌp tuː/ to accept and deal with sth that is difficult or unpleasant

gape (v) /geɪp/ to stare at sb/sth with your mouth open because you are shocked or surprised

gawp (v) /gɔːp/ to stare at sb/sth in a rude or stupid way

gaze (v) /geɪz/ to look steadily at sb/sth for a long time, either because you are very interested or surprised, or because you are thinking of sth else

get over (phr v) /get ˈəʊvə(r)/ to deal with or gain control of sth

glance (v) /glɑːns/ to look quickly at sb/sth

glare (v) /gleə(r)/ to look at sb/sth in an angry way

glimpse (n) /glɪmps / a look at sb/sth for a very short time, when you do not see the person or thing completely

gradual (adj) /grædʒuəl/ happening slowly over a long period; not sudden

(a) great deal (n) /greɪt diːl/ a large quantity

haggard (adj) /hægəd/ looking very tired because of illness, worry or lack of sleep

humble (adj) /hʌmbl/ showing you do not think that you are as important as other people

humility (n) /hjuːˈmɪləti/ the quality of not thinking that you are better than other people

icon (n) /ˈaɪkɒn/ a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.

incremental (adj) /ɪŋkrəməntˈ/ increase or adding on, especially in a regular series

ingenuity (n) /ɪndʒəˈnjuːəti/ the ability to invent things or solve problems in clever new ways

innovative (adj) /ɪnəveɪtɪv/ introducing or using new ideas, ways of doing sth, etc.

inspiration (n) /ɪnspəˈreɪʃn/ the process that takes place when sb sees or hears sth that causes them to have exciting new ideas or makes them want to create sth

inspirational (adj) /ɪnspəˈreɪʃənl/ providing inspiration

interim (adj) /ɪntərɪm/ intended to last for only a short time until sb/sth more permanent is found

motivation (n) /ˌməʊtɪˈveɪʃn/ the reason why sb does sth or behaves in a particular way

mute (v) /mjuːt/ make sth silent or less loud

obstacle (n) /ɒbstəkl/ a situation, an event, etc. that makes it difficult for you to do or achieve sth

optimism (n) /ɒptɪmɪzəm/ a feeling that good things will happen and that sth will be successful

overcome (v) /əʊvəˈkʌm/ to succeed in dealing with or controlling a problem that has been preventing you from achieving sth

peek (v) /piːk/ to look at sth quickly and secretly because you should not be looking at it

penalize (v) /piːnəlaɪz/ to put sb at a disadvantage by treating them unfairly

persistence (n) /pəˈsɪstəns/ the fact of continuing to try to do sth despite difficulties, especially when other people are against you and think that you are being annoying or unreasonable

persistent (adj) /pəˈsɪstənt/ determined to do sth despite difficulties, especially when other people are against you and think that you are being annoying or unreasonable

principle (n) /ˈprɪnsəpl/ a moral rule or a strong belief that influences your actions

resourceful (adj) /rɪˈsɔːsfl/ good at finding ways of doing things and solving problems, etc.

resourcefulness (n) /rɪˈzɔːsfʊlnɪs/ the ability to be resourceful

revolutionary (adj) /revəˈluːʃənəri/ involving a great or complete change

role model (n) /ˈrəʊl mɒdl/ a person that people admire and try to copy

self-assurance (n) /ˌself əˈʃʊərəns/ belief in your own abilities or strengths

self-control (n) /ˌself kənˈtrəʊl/ the ability to remain calm and not show your emotions even though you are feeling angry, excited, etc.

self-defence (n) /ˌself dɪˈfens/ sth you say or do in order to protect yourself when you are being attacked, criticized, etc.

self-interest (n) /ˌselfˈɪntrəst/ one's personal interest or advantage, especially when pursued without regard for others

self-obsession (n) /selfəbˈsɛʃən/ the state of being interested in yourself, your happiness, motivations and interests to the exclusion of other things

self-preservation (n) /ˌself prezəˈveɪʃn/ the fact of protecting yourself in a dangerous or difficult situation

self-sacrifice (n) /ˌselfˈsækrɪfaɪs/ the act of not allowing yourself to have or do sth in order to help other people

selflessness (n) /selfləsnəs/ thinking more about the needs, happiness, etc. of other people than about your own

singlemindedness (n) /sɪŋglˈmaɪndɪdnəs/ only thinking about one particular aim or goal because you are determined to achieve sth

squint (v) /skwɪnt/ to look at sth with your eyes partly shut in order to keep out bright light or to see better

striking (adj) /straɪkɪŋ/ interesting and unusual enough to attract attention

tag (v) /tæg/ add a link to sb's profile on a social media website

tolerance (n) /tɒlərəns/ the willingness to accept or tolerate sb/sth, especially opinions or behaviour that you may not agree with, or people who are not like you

troll (v) /trəʊl/ leave an insulting or offensive message on the internet in order to upset sb

willing (adj) /wɪlɪŋ/ not objecting to doing sth; having no reason for not doing sth

willingness (n) /wɪlɪŋnəs/ the quality or state of being prepared to do sth; readiness

Unit 2

abandoned (adj) /əˈbændənd/ left and no longer wanted, used or needed

absolutely (adv) /æbsəluːtli/ used to emphasize that sth is completely true

accessible (adj) /əkˈsesəbl/ that can be reached, entered, used, seen, etc.

advisable (adj) /ədˈvaɪzəbl/ sensible and a good idea in order to achieve sth

amicable (adj) /æmɪkəbl/ done or achieved in a polite or friendly way and without arguing

attractive (adj) /əˈtræktɪv/ pleasant to look at

audible (adj) /ɔːdəbl/ that can be heard clearly

bay (n) /beɪ/ a part of the sea, or of a large lake, partly surrounded by a wide curve of the land

benefit (of) (n) /benɪfɪt/ an advantage that sth gives you; a helpful and useful effect that sth has

boarded-up (adj) /bɔːdɪd ʌp/ when a window, door, etc. is covered with wooden boards

bus shelter (n) /ˈbʌs ʃeltə(r)/ a structure with a roof where people can stand while they are waiting for a bus

care (for) (n) /keə(r)/ the process of caring for sb/sth and providing what they need for their health or protection

collectible (adj) /kəˈlektəbl/ worth collecting because it is beautiful or may become valuable

considerable (adj) /kənˈsɪdərəbl/ great in amount, size, importance, etc.

crumbling (adj) /ˈkrʌmblɪŋ/ break or fall apart into small fragments, especially as part of a process of deterioration

cycle path (n) /ˈsaɪkl pɑːθ/ a part of a road that only bicycles are allowed to use

decline (v) /dɪˈklaɪn/ to gradually decrease in number, value, quality, etc.

delicious (adj) /dɪˈlɪʃəs/ having a very pleasant taste or smell

demand (for) (n) /dɪˈmɑːnd/ a very firm request for sth

derelict (adj) /derəlɪkt/ not used or cared for and in bad condition

destroy (v) /dɪˈstrɔɪ/ to damage sth so badly that it no longer exists, works, etc.

disappointing (adj) /dɪsəˈpɔɪntɪŋ/ not as good, successful, etc. as you had hoped

edible (adj) /edəbl/ fit or suitable to be eaten

efficient (adj) /ɪˈfɪʃnt/ doing sth well and thoroughly with no waste of time, money, or energy

eligible (adj) /elɪdʒəbl/ a person who is eligible for sth or to do sth, is able to have or do it because they have the right qualifications, are the right age, etc.

endanger (v) /ɪnˈdeɪndʒə(r)/ to put sb/sth in a situation in which they could be harmed or damaged

enormous (adj) /ɪˈnɔːməs/ extremely large

estuary (n) /estʃuəri/ the wide part of a river where it flows into the sea

exhausting (adj) /ɪgˈzɔːstɪŋ/ making you feel very tired

extraordinary (adj) /ɪkˈstrɔːdnri/ unexpected, surprising or strange

extremely (adv) /ɪkˈstriːmli/ to a very high degree

fairly (adv) /feəli/ to some extent but not very

fascinating (adj) /ˈfæsɪneɪtɪŋ/ extremely interesting and attractive

fashionable (adj) /fæʃnəbl/ following a style that is popular at a particular time

flexible (adj) /fleksəbl/ able to change to suit new conditions or situations

flourishing (adj) /ˈflʌrɪʃɪŋ/ developing rapidly and successfully

glacier (n) /ˈglæsiə(r)/ a large mass of ice, formed by snow on mountains, that moves very slowly down a valley

grassland (n) /grɑːslænd/ a large area of open land covered with wild grass

handful (of) (n) /hændfʊl/ the amount of sth that can be held in one hand

harsh (adj) /hɑːʃ/ cruel, severe and unkind

high-rise building (n) /haɪ raɪz ˈbɪldɪŋ/ very tall and having a lot of floors

horrible (adj) /hɒrəbl/ very bad or unpleasant; used to describe sth that you do not like

impact (n) /ˈɪmpækt/ the powerful effect that sth has on sb/sth

inaccessible (adj) /ɪnækˈsesəbl/ difficult or impossible to reach or to get

incomprehensible (adj) /ɪnˌkɒmprɪˈhensəbl/ impossible to understand

incredible (adj) /ɪnˈkredəbl/ impossible or very difficult to believe

industrial estate (n) /ɪnˌdʌstriəl ɪˈsteɪt/ an area especially for factories, on the edge of a town

inevitably (adv) /ɪnˈevɪtəbli/ as is certain to happen

inhabited (adj) /ɪnˈhæbɪtɪd/ with people or animals living there

irresistible (adj) /ɪrɪˈzɪstəbl/ so strong that it cannot be stopped or resisted

knowledge (of) (n) /nɒlɪdʒ/ the information, understanding and skills that you gain through education or experience

knowledgeable (adj) /nɒlɪdʒəbl/ knowing a lot

legible (adj) /ledʒəbl/ clear enough to read

(a) little bit (adv) /ˈlɪtl bɪt/ somewhat

magnificent (adj) /mægˈnɪfɪsnt/ extremely attractive and impressive; deserving praise

mountain range (n) /ˈmaʊntən reɪndʒ/ a series of mountain ridges alike in form, direction, and origin

navigable (adj) /nævɪgəbl/ wide and deep enough for ships and boats to sail on

neglected (adj) /nɪˈglektɪd/ not receiving enough care or attention

ordinary (adj) /ˈɔːdnri/ not unusual or different in any way

parking meter (n) /ˈpɑːkɪŋ miːtə(r)/ a machine beside the road that you put money into when you park your car next to it

pedestrian walkway (n) /pəˌdestriən ˈwɔːkweɪ/ a part of a road where vehicles must stop to allow people to cross

peninsula (n) /pəˈnɪnsjələ/ an area of land that is almost surrounded by water but is joined to a larger piece of land

pine forest (n) /paɪn ˈfɒrɪst/ a forest with evergreen trees with leaves like needles

plain (n) /pleɪn/ a large area of flat land

pointless (adj) /pɔɪntləs/ having no purpose

pond (n) /pɒnd/ a small area of still water, especially one that is artificial

prairie (n) /ˈpreəri/ a flat, wide area of land in North America and Canada, without many trees and originally covered with grass

pretty (adv) /prɪti/ to some extent

profound (adj) /prəˈfaʊnd/ felt or experienced very strongly

prosperous (adj) /ˈprɒspərəs/ rich and successful

quiet (adj) /ˈkwaɪət/ making very little noise

quite (adv) /kwaɪt/ to some degree

really (adv) /ˈriːəli/ very; used to emphasize an adjective or adverb

refurbished (adj) /riːˈfɜːbɪʃt/ a room, building, etc. that has been decorated in order to make it more attractive, more useful, etc.

remote (adj) /rɪˈməʊt/ far away from places where other people live

renovate (v) /renəveɪt/ to repair and paint an old building, a piece of furniture, etc. so that it is in good condition again

respect (for) (n) /rɪˈspekt/ a feeling of admiration for sb/sth because of their good qualities or achievements

responsibility (for) (n) /rɪˌspɒnsəˈbɪləti/ a duty to deal with or take care of sb/sth

road sign (n) /rəʊd saɪn/ a sign near a road giving information or instructions to drivers

robust (adj) /rəʊˈbʌst/ strong and healthy

run-down (adj) /ˌrʌn ˈdaʊn/ in very bad condition; that has not been taken care of

sense (of) (n) /sens/ a feeling about sth important

sensible (adj) /sensəbl/ able to make good judgements based on reason and experience rather than emotion

shabby (adj) /ʃæbi/ in poor condition because of long use or lack of care

significant (adj) /sɪgˈnɪfɪkənt/ large or important enough to have an effect or to be noticed

speed bump (n) /spiːd bʌmp/ a raised area across a road that is put there to make traffic go slower

stream (n) /striːm/ a small, narrow river

subsistence (lifestyle) (n) /səbˈsɪstəns/ the state of having just enough money or food to stay alive

summit (n) /ˈsʌmɪt/ the highest point of sth, especially the top of a mountain

sun (n) /sʌn/ the star that shines in the sky during the day and gives the Earth heat and light

swamp (n) /swɒmp/ an area of ground that is very wet or covered with water and in which plants, trees, etc. are growing

thriving (adj) /θraɪvɪŋ/ to become, and continue to be, successful, strong, healthy, etc.

totally (adv) /təʊtəli/ wholly and completely

unacceptable (adj) /ʌnəkˈseptəbl/ that you cannot accept, allow or approve of

unappealing (adj) /ʌnəˈpiːlɪŋ/ not attractive or pleasant

Wordlist

unbearable (adj) /ʌn'beərəbl/ too painful, annoying or unpleasant to deal with or accept

understanding (of) (n) /ˌʌndə'stændɪŋ/ the knowledge that sb has about a particular subject or situation

utterly (adv) /'ʌtərli/ used to emphasize how complete sth is

valuable (adj) /væljuəb/ very useful or important

very (adv) /veri/ used before adjectives, adverbs and determiners to mean 'in a high degree' or 'extremely'

visible (adj) /vɪzəbl/ that can be seen

wasteful (adj) /weɪstfl/ using more of sth than is necessary; not saving or keeping sth that could be used

well-known (adj) /'wɛl'noʊn/ known about by a lot of people

worthwhile (adj) /wɜːθ'waɪl/ worth spending time, money or effort on

Unit 3

abstract (adj) /æbstrækt/ based on general ideas and not on any particular real person, thing or situation

accumulate (v) /ə'kjuːmjəleɪt/ to gradually get more and more of sth over a period of time

aluminium (adj) /æljə'mɪniəm/ of, pertaining to, or containing aluminium

antique (adj) /æn'tiːk/ old and often valuable

appealing (adj) /ə'piːlɪŋ/ attractive or interesting

belongings (n) /bɪ'lɒŋɪŋz/ the things that you own which can be moved, for example not land or buildings

bin (v) /bɪn/ to throw away

bland (adj) /blænd/ with little colour, excitement or interest; without anything to attract attention

block of flats (n) /blɒk əv flæts/ a tall building that contains flats

boring (adj) /'bɔːrɪŋ/ not interesting; making you feel tired and impatient

breathtaking (adj) /'breθteɪkɪŋ/ very exciting or impressive (usually in a pleasant way)

broad (adj) /brɔːd/ wide

broad-minded (adj) /ˌbrɔːd 'maɪndɪd/ willing to listen to other people's opinions and accept behaviour that is different from your own

bronze (adj) /brɒnz/ to be a gold-brown colour

bustling (adj) /'bʌslɪŋ/ full of people moving about in a busy way

calm (adj) /kɑːm/ not excited, nervous or upset

ceramic (adj) /sə'ræmɪk/ made from clay and shaped and baked until hard

chaotic (adj) /keɪ'ɒtɪk/ without any order; in a completely confused state

chest of drawers (BrE) dresser (NAmE) (n) /ˌtʃest əv 'drɔːz/ /'drɛsə/ a piece of furniture with drawers for keeping clothes in

circular (adj) /'sɜːkjələ(r)/ having the shape of a circle; round

clear out (phr v) /klɪə(r) aʊt/ to make sth empty and clean by removing things or throwing things away

clothes peg (n) /'kləʊðz peg/ a piece of wood or plastic used for attaching wet clothes to a clothes line

clutter (n) /klʌtə(r)/ having too many things, so that it is untidy

coin (n) /kɔɪn/ a small flat piece of metal used as money

colossal (adj) /kə'lɒsl/ extremely large

colourful (adj) /kʌləfl/ full of bright colours or having a lot of different colours

comfortable (adj) /'kʌmftəbl/ making you feel physically relaxed; pleasant to wear, sit on, etc.

contemporary (adj) /kən'temprəri/ belonging to the same time

controversial (adj) /kɒntrə'vɜːʃl/ causing a lot of angry public discussion and disagreement

cooker (BrE) stove (NAmE) (n) /'kʊkə(r)/ /stəʊv/ a large piece of equipment for cooking food, containing an oven and gas or electric rings on top

copper (adj) /kɒpə(r)/ reddish-brown in colour

creative (adj) /kri'eɪtɪv/ involving the use of skill and the imagination to produce sth new or a work of art

curtains (BrE) drapes (NAmE) (n) /'kɜːtnz/ /dreɪps/ pieces of cloth that are hung to cover a window

dated (adj) /deɪtɪd/ old-fashioned; belonging to a time in the past

decaying (adj) /dɪ'keɪɪŋ/ implies the deterioration from sound condition

delicate (adj) /delɪkət/ easily damaged or broken

depressing (adj) /dɪ'presɪŋ/ making you feel very sad and without enthusiasm

discarded (adj) /dɪ'skɑːdɪd/ thrown away because it is no longer needed

drop out of (phr v) /drɒp aʊt əv/ to no longer take part in or be part of sth

dustbin (BrE) trash can (NAmE) (n) /'dʌstbɪn/ /'træʃkæn/ a large container with a lid, used for putting rubbish/ garbage in, usually kept outside the house

dusty (adj) /'dʌsti/ full of dust; covered with dust

flat (BrE) apartment (NAmE) (n) /flat/ /ə'pɑːtmənt/ a set of rooms for living in, usually on one floor of a building

garden (BrE) yard (NAmE) (n) /'gɑːdn/ /jɑːd/ a piece of land next to or around your house where you can grow flowers, fruit, vegetables, etc.

get rid of (v) /get rɪd əv/ to make yourself free of sb/sth that is annoying you or that you do not want; to throw sth away

handmade (adj) /han(d)'meɪd/ made by hand, not by machine, and typically therefore of superior quality

heap of (n) /hiːp əv/ a lot of sth

heartbreaking (adj) /'hɑːtbreɪkɪŋ/ a strong feeling of sadness

helmet (n) /'helmɪt/ a type of hard hat that protects the head, worn, for example, by a police officer, a soldier or a person playing some sports

help out (phr v) /help aʊt/ to help sb, especially in a difficult situation

high street (n) /'haɪ striːt/ the main street of a town, where most shops, banks, etc. are

highly respected (adj) /'haɪli rɪ'spektɪd/ admired by many people for their achievements or good qualities

hoard (v) /hɔːd/ to accumulate for preservation, future use, etc., in a hidden or carefully guarded place

huge (adj) /hjuːdʒ/ extremely large in size or amount

jewels (n) /dʒuːəlz/ pieces of jewellery or decorative objects that contain precious stones

junk (n) /dʒʌŋk/ things that are considered useless or of little value

lift (BrE) elevator (NAmE) (n) /lɪft/ /'ɛlɪveɪtə/ a moving platform or cage for carrying passengers or freight from one level to another, as in a building

lived in (adj) /'lɪvd ɪn/ (of a place) that has been used continuously for so long that it does not look new

loads of (n) /ləʊdz əv/ a large number or amount of sb/sth; plenty

mask (n) /mɑːsk/ a covering for part or all of the face, worn to hide or protect it

messy (adj) /'mesi/ dirty and/or untidy

mountains of (n) /'maʊntənz əv/ a very large amount or number of sth

mummy (n) /'mʌmi/ a body of a human or an animal that has been mummified

never-ending (adj) /ˌnevər 'endɪŋ/ seeming to last forever

object (n) /ɒbdʒɪkt/ a thing that can be seen and touched, but is not alive

opt out (phr v) /'ɒpt aʊt/ the act of choosing not to be involved in an agreement

paper (adj) /peɪpə(r)/ made of paper or paperlike material

pavement (n) /'peɪvmənt/ a flat part at the side of a road for people to walk on

pick out (phr v) /pɪk aʊt/ to choose sb/ sth carefully from a group of people or things

piles of (n) /paɪlz əv/ a quantity of things heaped together

plastic (adj) /plæstɪk/ made of plastic

possession (n) /pə'zeʃn/ sth that you have or own

pottery (n) /'pɒtəri/ pots, dishes, etc. made with clay that is baked in an oven

product (n) /prɒdʌkt/ a thing that is grown or produced, usually for sale

reach out (to) (phr v) /riːtʃ aʊt/ to be seen or heard by sb

rubbish (n) /rʌbɪʃ/ things that you throw away because you no longer want or need them

run out (of) (phr v) /rʌn aʊt/ to use up or finish a supply of sth

rusty (adj) /rʌsti/ covered with rust

scrap (adj) /skræp/ things that are not wanted or cannot be used for their original purpose, but which have some value for the material they are made of

sculpture (n) /ˈskʌlptʃə(r)/ a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc.

silk (adj) /sɪlk/ to be made from a type of fine smooth cloth made from silk thread

smooth (adj) /smuːð/ completely flat and even, without any lumps, holes or rough areas

sort out (phr v) /sɔːt aʊt/ to organize the contents of sth; to tidy sth

spill out (phr v) /spɪl aʊt/ to fill a container and go over the edge

spread out (phr v) /spred aʊt/ to stretch your body or arrange your things over a large area

stacks of (n) /stæks ɒv/ a large number or amount of sth; a lot of sth

statue (n) /ˈstætʃuː/ a figure of a person or an animal in stone, metal, etc., usually the same size as in real life or larger

stressful (adj) /ˈstresfl/ causing a lot of worry

stuff (n) /stʌf/ used to refer to a substance, material, group of objects, etc. when you do not know the name

stunning (adj) /stʌnɪŋ/ extremely attractive or impressive

tablet (n) /ˈtæblət/ a flat piece of stone that has writing on it

take out (phr v) /ˈteɪk aʊt/ to move sth from one place to another

tangled (adj) /tæŋgld/ twisted together in an untidy way

tap (BrE) faucet (NAmE) (n) /tap/ /ˈfɔːsɪt/ a device that controls the flow of water from a pipe

tea towel (n) /ˈtiː taʊəl/ a small towel used for drying cups, plates, knives, etc. after they have been washed

thing (n) /θɪŋ/ an object whose name you do not use because you do not need to or want to, or because you do not know it

thought-provoking (adj) /ˈθɔːt prəvəʊkɪŋ/ making people think seriously about a particular subject or issue

throw out (phr v) /θrəʊ aʊt/ to get rid of sth that you no longer want

tiny (adj) /taɪni/ very small in size or amount

tool (n) /tuːl/ an instrument such as a hammer, screwdriver, saw, etc. that you hold in your hand and use for making things, repairing things, etc.

torch (BrE) flashlight (NAmE) (n) /tɔːtʃ/ /ˈflaʃlʌɪt/ a small electric lamp that uses batteries and that you can hold in your hand

towering (adj) /ˈtaʊərɪŋ/ extremely tall or high and therefore impressive

trash (n) /træʃ/ things that you throw away because you no longer want or need them

troubling (adj) /ˈtrʌblɪŋ/ causing stress or anxiety

vase (n) /vɑːz/ a container made of glass, etc., used for holding cut flowers or as a decorative object

wardrobe (BrE) closet (NAmE) (n) /ˈwɔːdrəʊb/ /ˈklɒzɪt/ a large cupboard for hanging clothes in, which is either a piece of furniture or built into the wall

weapon (n) /ˈwepən/ an object such as a knife, gun, bomb, etc. that is used for fighting or attacking sb

wear out (phr v) /weə(r) aʊt/ to become, or make sth become, thin or unusable, usually because it has been used too much

well documented (adj) /wiːl ˈdɒkjumentɪd/ having a lot of written evidence to prove, support or explain it

well earned (adj) /ˌwel ˈɜːnd/ much deserved

well known (adj) /ˌwel ˈnəʊn/ known about by a lot of people

wide-ranging (adj) /ˌwaɪd ˈreɪndʒɪŋ/ including or dealing with a large number of different subjects or areas

winding (adj) /ˈwaɪndɪŋ/ having a curving and twisting shape

witty (adj) /ˈwɪti/ able to say or write clever, amusing things

wooden (adj) /ˈwʊdn/ made of wood

Unit 4

addiction (n) /əˈdɪkʃn/ the condition of being addicted to sth

aggression (n) /əˈgreʃn/ feelings of anger and hatred that may result in threatening or violent behaviour

artery (n) /ˈɑːtəri/ any of the tubes that carry blood from the heart to other parts of the body

baldness (n) /bɔːldnəs/ having little or no hair on the head

be in two minds (idiom) /bi ɪn tuː maɪndz/ to be unable to decide what you think about sb/sth, or whether to do sth or not

bear in mind (idiom) /beə(r) ɪn maɪnd/ to remember or consider sth

bone (n) /bəʊn/ any of the hard parts that form the skeleton of the body of a human or an animal

brain (n) /breɪn/ the organ inside the head that controls movement, thought, memory and feeling

break sb's heart (idiom) /breɪk ˈsʌmbədiːz hɑːt/ to make sb feel very unhappy

cause (n & v) /kɔːz/ the person or thing that makes sth happen / to make sth happen, especially sth bad or unpleasant; to make sb do sth

change your mind (idiom) /tʃeɪndʒ jɔː(r) maɪnd/ to change a decision or an opinion

deafness (n) /defnəs/ the state of being unable to hear anything or unable to hear very well

depression (n) /dɪˈpreʃn/ a medical condition in which a person feels very sad and anxious and often has physical symptoms such as being unable to sleep, etc.

dig your heels in (idiom) /dɪg jɔː(r) hiːlz ɪn/ to refuse to do sth or to change your mind about sth

disability (n) /dɪsəˈbɪləti/ a physical or mental condition that means you cannot use a part of your body completely or easily, or that you cannot learn easily

dismally (adv) /ˈdɪzməli/ causing or showing sadness

dull (yellow eyes) (adj) /dʌl/ not bright or shiny

engineer (n & v) /ˌendʒɪˈnɪə(r)/ a person whose job involves designing and building engines, machines, roads, bridges, etc. / to design and build sth using scientific principles

flowing (adj) /ˈfləʊɪŋ/ (especially of long hair or clothing) hanging or draping loosely and gracefully

get into the wrong hands (idiom) /get ˈɪntə ðə rɒŋ hændz/ to become available to the wrong person or people

give sb a piece of your mind (idiom) /gɪv ˈsʌmbədi ə piːs ɒv jɔː(r) maɪnd/ to tell sb that you disapprove of their behaviour or are angry with them

go out of your mind (idiom) /gəʊ aʊt ɒv jɔː(r) maɪnd/ to be unable to think or behave in a normal way

have at hand (idiom) /hæv ət hænd/ have nearby or easily accessible

head and shoulders above (idiom) /hed ən ˈʃəʊldə(r)z əˈbʌv/ much better than sb or sth else

heart (n) /hɑːt/ the organ in the chest that sends blood around the body, usually on the left in humans

imperfection (n) /ˌɪmpəˈfekʃn/ a fault or weakness in sb/sth

keep in mind (idiom) /kiːp ɪn maɪnd/ to remember sb/sth

lifeless (adj) /ˈlaɪfləs/ dead or appearing to be dead

liver (n) /ˈlɪvə(r)/ a large organ in the body that cleans the blood and produces bile

lung (n) /lʌŋ/ either of the two organs in the chest that you use for breathing

make up your mind (idiom) /meɪk ʌp jɔː(r) maɪnd/ to decide sth

mind (n & v) /maɪnd/ the part of a person that makes them able to be aware of things, to think and to feel / to be annoyed or worried by sth

(there is) more to sb than meets the eye (idiom) /ðeə(r) ɪz mɔː(r) tə ˈsʌmbədi ðæn miːts ðə aɪ/ a person or thing is more complicated or interesting than you might think at first

pearly (adj) /ˈpɜːli/ of or like a pearl

pull sb's leg (idiom) /pʊl ˈsʌmbədiz leg/ to tease or joke with sb

rib (n) /rɪb/ any of the curved bones that are connected to the spine and surround the chest

screen (n & v) /skriːn/ the flat surface at the front of a television, computer or other electronic device, on which you see pictures or information / to test or examine sb or sth to discover if there is anything wrong with them or it

see eye to eye (idiom) /siː aɪ tu aɪ/ agree or have the same ideas

shift (v & n) /ʃɪft/ to move, or move sth, from one position or place to another / a change in opinion, mood, policy, etc.

short-sighted (adj) /ʃɔːt ˈsaɪtɪd/ able to see things clearly only if they are very close to you

shrivelled (adj) /ˈʃrɪvld/ to become or make sth dry and wrinkled as a result of heat, cold or being old

Wordlist

skin (n) /skɪn/ the layer of tissue that covers the body

skull (n) /skʌl/ the bone structure that forms the head and surrounds and protects the brain

spine (n) /spaɪn/ the row of small bones that are connected together down the middle of the back

(have) sth on your mind (idiom) /həv ˈsʌmθɪŋ ɒn jɔː(r) maɪnd/ if sb/sth is on your mind, you are thinking and worrying about them/it a lot

stomach (n) /ˈstʌmək/ the organ inside the body where food goes when you swallow it

take your mind off sth (idiom) /teɪk jɔː(r) maɪnd ɒf ˈsʌmθɪŋ/ to make you forget about sth unpleasant for a short time

tear your hair out (idiom) /teə(r) jɔː(r) heə(r) aʊt/ be extremely worried and agitated about sth

vein (n) /veɪn/ any of the tubes that carry blood from all parts of the body towards the heart

watery (adj) /ˈwɔːtəri/ of or like water

(a) weight off your shoulders (idiom) /weɪt ɒf jɔː(r) ˈʃəʊldəz/ to relieve yourself of a burden, normally sth that has been troubling/worrying you

Unit 5

abuse (n) /əˈbjuːs/ rude and offensive remarks

add on (phr v) /ˈæd ɒn/ make an addition to

as far as I know (idiom) /əz fɑː(r) əz aɪ nəʊ/ used to say that you think you know, remember, understand, etc. sth but you cannot be completely sure, especially because you do not know all the facts

as soon as possible (idiom) /əz suːn əz ˈpɒsəbl/ as quickly, much, soon, etc. as you can

at some point (idiom) /æt səm pɔɪnt/ a non-specific time in the future

back cover (n) /bæk ˈkʌvə/ the back part of the cover of a book or magazine

barrier (n) /ˈbæriə(r)/ an object like a fence that prevents people from moving forward from one place to another

be right back (idiom) a phrase used on the internet to indicate that you will be away from the keyboard for a time

bibliography (n) /ˌbɪbliˈɒgrəfi/ a list of books, etc. that have been used by sb writing an article, etc.

brush up on (phr v) /brʌʃ ʌp ɒn/ improve a skill

by the way (idiom) /baɪ ðə weɪ/ used to introduce a comment or question that is not directly related to what you have been talking about

bye for now (idiom) /baɪ fɔː(r) naʊ/ used to express good wishes when parting or at the end of a conversation

captivating (adj) /ˈkæptɪveɪtɪŋ/ taking all your attention; very attractive and interesting

carry on (phr v) /ˈkæri ɒn/ to continue without stopping

cheer on (phr v) /tʃɪə(r) ɒn/ to give shouts of encouragement to sb in a race, competition, etc.

climb the career ladder (idiom) /klaɪm ðə kəˈrɪə(r) ˈlædə(r)/ become more successful and important in your job

come a long way (idiom) /kʌm ə lɒŋ weɪ/ make a lot of progress

complex (adj) /ˈkɒmpleks/ made of many different things or parts that are connected

contents page (n) /kənˈtents peɪdʒ/ a list of the different sections that are contained in a book

disrespectful (adj) /ˌdɪsrɪˈspektfl/ showing a lack of respect for sb/sth

dust jacket (n) /ˈdʌst dʒækɪt/ a paper cover on a book that protects it but that can be removed

eloquent (adj) /ˈeləkwənt/ able to use language and express your opinions well, especially when you are speaking in public

embed (v) /ɪmˈbed/ to fix sth in a substance or solid object

embolden (v) /ɪmˈbəʊldən/ to make sb feel braver or more confident

empower (v) /ɪmˈpaʊə(r)/ to give sb the power or authority to do sth

enable (v) /ɪˈneɪbl/ to make it possible for sb to do sth

enclose (v) /ɪnˈkləʊz/ to build a wall, fence, etc. around sth

encode (v) /ɪnˈkəʊd/ to change ordinary language into letters, symbols, etc. in order to send secret messages

encourage (v) /ɪnˈkʌrɪdʒ/ to give sb support, courage or hope

enlarge (v) /ɪnˈlɑːdʒ/ to make sth bigger

enrage (v) /ɪnˈreɪdʒ/ to make sb very angry

ensure (v) /ɪnˈʃʊə(r)/ to make sure that sth happens or is definite

entitle (v) /ɪnˈtaɪtl/ to give sb the right to have or to do sth

entrust (v) /ɪnˈtrʌst/ to make sb responsible for doing sth or taking care of sb

expressive (adj) /ɪkˈspresɪv/ showing or able to show your thoughts and feelings

fascinating (adj) /ˈfæsɪneɪtɪŋ/ extremely interesting and attractive

follow in sb's footsteps (idiom) /ˈfɒləʊ ɪn ˈsʌmbədiz ˈfʊtˌsteps/ do the same thing as sb else did previously

for your information (idiom) /fɔː(r) jɔː(r) ˌɪnfəˈmeɪʃn/ used to show that information is simply being shared and that no immediate action is required or expected

from my point of view (idiom) /frɒm maɪ pɔɪnt ɒv vjuː/ your personal judgement or opinion about sth

front cover (n) /frʌnt ˈkʌvə(r)/ a book cover is any protective covering used to bind together the pages of a book

gesture (n) /ˈdʒestʃə(r)/ a movement that you make with your hands, your head or your face to show a particular meaning

glossary (n) /ˈglɒsəri/ a list of technical or special words, especially those in a particular text, explaining their meanings

gripping (adj) /ˈgrɪpɪŋ/ exciting or interesting in a way that keeps your attention

hardback (n) /ˈhɑːdbæk/ a book that has a stiff cover

imposter syndrome (n) /ɪmˈpɒstə(r) ˈsɪndrəʊm/ a false belief that one's success is because of luck rather than skill

imprint page (n) /ɪmˈprɪnt peɪdʒ/ the back of the title page in a book which gives information about who the publisher is, where it was printed, etc.

in my humble opinion (idiom) /ɪn maɪ ˈhʌmbl əˈpɪnjən/ a phrase introducing the speaker's opinion

index (n) /ˈɪndeks/ a list of names or topics that are referred to in a book, etc., usually arranged at the end of a book in alphabetical order or listed in a separate file or book

injustice (n) /ɪnˈdʒʌstɪs/ the fact of a situation being unfair and of people not being treated equally

insightful (adj) /ˈɪnsaɪtfʊl/ showing a clear understanding of a person or situation

intricate (adj) /ˈɪntrɪkət/ having a lot of different parts and small details that fit together

keep on (phr v) /kiːp ɒn/ to speak to sb often and in an annoying way about sb/sth

land a job (idiom) find a job and be hired

laugh out loud (jargon) /ˈlɑːf aʊt laʊd/ extremely funny

let me know (idiom) /let miː nəʊ/ tell me

manage your finances (phr) /ˈmænɪdʒ jɔː(r) ˈfaɪnænsɪz/ look after your money

move on (phr v) /muːv ɒn/ to start doing or discussing sth new

moving (adj) /ˈmuːvɪŋ/ causing you to have deep feelings of sadness or sympathy

on the point of (phr v) /ɒn ðə pɔɪnt ɒv/ at the moment immediately before a specified condition, action, etc., is expected to begin

paperback (n) /ˈpeɪpəbæk/ a book that has a thick paper cover

perceptive (adj) /pəˈseptɪv/ having or showing the ability to see or understand things quickly, especially things that are not obvious

pinnacle (n) /ˈpɪnəkl/ the most important or successful part of sth

point out (phr v) /pɔɪnt aʊt/ to mention sth in order to give sb information about it or make them notice it

protagonist (n) /prəˈtægənɪst/ the main character in a play, film or book

random (adj) /ˈrændəm/ done, chosen, etc. without sb deciding in advance what is going to happen, or without any regular pattern

resonate (v) /ˈrezəneɪt/ to remind sb of sth; to be similar to what sb thinks or believes

riveting (adj) /ˈrɪvɪtɪŋ/ so interesting or exciting that it holds your attention completely

sarcastic (adj) /sɑːˈkæstɪk/ showing or expressing sarcasm

slip on (phr v) /ˈslɪp ɒn/ to put clothes on or to take them off quickly and easily

spine (n) /spaɪn/ the narrow part of the cover of a book that the pages are joined to

switch on (phr v) /swɪtʃ ɒn/ to turn a light, machine, etc. on by pressing a button or switch

take on (phr v) /teɪk ɒn/ agree to do sth

take your point (idiom) /teɪk jɔː(r) pɔɪnt/ accept the validity of sb's idea or argument

thanks in advance (phr) /θæŋks ɪn ədˈvɑːns/ used to show that you are grateful to sb for sth they have done

the point is (idiom) /ðə pɔɪnt ɪz/ stating in your opinion the meaning about what is actually happening

title page (n) /ˈtaɪtl peɪdʒ/ a page at the front of a book that has the title and the author's name on it

too much information /tuː mʌtʃ ˌɪnfəˈmeɪʃn/ an expression indicating that sb has revealed information that is too personal and made the listener or reader uncomfortable

touching (adj) /ˈtʌtʃɪŋ/ causing feelings of pity or sympathy; making you feel emotional

transcend (v) /trænˈsend/ to be or go beyond the usual limits of sth

universal (adj) /ˌjuːnɪˈvɜːsl/ done by or involving all the people in the world or in a particular group

up to a point (idiom) /ʌp tə ə pɔɪnt/ to some degree but not completely

Unit 6

(set the) agenda (n) /əˈdʒendə/ a list of items to be discussed at a meeting

archival footage (n) /ˈɑːkaɪvl ˈfʊtɪdʒ/ film or video footage from the past that can be used in other films

(to be) armed (with) (adj) /ɑːmd/ furnished with weapons

audio engineer (n) /ˈɔːdiəʊ ˌendʒɪˈnɪə(r)/ a person whose job it is to alter and balance the levels of different sounds as they are recorded

axe (v) /æks/ to get rid of a service, system or sb's job

back (v) /bæk/ to support

ban (v) /bæn/ to decide or say officially that sth is not allowed

bid (n) /bɪd/ an offer by a person or a company to pay a particular amount of money for sth

boom (n) /buːm/ a long pole that carries a microphone

(expose) corruption (n) /kəˈrʌpʃn/ dishonest or illegal behaviour, especially of people in authority

costume designer (n) /ˈkɒstjuːm dɪˈzaɪnə/ a person who designs costumes for plays and films

(lack) credibility (n) /ˌkredəˈbɪləti/ the quality that sb/sth has that makes people believe or trust them

curb (v) /kɜːb/ to control or limit sth, especially sth bad

director (n) /daɪˈrektə(r)/ a person in charge of a film or play who tells the actors and staff what to do

explore (v) /ɪkˈsplɔː(r)/ to examine a subject or a possibility completely or carefully in order to find out more about it

face (v) /feɪs/ to accept and deal with sth that is difficult or unpleasant

fall (n) /fɔːl/ decrease

fly-on-the-wall (style) (adj) /flaɪ ɒn ðə wɔːl/ doing sth or watching/filming sb without them noticing

go viral (phr v) /gəʊ ˈvaɪrəl/ an image, video or link that spreads rapidly through a population by being frequently shared with a number of individuals online

hard-hitting (adj) /ˌhɑːd ˈhɪtɪŋ/ not afraid to talk about or criticize sb/sth in an honest and very direct way

(make) headlines (n) /ˈhedlaɪnz/ the most important items of news, at the beginning of a news programme or at the start of a newspaper article

in one's element (idiom) /ɪn wʌnz ˈelɪmənt/ doing what you are good at and enjoy

in step with (idiom) /ɪn step wɪð/ having ideas that are the same as other people's

in the limelight (idiom) /ɪn ðə ˈlaɪmlaɪt/ the centre of public attention

issue (n) /ˈɪʃuː/ an important topic that people are discussing or arguing about

lighting (n) /ˈlaɪtɪŋ/ the arrangement or type of light in a place

location (n) /ləʊˈkeɪʃn/ a place where sth happens or exists

out of character (idiom) /aʊt ɒv ˈkærəktə(r)/ not typical of a person's character

out of favour (idiom) /aʊt ɒv ˈfeɪvə(r)/ disapproval or lack of support for sb/sth

out of one's depth (idiom) /aʊt ɒv wɒnz depθ/ to be in a situation that you cannot control

out on a limb (idiom) /aʊt ɒn ə lɪm/ not supported by other people

plea (n) /pliː/ an urgent emotional request

prop (n) /prɒp/ a small object used by actors during a performance

quit (v) /kwɪt/ to stop doing sth or to leave your job, school, etc.

(spread a) rumour (n) /ˈruːmə(r)/ a piece of information, or a story, that people talk about, but that may not be true

(musical) score (n) /skɔː(r)/ the music written for a film/movie or play

screenplay (n) /ˈskriːnpleɪ/ the words that are written for a film/movie (= the script), together with instructions for how it is to be acted and filmed

scriptwriter (n) /ˈskrɪptraɪtə(r)/ a person who writes the words for films/movies, television and radio plays

shot on location (idiom) /ʃɒt ɒn ləʊˈkeɪʃn/ practice of filming in an actual setting rather than on a sound stage

soundtrack (n) /ˈsaʊndtræk/ all the music in a film

(trace) sources (n) /sɔːsɪz/ a person, book or document that provides information, especially for study, a piece of written work or news

staged (scenes) (adj) /steɪdʒd/ deliberately arranged for effect

storyboard artist (n) /ˈstɔːribɔːd aːtɪst/ a profession specialized in creating storyboards for advertising agencies and film productions

storyline (n) /ˈstɔːrilaɪn/ the basic story in a novel, play, film/movie, etc.

stunt double (n) /ˈstʌnt ˈdʌbl/ a person who does dangerous things in place of an actor

uncertain (adj) /ʌnˈsɜːtn/ feeling doubt about sth; not sure

voice-over (n) /ˈvɔɪs əʊvə(r)/ information or comments in a film/movie, television programme, etc. that are given by a person who is not seen on the screen

vow (v) /vaʊ/ to make a formal and serious promise to do sth or a formal statement that is true

Unit 7

adolescent (n) /ˌædəˈlesnt/ a young person who is developing from a child into an adult

ahead of time (adj) /əˈhed ɒv taɪm/ earlier than was expected

all the time (adv) /ɔːl ðə taɪm/ very often

at one time (idiom) /æt wʌn taɪm/ in or during a known but unspecified past period

at the best of times (idiom) /æt ðə best ɒv taɪmz/ even when the circumstances are very good

at the same time (idiom) /æt ðə seɪm taɪm/ at one time, together

before my time (idiom) /bɪˈfɔː(r) maɪ taɪm/ happening before you were born or can remember or before you lived, worked, etc. somewhere

behind the times (idiom) /bɪˈhaɪnd ðə taɪmz/ old-fashioned in your ideas, methods, etc.

breathe life into (idiom) /briːð laɪf ˈɪntə/ to improve sth by introducing new ideas and making people more interested in it

cross off (phr v) /krɒs ɒf/ to draw a line through a person's name or an item on a list because they/it is no longer required or involved

dependent (adj) /dɪˈpendənt/ needing sb/sth in order to survive or be successful

dynamic (adj) /daɪˈnæmɪk/ having a lot of energy and a strong personality

elderly (adj) /ˈeldəli/ used as a polite word for 'old'

every walk of life (idiom) /ˈevri wɔːk ɒv laɪf/ every status and occupation

experienced (adj) /ɪkˈspɪəriənst/ having knowledge or skill in a particular job or activity

fight off (phr v) /faɪt ɒf/ to resist sb/sth by fighting against them/it

for the time being (idiom) /fɔː(r) ðə taɪm ˈbiːɪŋ/ for a short period of time but not permanently

Wordlist

from time to time (idiom) /frɒm taɪm tə taɪm/ occasionally but not regularly
get across (phr v) /get əˈkrɒs/ to succeed in communicating sth
get homesick (idiom) /get ˈhəʊmsɪk/ become sad because you are away from home and you miss your family and friends
get into the habit of (idiom) /get ˈɪntə ðə ˈhæbɪt əv/ become used to
get more out of (idiom) /get mɔː(r) aʊt əv/ benefit from or enjoy as much as possible
get the chance (idiom) /get ðə tʃɑːns/ have the opportunity or possibility
get to grips with (idiom) /get tə grɪps wɪθ/ to begin to understand and deal with sth difficult
get to know (idiom) /get tə nəʊ/ start to be familiar with sth or sb
in next to no time (idiom) /ɪn nekst tə nəʊ taɪm/ so soon or so quickly that it is surprising
in the course of time (idiom) /ɪn ðə kɔːs ɒv taɪm/ when enough time has passed
in the nick of time (idiom) /ɪn ðə nɪk ɒv taɪm/ at the very last moment
independent (adj) /ˌɪndɪˈpendənt/ confident and free to do things without needing help from other people
inexperienced (adj) /ˌɪnɪkˈspɪəriənst/ having little knowledge or experience of sth
lead a charmed life (idiom) /lɪv ə tʃɑːmd laɪf/ to always be lucky and safe from danger
let sth get you down (idiom) /let ˈsʌmθɪŋ get ju daʊn/ to allow sth to make you feel sad and depressed
lifeboat (n) /ˈlaɪfbəʊt/ a special boat that is sent out to rescue people who are in danger at sea
lifeguard (n) /ˈlaɪfgɑːd/ a person who is employed at a beach or a swimming pool to rescue people who are in danger in the water
lifeless (adj) /ˈlaɪfləs/ dead or appearing to be dead; not bright or exciting; not having the qualities that make sb/sth interesting and full of life
lifelike (adj) /ˈlaɪflaɪk/ exactly like a real person or thing
lifelong (adj) /ˈlaɪflɒŋ/ lasting or existing all through your life
lifesaver (n) /ˈlaɪfseɪvə(r)/ a thing that helps sb in a difficult situation; sth that saves sb's life
lifespan (n) /ˈlaɪfspæn/ the length of time that sth is likely to live, continue or function
lifestyle (n) /ˈlaɪfstaɪl/ the way in which a person or a group of people lives and works
lifetime (n) /ˈlaɪftaɪm/ the length of time that sb lives or that sth lasts
long in the tooth (idiom) /lɒŋ ɪn ðə tuːθ/ old or ageing
(a) matter of life and death (idiom) /ˈmætə(r) ɒv laɪf ænd deθ/ used to describe a situation that is very important or serious
mature (adj) /məˈtʃʊə(r)/ behaving in a sensible way, like an adult
(the) milestones in life (idiom) /ˈmaɪlstəʊnz ɪn laɪf/ a very important stage or event
(be) over the hill (idiom) /ˈəʊvə(r) ðə hɪl/ old and therefore no longer useful or attractive
pay off (phr v) /peɪ ɒf/ to be successful and bring good results
(in the) prime of life (idiom) /praɪm ɒv laɪf/ the time of maturity when power and vigour are greatest
put off (phr v) /pʊt ɒf/ to change sth to a later time or date
self-reliant (adj) /ˌself rɪˈlaɪənt/ able to do or decide things by yourself, rather than depending on other people for help
seniors (n) /ˈsiːniə(r)z/ adults or people at a more advanced level
set off (phr v) /set ɒf/ to begin a journey
shelf life (n) /ˈʃelf laɪf/ the length of time that food, etc. can be kept before it is too old to be sold
stand on your own two feet (idiom) /stænd ɒn jɔː(r) əʊn tuː fiːt/ to be independent and able to take care of yourself
supportive (adj) /səˈpɔːtɪv/ giving help, encouragement or sympathy to sb
vulnerable (adj) /ˈvʌlnərəbl/ weak and easily hurt physically or emotionally
wear off (phr v) /weə(r) ɒf/ to gradually disappear or stop
wise (adj) /waɪz/ able to make sensible decisions and give good advice because of the experience and knowledge that you have
youthful (adj) /ˈjuːθfl/ typical of young people

Unit 8

(protect) animal (n) /ˈænɪml/ a creature that is not a bird, a fish, a reptile, an insect or a human
attack (on) (n) /əˈtæk/ strong criticism of sb/sth in speech or in writing
awe-inspiring (adj) /ˈɔː ɪnspaɪərɪŋ/ making you feel respect and admiration
bake (v) /beɪk/ to cook food in an oven without extra fat or liquid
banquet (n) /ˈbæŋkwɪt/ a formal meal for a large number of people, usually for a special occasion
barbecue (n) /ˈbɑːbɪkjuː/ an outdoor meal or party when food is cooked on a metal frame outdoors over an open fire
based (on) (v) /beɪst/ if one thing is based on another, it uses it or is developed from it
better off (without) (idiom) /ˈbetə(r) ɒf/ used to say that sb is/would be happier or more satisfied if they were in a particular position or did a particular thing
boil (v) /bɔɪl/ to cook or wash sth in boiling water
brutal (adj) /ˈbruːtl/ violent and cruel
carbon emissions (n) /ˈkɑːbən iˈmɪʃnz/ carbon gas that is sent out into the atmosphere
Chinese (adj) /tʃaɪˈniːz/ from or connected with China
classic (adj) /ˈklæsɪk/ with all the features you would expect to find, typical
concerned (about) (adj) /kənˈsɜːnd/ worried and feeling concern about sth
countless (adj) /ˈkaʊntləs/ too many to be counted or mentioned
critical (adj) /ˈkrɪtɪkl/ extremely important because a future situation will be affected by it
depend (on) (v) /dɪˈpend/ to rely on sb/ sth and be able to trust them
(traditional) dish (n) /dɪʃ/ food prepared in a particular way as part of a meal
distressing (adj) /dɪˈstresɪŋ/ making you feel extremely upset, especially because of sb's suffering
(maintain an) ecosystem (n) /ˈiːkəʊsɪstəm/ all the plants and living creatures in a particular area considered in relation to their physical environment
emergency (n) /iˈmɜːdʒənsi/ a sudden serious and dangerous event or situation which needs immediate action to deal with it
empathy (for) (n) /ˈempəθi/ the ability to understand another person's feelings, experience, etc.
face the music (idiom) /feɪs ðə ˈmjuːzɪk/ to accept and deal with criticism or punishment for sth you have done
face up to (the facts) (idiom) /feɪs ʌp tə/ to accept and deal with sth that is difficult or unpleasant
(standard) fare (n) /feə(r)/ food that is offered as a meal
(prevent) fires (n) /ˈfaɪəz/ flames that are out of control and destroy buildings, trees, etc.
fraction (of) (n) /ˈfrækʃn/ a small part or amount of sth
fry (v) /fraɪ/ to cook sth in hot fat or oil
grill (v) /grɪl/ to cook food under or over a very strong heat
(destroy a) habitat (n) /ˈhæbɪtæt/ the place where a particular type of animal or plant is normally found
(cause an) imbalance (n) /ɪmˈbæləns/ a situation in which two or more things are not the same size or are not treated the same, in a way that is unfair or causes problems
(have an) impact (n) /ˈɪmpækt/ the powerful effect that sth has on sb/sth
in the face of (idiom) /ɪn ðə feɪs ɒv/ despite problems, difficulties, etc.
individual (adj) /ˌɪndɪˈvɪdʒuəl/ connected with one person/thing
ingredient (in) (n) /ɪnˈgriːdiənt/ one of the things from which sth is made, especially one of the foods that are used together to make a particular dish
let's face it (phr v) /lets feɪs ɪt/ used to convey that one must be realistic about an unwelcome fact or situation
light (adj) /laɪt/ small in quantity, easy to digest
massive (adj) /ˈmæsɪv/ very large, heavy and solid

(conserve) nature (n) /ˈneɪtʃə(r)/ all the plants, animals and things that exist in the universe that are not made by people

on the face of it (idiom) /ɒn ðə feɪs ɒv ɪt/ used to say that sth seems to be good, true, etc. but that this opinion may need to be changed when you know more about it

(side) order (n) /ˈɔːdə(r/ a small amount of food ordered in a restaurant to go with the main dish, but served separately

poach (v) /pəʊtʃ/ to cook food gently in a small amount of liquid

(double) portion (n) /ˈpɔːʃn/ an amount of food that is large enough for one person

(ban harmful) practices (n) /ˈpræktɪsɪz/ a way of doing sth that is the usual or expected way in a particular organization or situation

put on a brave face (idiom) /pʊt ɒn ə breɪv feɪs/ to pretend that you feel confident and happy when you do not

(emergency) ration (n) /ˈræʃn/ a fixed amount of food, fuel, etc. that you are officially allowed to have when there is not enough for everyone to have as much as they want

(overexploit) resources (n) /rɪˈsɔːsɪz/ a supply of sth that a country, an organization or a person has and can use

result (in) (phr v) /rɪˈzʌlt/ to make sth happen

rise (in) (n) /raɪz/ an increase in an amount, a number or a level

roast (v) /rəʊst/ to cook food, especially meat, without liquid in an oven or over a fire

scramble (v) /ˈskræmbl/ to cook an egg by mixing the white and yellow parts together and heating them, sometimes with milk and butter

six-course (adj) /sɪks kɔːs/ a formal meal that has six courses

snack (n) /snæk/ a small meal or amount of food, usually eaten in a hurry

(threaten a) species (n) /ˈspiːʃiːz/ a group into which animals, plants, etc. that are able to breed with each other and produce healthy young are divided

steam (v) /stiːm/ to place food over boiling water so that it cooks in the steam

stew (v) /stjuː/ to cook sth slowly, or allow sth to cook slowly, in liquid in a closed dish

stir-fry (v) /ˈstɜː fraɪ/ to cook thin strips of vegetables or meat quickly by stirring them in very hot oil

struggle (v) /ˈstrʌgl/ to try very hard to do sth when it is difficult or when there are a lot of problems

(fast-food) takeaway (n) /ˈteɪkəweɪ/ a meal that you buy at a restaurant that you eat somewhere else

thanks to (idiom) /θæŋks tə/ used to say that sth has happened because of sb/sth

threatened with (v) /ˈθretnd wɪð/ to say that you will cause trouble, hurt sb, etc. if you do not get what you want

toast (v) /təʊst/ to make sth, especially bread, turn brown by heating it in a toaster or close to heat

toxic waste (n) /ˈtɒksɪk weɪst/ poisonous waste materials

(talk) until we're blue in the face (idiom) /ənˈtɪl wɪə(r) bluː ɪn ðə feɪs/ to try to do sth as hard and as long as you possibly can but without success

wipe out (phr v) /waɪpt aʊt/ to destroy or remove sb/sth completely

Unit 9

analyse data (phr) /ˈænəlaɪz ˈdeɪtə/ examine facts or information

assess (v) /əˈses/ to make a judgement about the nature or quality of sb/sth

attend a webinar (phr) /əˈtend ə ˈwebɪnɑː(r)/ be present at a presentation or seminar (= a meeting for discussion or training) that is conducted over the internet

backup (n) /ˈbækʌp/ a copy of a file, etc. that can be used if the original is lost or damaged

beat yourself up (phr v) /biːt jəˈself ʌp/ feel angry or annoyed with yourself

bounce back from (phr v) /baʊns bæk frɒm/ get over, recover from

browse the internet (phr) /braʊz ðə ˈɪntənet/ look through websites without reading everything

bug (n) /bʌg/ a fault in a machine, especially in a computer system or program

close (adv) /kləʊs/ near in space or time

closely (adv) /ˈkləʊsli/ in a close relation or position in time or space

come up against (phr v) /kʌm ʌp əˈgenst/ be faced with

cookie (n) /ˈkʊki/ a computer file with information in it that is sent to the central server each time a particular person uses a network or the internet

data (n) /ˈdeɪtə/ information that is stored by a computer

demonstrate (v) /ˈdemənstreɪt/ to show sth clearly by giving proof or evidence

enable voice recognition (phr) /ɪˈneɪbl vɔɪs ˌrekəgˈnɪʃn/ allow your phone or computer to recognize your voice

examine (v) /ɪgˈzæmɪn/ to consider or study an idea, a subject, etc. very carefully

firewall (n) /ˈfaɪəwɔːl/ a part of a computer system that prevents people from getting at information without permission, but still allows them to receive information that is sent to them

go over (phr v) /gəʊ ˈəʊvə(r)/ examine carefully

hard (adv) /hɑːd/ with great effort

hardly (adv) /ˈhɑːdli/ almost none

high (adv) /haɪ/ at or to a position or level that is a long way up from the ground or from the bottom

highly (adv) /ˈhaɪli/ with admiration or praise

just (adv) /dʒʌst/ only

justly (adv) /ˈdʒʌstli/ according to what is morally right or fair

late (adv) /leɪt/ arriving, happening or done after the expected, arranged or usual time

lately (adv) /ˈleɪtli/ recently

mess up (phr v) /mes ʌp/ to fail at sth or do it badly

miss out on (phr v) /mɪs aʊt ɒn/ fail to benefit from

move on (phr v) /muːv ɒn/ start doing or thinking about sth new

own up to (phr v) /əʊn ʌp tu/ admit to, take responsibility for

prove (v) /pruːv/ to use facts, evidence, etc. to show that sth is true

resolve an issue (phr) /rɪˈzɒlv ən ˈɪʃuː/ to find an acceptable solution to a problem or difficulty

run an application (phr) /rʌn ən ˌæplɪˈkeɪʃn/ operate a software program

save a document (phr) /seɪv ə ˈdɒkjumənt/ to make a computer keep data by putting a copy of an electronic file in a location where it will be stored

search for information (phr) /sɜːtʃ fə(r) ˌɪnfəˈmeɪʃn/ look for information on the internet

spam (n) /spæm/ advertising material sent by email to people who have not asked for it

spyware (n) /spɑɪweə(r)/ software that enables a user to obtain covert information about another's computer activities by transmitting data covertly from their hard drive

stream music (phr) /striːm ˈmjuːzɪk/ to receive music directly over the internet as a continuous flow

suggest (v) /səˈdʒest/ to put forward an idea or a plan for other people to think about

Trojan (n) /ˈtrəʊdʒən/ a Trojan horse, or Trojan, is a hacking program that is a non-self-replicating type of malware

under attack (adj) /ˈʌndə(r) əˈtæk/ subjected to enemy attack or censure

under control (idiom) /ˈʌndə(r) kənˈtrəʊl/ being dealt with successfully

under no obligation (idiom) /ˈʌndə(r) nəʊ ɒblɪˈgeɪʃn/ not having to do sth

under pressure (idiom) /ˈʌndə(r) ˈpreʃə(r)/ being forced to do sth

under scrutiny (idiom) /ˈʌndə(r) ˈskruːtəni/ being watched or examined closely

under the radar (idiom) /ˈʌndə(r) ðə ˈreɪdɑː(r)/ used to say that people are not aware of sth

under the weather (idiom) /ˈʌndə(r) ðə ˈweðə(r)/ slightly ill/sick and not as well as usual

under your belt (idiom) /ˈʌndə(r) jɔː(r) belt/ to have already achieved or obtained sth

update (n) /ˌʌpˈdeɪt/ the most recent improvements to a computer program that are sent to users of the program

virus (n) /ˈvaɪrəs/ instructions that are hidden within a computer program and are designed to cause faults or destroy data

Unit 10

abolish (v) /əˈbɒlɪʃ/ to officially end a law, a system or an institution

adversary (n) /ˈædvəsəri/ a person that sb is opposed to and competing with in an argument or a battle

Wordlist

alternative (n) /ɔːlˈtɜːnətɪv/ a thing that you can choose to do or have out of two or more possibilities

arms (n) /ɑːmz/ weapons, especially as used by the army, navy, etc.

ballot paper (n) /ˈbælət peɪpə(r)/ a slip of paper used to register a vote

boil down to (idiom) /bɔɪl daʊn tə/ to have sth as a main or basic part

candidate (n) /ˈkændɪdət/ a person or group that is considered suitable for sth or that is likely to get sth or to be sth

capitalize on (idiom) /ˈkæpɪtəlaɪz/ to gain a further advantage for yourself from a situation

class-based (adj) /klɑːs beɪst/ a status hierarchy in which individuals and groups are classified on the basis of economic success and accumulation of wealth

come under fire (idiom) /kʌm ˈʌndə(r) ˈfaɪə(r)/ to be criticized severely for sth you have done

common good (n) /ˈkɒmən gʊd/ the benefit or interests of all

communal (adj) /ˈkɒmjənl/ involving different groups of people in a community

constituency (n) /kənˈstɪtjuənsi/ a district that elects its own representative to parliament

country (n) /ˈkʌntri/ an area of land that has or used to have its own government and laws

(at everyone's) disposal (idiom) /dɪˈspəʊzl/ sth is available to be used by everyone

economical with the truth (idiom) /ˌekəˈnɒmɪkl wɪð ðə truːθ/ euphemism for deceitful, not stating the true facts about sth, or lying about it

egalitarian (adj) /ɪˌgælɪˈteəriən/ based on, or holding, the belief that everyone is equal and should have the same rights and opportunities

electorate (n) /ɪˈlektərət/ the people in a country or an area who have the right to vote, thought of as a group

equal rights (n) /ˌiːkwəl ˌɒpəˈtjuːnətiz/ the right to be treated without discrimination, especially on the grounds of one's sex, race or age

eradicate (v) /iˈrædɪkeɪt/ to destroy or get rid of sth completely, especially sth bad

extreme (adj) /ɪkˈstriːm/ very great in degree

foe (n) /fəʊ/ an enemy or opponent

freedom (n) /ˈfriːdəm/ the right to do or say what you want without anyone stopping you

freeloader (n) /ˈfriːləʊdə(r)/ a person who is always accepting free food, accommodation or help from other people without giving them anything in exchange

general election (n) /dʒenrəl ɪˈlekʃn/ an election in which all the people of a country vote to choose a government

get rid of (phr v) /get rɪd ɒv/ to remove sth that is causing a problem from a place, group, etc.

humanity (n) /hjuːˈmænəti/ people in general

law enforcement (n) /lɔː ɪnˈfɔːsmənt/ the activity of making certain that the laws of an area are obeyed

left-wing politics (n) /left wɪŋ ˈpɒlətɪks/ a political outlook that favours social change

liberty (n) /ˈlɪbəti/ freedom to live as you choose without too many restrictions from government or authority

local election (n) /ˈləʊkəl ɪˈlekʃən/ an election to select members for a local council

mainstream (n) /ˈmeɪnstriːm/ the ideas and opinions that are thought to be normal because they are shared by most people

majority rule (n) /məˈdʒɒrəti ruːl/ a system in which power is held by the group that has the largest number of members

manifesto (n) /ˌmænɪˈfestəʊ/ a written statement in which a group of people, especially a political party, explain their beliefs and say what they will do if they win an election

mankind (n) /mænˈkaɪnd/ all humans, thought about as one large group

moderate (adj) /ˈmɒdərət/ having or showing opinions, especially about politics, that are not extreme

nation (n) /ˈneɪʃn/ a country considered as a group of people with the same language, culture and history, who live in a particular area under one government

pledge (n) /pledʒ/ a serious promise

pluck out of the air (idiom) /plʌk aʊt ɒv ðə eə(r)/ to say a name, number, etc. without thinking about it, especially in answer to a question

politically correct (adj) /pəˌlɪtɪkli kəˈrekt/ used to describe language or behaviour that deliberately tries to avoid offending particular groups of people

polling station (n) /ˈpəʊlɪŋ steɪʃn/ a building where people go to vote in an election

(human) population (n) /ˌpɒpjuˈleɪʃn/ all the people who live in a particular area, city or country

private (adj) /ˈpraɪvət/ belonging to or for the use of a particular person or group

promise (v) /ˈprɒmɪs/ to tell sb that you will definitely do or not do sth, or that sth will definitely happen

quick off the mark (idiom) /kwɪk ɒf ðə mɑːk/ fast in reacting to a situation

radical (adj) /ˈrædɪkl/ concerning the most basic and important parts of sth

reactionary (n) /riˈækʃənri/ a person who is opposed to political or social change

right-wing politics (n) /raɪt wɪŋ ˈpɒlətɪks/ political outlook that is least in favour of social change

secular (adj) /ˈsekjələ(r)/ not connected with spiritual or religious matters

set the record straight (idiom) /set ðə ˈrekɔːd streɪt/ to give people the correct information about sth in order to make it clear that what they previously believed was in fact wrong

spiritual (adj) /ˈspɪrɪtʃuəl/ connected with the human spirit, rather than the body or physical things

swear (v) /sweə(r)/ to use rude or offensive language, usually because you are angry

talk up (idiom) /tɔːk ʌp/ to talk about (sth or sb) to make it seem as good as possible or to draw positive attention to it

toe the line (idiom) /təʊ ðə laɪn/ to say or do what sb in authority tells you to say or do, even if you do not share the same opinions, etc.

turnout (n) /ˈtɜːnaʊt/ the number of people who vote in a particular election

vote (n) /vəʊt/ a formal choice that you make in an election or at a meeting in order to choose sb or decide sth