OXFORD



LIFE VISION

Workbook

C1

Advanced

Neil Wood

OXFORD
UNIVERSITY PRESS

LIFE VISION

Workbook

C1

Advanced

Guide for Classroom Presentation Tool

Neil Wood

CONTENTS

INTRODUCTION p.4	LESSON 0.1	LESSON 0.2	LESSON 0.3	LESSON 0.4
	Vocabulary: Personal life **Grammar:** Perfect tense review	**Vocabulary:** Sport **Grammar:** *Used to*, *would* and *be / get used to*	**Vocabulary:** Creating a study space **Grammar:** Modal verbs	**Vocabulary:** Technology and the environment **Grammar:** Advanced comparatives

UNIT	VOCABULARY 1	GRAMMAR 1	LISTENING	VOCABULARY 2
1 **Growing and learning** p.8	**Future careers** **Vocabulary:** Preparing for the future Vlog	**Advanced question forms**	**Ethics** **Strategy:** Understanding details **Pronunciation:** Intonation in questions	**Predicting the future** **Vocabulary:** Making predictions
	Review p.17 **How to learn vocabulary** p.96			
2 **Finding your niche** p.18	**Career prospects** **Vocabulary:** Future career possibilities Vlog	**Relative clauses**	**Hobbies that pay** **Strategy:** Inferring attitude	**Brand *me*!** **Vocabulary:** Creating a personal brand
	Review p.27 **Exam skills** p.28 **Listening** *Completing a summary* **Use of English** *Cloze task*			
3 **Influencing attitudes** p.30	**Exercising influence** **Vocabulary:** Influencing Vlog	**Advanced passive structures**	**Rebels** **Strategy:** Strategic scanning	**Asking the right questions** **Vocabulary:** The power of questions
	Review p.39 **How to learn vocabulary** p.98			
4 **Channels of communication** p.40	**The language of advertising** **Vocabulary:** Advertising Vlog	**Modals of speculation**	**Long-distance communication** **Strategy:** Listening to longer texts **Pronunciation:** Contractions	**Using gestures** **Vocabulary:** Communication
	Review p.49 **Exam skills** p.50 **Listening** *True / false / doesn't say task* **Use of English** *Word formation task*			
5 **Social values** p.52	**Participatory culture** **Vocabulary:** Fan fiction and online communities Vlog	**Conditionals**	**Breaking barriers** **Strategy:** Distinguishing main ideas from secondary or supporting ideas **Pronunciation:** Connected speech	**Boosting self-esteem** **Vocabulary:** Self-esteem
	Review p.61 **How to learn vocabulary** p.100			
6 **Human nature** p.62	**Migration** **Vocabulary:** Migrating Vlog	**Advanced reported speech structures**	**Dystopian fiction** **Strategy:** Distinguishing between opinions and facts	**Coming to the rescue** **Vocabulary:** Humanitarian organisations
	Review p.71 **Exam skills** p.72 **Listening** *Matching task* **Use of English** *Word transformation task*			
7 **Cultural and natural heritage** p.74	**Saving our traditions** **Vocabulary:** Cultural and natural heritage Vlog	**Uses of *it***	**Going underground** **Strategy:** Recognising point of view **Pronunciation:** Recognising weak vowels	**Celebrating freedom** **Vocabulary:** Celebrating freedom
	Review p.83 **How to learn vocabulary** p.102			
8 **Money talks** p.84	**Money management** **Vocabulary:** Managing money Vlog	**Advanced infinitive forms**	**Living without money** **Strategy:** Sentence stress	**Online shopping** **Vocabulary:** Online shopping
	Review p.93 **Exam skills** p.94 **Listening** *Multiple-choice task* **Use of English** *Multiple-choice cloze task*			

VOCABULARY BOOSTER p.104
FUNCTIONS BANK p.112
WRITING BANK p.114
WORD LIST p.120

	GRAMMAR 2	READING	GLOBAL SKILLS	SPEAKING	WRITING
	Future tenses	**Introducing mindfulness to the school classroom** **Strategy:** Understanding discourse construction **Vocabulary:** Happiness and smiling	**Using memory techniques** **Vocabulary:** Memorising	**Expressing opinions** **Strategy:** Using rhetorical questions **Phrasebook:** Asking for and giving opinions	**A report** **Strategy:** Writing an introduction and conclusion **Phrasebook:** Reports
	Ellipsis and substitution	**Amazing tips to enhance your future career prospects** **Strategy:** Understanding text structure **Vocabulary:** Cons	**A professional profile** **Vocabulary:** Profile building	**Volunteering** **Strategy:** Using relative clauses to add clarity **Phrasebook:** Specifying who or what we are talking about	**Applying for a job** **Strategy:** Selecting appropriate vocabulary **Phrasebook:** A formal covering email
	Reading *Multiple-choice task* **Speaking** *Answering questions* **Writing** *Essay* **How to learn vocabulary** p.97				
	Passive reporting structures	**A short history of teenagers** **Strategy:** Summarising **Vocabulary:** The age of responsibility	**Mediation** **Vocabulary:** Discussing mediation	**Reaching an agreement** **Strategy:** Being polite and diplomatic **Phrasebook:** Reaching an agreement **Pronunciation:** Stress in sentences	**An opinion essay** **Strategy:** Generating ideas **Phrasebook:** An opinion essay
	Adverbs	**Communication in the natural world** **Strategy:** Identifying the writer's attitude and point of view **Vocabulary:** Sense of smell	**Persuading** **Vocabulary:** Persuasive expressions	**Being persuasive** **Strategy:** Being persuasive **Phrasebook:** Expressions for persuading	**A *for* and *against* essay** **Strategy:** Organising ideas into a coherent structure **Phrasebook:** A *for* and *against* essay
	Reading *Matching task* **Speaking** *Discussion task* **Writing** *Article* **How to learn vocabulary** p.99				
	Inversion of subject and verb	**Why are so many people the victims of fraud?** **Strategy:** Recognising hedging **Vocabulary:** Telling lies	**Dealing with your unconscious bias** **Vocabulary:** Bias and phrasal verbs	**Comparing and contrasting photos** **Strategy:** Making deductions **Phrasebook:** Comparing and contrasting	**An email of complaint** **Strategy:** Using vocabulary to sound more forceful **Phrasebook:** An email of complaint
	Emphasis	**Altruism: helping others, helping yourself** **Strategy:** Recognising paraphrasing **Vocabulary:** Social change	**Planning a successful presentation** **Vocabulary:** Planning presentations **Pronunciation:** Pausing	**Giving a presentation** **Strategy:** Reformulating **Phrasebook:** Giving a presentation	**A review** **Strategy:** Evaluating **Phrasebook:** A review
	Reading *True / false / doesn't say task* **Speaking** *Discussion task* **Writing** *Formal email* **How to learn vocabulary** p.101				
	Articles and quantifiers	**Alternative national symbols** **Strategy:** Identifying the writer's focus **Vocabulary:** National symbols	**Learning from mistakes** **Vocabulary:** Collocations about learning from mistakes	**Explaining decisions** **Strategy:** Active listening **Phrasebook:** Explaining decisions	**A proposal** **Strategy:** Building a strong argument **Phrasebook:** A proposal
	Advanced uses of *-ing* forms	**The environmental footprint of our clothes** **Strategy:** Using prior knowledge **Vocabulary:** Compound words about the low-cost economy	**Project management** **Vocabulary:** Managing a project	**Moving a conversation forward** **Strategy:** Keeping a conversation going **Phrasebook:** Moving a conversation forward **Pronunciation:** Asking for or confirming information	**An opinion essay** **Strategy:** Concluding **Phrasebook:** An opinion essay
	Reading *Matching task* **Speaking** *Role-play task* **Writing** *Report* **How to learn vocabulary** p.103				

0.1 INTRODUCTION

Use perfect tenses to talk about personal life.

GRAMMAR BOOSTER SB P128

1 Choose the correct alternative.

1 Now that she **has changed** / **has been changing** schools, Mina really misses her old friends.
2 My parents **had been thinking** / **have been thinking** about moving to Australia for several years before they finally decided to emigrate.
3 Stefan **had been trying** / **had tried** several times before to join the school orchestra – last week, he was finally accepted.
4 Your mum's worried about you – she **has tried** / **has been trying** to contact you all afternoon.
5 We **had just arrived** / **have just arrived** at the café when Zara texted us to say she was going to be late.
6 My friends and I **have stayed** / **had stayed** late after school every night this week to prepare for our exams together.
7 Over the last few weeks, Josh **had been looking** / **has been looking** for a part-time job, but with no success.
8 Laura and her cousins **have been talking** / **had been talking** about getting together for ages before they finally managed to meet up.

2 Which sentences in Ex 1 talk about …

A a finished or repeated past action or situtation that is connected to the present? _____
B a past action or situation that finished before another past action or situation? _____
C a longer action or situation in progress before another past action or situation? _____
D an action or situation that started in the past and is still continuing or that has just finished? _____

3 Complete the dialogue with the correct perfect form of the verbs in brackets.

Abby Gran, did you have a lot of friends when you were younger?
Gran Oh yes, lots.
Abby Do you still see any of them?
Gran Well, I [1] _____ (keep) in touch with a few. But over the years, I lost contact with others. Recently, I [2] _____ (think) about one old friend in particular, Rosa. We went to different universities after we left school and lost touch. I [3] _____ (not hear) from her in many years, and so I started to wonder where she might be now.
Abby What did you do?
Gran I went online, of course! I [4] _____ (search) for a couple of weeks when suddenly I got a message from another friend. Apparently, Rosa [5] _____ (be) in touch with her on Facebook several times in the last few weeks.
Abby That's a coincidence.
Gran It certainly is. I found out that Rosa [6] _____ (move) to the USA years ago and made a new life there. But now she [7] _____ (start) contacting all her old friends again, saying she's back home and would like to meet up.
Abby So do you think you'll get together?
Gran Actually, a group of us have got a Zoom meeting at seven this evening. I [8] _____ (look forward) to it all day.

4 Match the words below with the definitions.

bitter fall out get together make up miserable

1 to meet with someone socially _____
2 angry and unhappy because you feel you have been treated unfairly _____
3 to end an argument and become friends again _____
4 to have an argument with someone so that you are no longer friends _____
5 very unhappy and uncomfortable _____

5 Complete the online comments with the words and phrases below.

build his confidence chill out
constantly on the go regrets well-being

Forum

What makes a good friend? Tell us what you think.

Clara My friend Becky has so much energy, and she's [1] _____. But when we get together, we just [2] _____ and talk for hours. I always feel happy when I've spent time with Becky – she's really good for my [3] _____.



Ed A few months ago, my friend Luca had some mental health problems. I spent a lot of time with him. I guess I neglected my other friends, but I don't have any [4] _____. Luca says I helped to [5] _____ back up. He's much better now, and that's what's important.



6 Complete the sentences so they are true for you.

1 I had been _____*-ing* when I _____.
2 I have no regrets about _____ because I have / had _____.
3 I have always wanted to _____, but I have never _____.

1 Match the sentence halves.

1 It can sometimes be hard to fit exercising ___
2 Playing sport is known to have ___
3 Research shows that a good way to maintain ___
4 Watching the film *Chariots of Fire* made ___
5 Being on the school team takes ___
6 I always feel good after I've worked ___

A your health is to take regular exercise.
B me aware of how much sport has changed.
C in with your studies and social life.
D up a lot of my time, but it's worth it.
E up a sweat by going for a run.
F a positive impact on your physical and mental health.

2 Match the adjectives below to the quotes.

challenging enthusiastic irresistible

1 'I enjoy a challenge, so when my friends suggested I take part in a charity fun run, I couldn't say no.' _____
2 'The reason I love rock climbing is because it tests my abilities in an interesting way and I get a real sense of achievement from it.' _____
3 'The spectators obviously enjoyed the game – they were really excited and cheered loudly the whole time.' _____

3 Complete the social media post with the correct form of the words and phrases below.

challenging enthusiastic fit physical activity into have a positive impact irresistible maintain my health make me aware of take up work up a sweat

Max
1 day ago

I moved schools last year. At my new school, we do a lot of sport – much more than I was used to. In the past, the only time I [1] _____ was running for the bus in the morning! Now I play sport most days. I have to admit I wasn't very [2] _____ at first, as I'm not a natural athlete, but somehow I've ended up playing for the school hockey team. It's a sport that [3] _____ a lot of energy, both physically and mentally, and I find it quite [4] _____ – in a good way! We have hockey training twice a week – at first, I found it difficult to [5] _____ my daily routine, but I'm better organised now. Doing more sport has [6] _____ the importance of keeping fit. I also eat more fruit and vegetables – I realised that if I want to [7] _____ and fitness, I need to eat less junk food. However, I still find chocolate [8] _____, to be honest. But overall, I can honestly say that playing more sport has [9] _____ on my general well-being.

Like Comment Share

4 Choose the correct alternative. In which sentence are both forms possible?

1 Sofia **wouldn't** / **didn't use to** enjoy maths, but now it's her favourite subject.
2 My dad used to play rugby, and sometimes he **used to** / **would** take us to watch his team play.
3 Speaking English every day can be tiring if you **don't get** / **aren't** used to it.
4 We **didn't use** / **didn't used** to take the bus to school – we always walked.
5 Swimming in cold water is uncomfortable at first, but you'll soon **be** / **get** used to it.
6 At primary school, I **used to** / **would** be good at creative subjects like art and music.
7 When they were younger, they **used to** / **were used to** playing football every day after school.

5 Which sentences in Ex 4 talk about …

A a past habit or typical behaviour? _____
B a past state? _____
C a regular or familiar activity? _____
D an activity that is becoming familiar? _____

6 Complete the text with the correct form of *used to* or *would* and the verbs in brackets.



Nowadays, the Olympic Games are a global sporting event, and we [1] _____ (watch) the best athletes compete for the familiar gold, silver and bronze medals. But when the games first started, almost 2,800 years ago, athletes [2] _____ (not receive) medals. Instead, they [3] _____ (compete) to win honour and respect for their home city. People [4] _____ (come) from all over Greece to watch and take part. At that time, the competitors were all men – the games [5] _____ (not allow) married women to even watch. Unmarried women [6] _____ (have) their own separate event. Even in the modern Olympics, most of the competitors [7] _____ (be) men. Women were allowed to participate for the first time in 1900. Although people gradually [8] _____ (see) women taking part in more events, it wasn't until 2012 that they competed in all the sports.

7 Complete the questions with correct form of *used to*, *would* or *be* / *get used to doing*. Then write an answer for each question.

1 Which sports _____ play when you were a child?
_____
2 How often _____ have PE lessons at school?
_____
3 Have you _____ doing more or less sport since you were younger?
_____

0.3 INTRODUCTION

Use modal verbs to talk about studying.

GRAMMAR BOOSTER SB P130

1 Read the dialogue. Match the highlighted words to the definitions.

Leah So, I hear your dad has gone on a research trip to the Antarctic.

Joe That's right. He left last week.

Leah It doesn't appeal to me … much too cold.

Joe Well, the research station has really good central heating, obviously – and all the facilities you need to live comfortably.

Leah It must be quite difficult sharing his space with other people, though.

Joe He has his own room. He says it isn't very spacious, but it's quite well equipped.

Leah I suppose everyone's quite dependent on each other – I mean, if something goes wrong or someone needs a helping hand.

Joe Yes, I think they kind of act like a support network for each other.

Leah If I was there, I'd want to get outside and be on my own sometimes.

Joe Apparently, they aren't supposed to wander too far. And if the weather's bad, they sometimes have to stay inside for days.

Leah I don't like the sound of that.

Joe Well, as my dad says, you can put up with anything if you know it's temporary.

1 large with plenty of room _____
2 some assistance _____
3 lasting only a short time _____
4 in a situation where you need someone or something _____
5 seem interesting or enjoyable _____
6 services and equipment provided for a specific purpose _____
7 move about without much direction _____
8 a source of warmth inside a building _____
9 a group of people who provide you with practical and emotional help _____

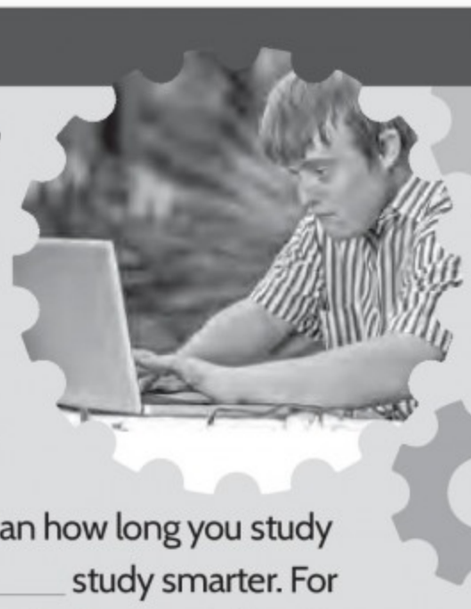
2 Complete the sentences with the words in Ex 1.

1 Our school doesn't have a gym, but we can use the _____ at the sports centre next door.
2 I wish my bedroom was a bit more _____ – I don't have room for a proper desk.
3 It's important not to get distracted or let your mind _____ while you're studying.
4 That box looks heavy – would you like _____ to get it up the stairs?
5 Working in groups doesn't really _____ her – she prefers to study on her own.
6 It's really cold in here – is the _____ working?
7 I'm sharing with my brother while my room is being decorated – I'm glad it's only _____!
8 I'm lucky to have a group of close friends – we all act as a _____ for each other.
9 I'd like to get a part-time job so I'm not completely _____ my parents for money.

3 Complete the text with the modal verbs below. More than one answer may be possible.

can can't could don't have to has to need to should shouldn't supposed to will be able to

Study smarter, not longer



Most people think that when you're preparing for an important exam, you're [1] _____ study for long periods of time. But according to psychologists, you [2] _____ spend hours at a time at your desk. Why? Because how you study is more important than how long you study for. In other words, you [3] _____ study smarter. For example, you [4] _____ try to do all your revision the day before an important test. If you study for shorter periods over several days, the psychologists say, you [5] _____ remember the information better. Similarly, it [6] _____ be a good use of your time to reread the same information. In fact, research shows that making notes and asking questions as you read [7] _____ help you gain a deeper understanding of the topic. Testing yourself is also useful – if you regularly practise recalling information you have learned, you [8] _____ find that your ability to remember things improves. As a result, you'll probably feel less nervous about the exam – your grades [9] _____ improve too. That [10] _____ be a good thing.

4 Rewrite the sentences using the words in brackets.

1 It isn't necessary for you to show your ID to use the library facilities. (need)
_____
_____

2 It isn't permitted for students to talk to each other during the exam. (mustn't)
_____
_____

3 In general, it's useful to go over your notes the night before an exam. (can)
_____
_____

4 It isn't possible for me to give you a helping hand until I get home. (be able to)
_____
_____

5 It's possible that this situation is only temporary. (may)
_____
_____

6 I don't imagine it's easy sharing a bedroom with your brother. (can't)
_____
_____

5 What are your views on good study habits? Write a sentence about each of the following using at least one modal verb in each sentence.

- having a weekly homework schedule
- using smartphones in class
- having a dedicated study space
- using social media

1 Replace the underlined words with the words and phrases below. There are two words or phrases you do not need.

alternative energy sources artificial intelligence
deforestation environmentally friendly
renewable sources smartwear techie

1 Many species of animal and birds have lost their natural habitats due to people cutting down and burning trees.

2 As a person who is enthusiastic about technology, I'm always excited by the latest gadgets.

3 Language is essential to the development of computer systems that can copy human behaviour.

4 Types of energy such as the sun and wind are replaced naturally and will not be used up. _____

5 Technology which interacts with the user, for example, fitness trackers, is becoming increasingly popular.

2 Complete the dialogue with the words and phrases below.

advances in technology alternative energy sources
carbon footprint consumption
environmentally friendly gadget
global warming landfill site natural resources

Daria It was interesting reading those comments about technology and the environment. It's hard to know how much CO_2 we use and how we can reduce it.

Kris Yes, that's the question. Is reducing your [1] _____ as simple as lowering your energy [2] _____?

Daria I think the real question is how you do that.

Kris Well, [3] _____ should help. I mean, if you look at old phones, they were nowhere near as energy-efficient as the ones we have now.

Daria I'm not sure that's true. And anyway, tech companies keep encouraging us to buy new stuff. The more devices you own, the less [4] _____ your lifestyle is.

Kris That's true, I suppose. It feels like we're becoming more and more addicted to buying the latest [5] _____ – like upgrading our phones every year.

Daria And if you don't recycle the old ones, they just end up in a [6] _____. They're full of valuable materials too, so that's a huge waste of [7] _____.

Kris Actually, I'm slightly more concerned about how we can use less energy. We need to increase investment in [8] _____, like solar power. For me, that's just as important as not wasting resources.

Daria Yes, the problem is that almost everything we do contributes to [9] _____. It's getting harder and harder to know what's the best thing to do.

Kris Buy less, recycle more!

3 Look at the underlined examples of advanced comparatives in the dialogue in Ex 2. Which ones …

1 talk about two things that are equal?
2 show continuous change?
3 show that two things change together because they are connected?
4 express a large difference?
5 express a small difference?
6 express similarity?

4 Complete the sentences with a comparative form of the adjectives in brackets.

1 I'm researching the causes of the climate crisis. The _____ I spend doing it, the _____ it becomes. (long, interesting)
2 Using renewable energy is _____ as you might think. Solar panels are becoming _____ and _____ all the time. (expensive, cheap)
3 Advances in technology have not been _____ as we had hoped, and they're getting _____ and _____ each year. (rapid, predictable)
4 When it comes to fighting global warming, changes in personal behaviour are _____ as government actions. In fact, they are becoming _____ and _____ every year. (important, urgent)

5 Replace the words in **bold** with the words below so that the meaning does not change.

equally far nearly nowhere near slightly

1 Each year, our energy consumption is **a little** _____ higher.
2 Air travel is **nothing like** _____ as expensive as it used to be.
3 Artificial intelligence is **a lot** _____ more sophisticated than it used to be.
4 My new smartwatch is **almost** _____ as powerful as my phone.
5 Deforestation and plastic pollution are **just** _____ as worrying as each other.

6 In relation to technology and the environment, write sentences comparing …

1 two things that concern you.

2 two things that are equally important.

3 two things that are connected and change together.



Talk about preparing for the future.

1 Growing and learning



1 a What can you remember about the vlog? Complete the summary with the words and phrases below.

achievable at the expense gain a foothold
inevitable overwhelmed persistent
resentful resilient self-motivated

Setting SMART goals for yourself can help you to [1]_____ on the career ladder. These include breaking down big goals into smaller ones to avoid being [2]_____. Also, check that your goals are [3]_____ – do you have the necessary abilities, time and resources? Don't worry about making mistakes – they are a(n) [4]_____ part of life, and learning to cope with failure definitely makes you more [5]_____. If your goals are relevant to you, you are likely to feel more [6]_____ and work hard at them. On the other hand, if you are working towards something because other people want you to, this can make you feel [7]_____ – especially if it's [8]_____ of activities that are more important to you. Don't give up – remember, you need to be [9]_____ and keep trying until you succeed.

b 1.01 Watch or listen again and check.

2 Replace the underlined words with the words and phrases below.

come up against consistency
constructive criticism growth mindset
malleable vulnerable

A [1]belief that you can improve your natural abilities by working hard _____ can help you to achieve your goals. If you have this, you are more likely to believe that intelligence and abilities are not fixed, but are [2]easily changed or adapted _____ and will develop over time. This can help you to cope when you [3]have to face _____ difficulties in life. You are less likely to feel [4]weak or easily hurt _____ when you experience failure, and more likely to respond well to [5]offers of advice intended to produce better results _____. And you probably recognise the importance of [6]always behaving in the same way _____ in developing strong positive habits and routines.

3 Complete the comments with words and phrases from Ex 1 and 2.

Forum

What are your personal goals?

Fatima I want to go to university and study engineering. I'm [1]_____ – I don't need pressure from other people to make me work hard. I know it's easy to feel [2]_____ by all the challenges involved, and I know I'll [3]_____ problems and experience failure – that's [4]_____ in any business. But I'm pretty [5]_____ so I'm confident I'll bounce back and succeed in the end.

Jose I'm looking for a job with good pay, which ought to be an [6]_____ goal. But it's quite hard to find one, and not having any money makes me feel [7]_____ – I hate depending on my family. But I'm doing some volunteering – it's good to learn about your strengths and weaknesses, and getting [8]_____ is always helpful. They say I need to be more positive and develop a [9]_____. I agree, but it isn't always easy to change how you think.

4 REAL ENGLISH Complete the dialogue with the phrases below.

a step in the right direction got it in one rise to the challenge
some downtime throw in the towel

A Yay! After three auditions and lots of practice, I've finally got a place at drama school.
B Fantastic – I knew you'd [1]_____. This is the start of a brilliant career!
A I'm not sure about that, but it's [2]_____.
B You've worked so hard – you must be exhausted.
A Yeah, it's been a tough week – sometimes I wanted to [3]_____ and just give up!
B I expect you'll need [4]_____ before you start the course.
A Absolutely. You've [5]_____.

5 Answer the questions using complete sentences and vocabulary from this lesson.

1 What personal qualities do you have that could help you to achieve your career goals?
2 How do you feel if you come up against problems or setbacks?
3 What could you do to gain a foothold in the career you are interested in?

6 VOCABULARY BOOSTER Now practise **Future careers** vocabulary on page 104.

Use advanced question forms to discuss the growth mindset.

1.2 GRAMMAR

1 Complete the dialogue with the questions below.

A I've just watched a really interesting talk on YouTube.

B [1]___

A Yes, it was all about being successful in your career, and how that won't make you happy if you don't have the right attitude.

B [2]___

A A woman called Carrie Green. She's pretty self-motivated. She was a law student and she started an online business while she was studying.

B [3]___ Wow, that's impressive.

A She did it to help fund her studies. Eventually, it became a really successful global business, making lots of money. But Carrie said it didn't make her happy – in fact, she was miserable.

B Hang on. [4]___

A That's right. She said the workload and the amount of responsibility she had made her feel totally overwhelmed.

B [5]___

A Maybe. But she said she'd developed a negative attitude that was limiting her ability to do the things she really wanted to do. She realised she had to change it or nothing would improve.

B Yes, I see. [6]___

A As Carrie says in the talk, she had to program her mind for success. Each time she had a negative thought, she pushed it away and replaced it with a positive one.

B [7]___

A Yes, it's very similar.

A What did she do? / How did she do that?

B She was running a successful global business and she was unhappy?

C Have you?

D That's a bit like having a growth mindset, isn't it?

E While she was studying?

F Who gave the talk?

G Isn't that just the reality of running your own business?



2 Which of the questions A–G in Ex 1 is …

1 a tag question? ___
2 a negative question? ___
3 a subject question? ___
4 an object question? ___
5 a short reply question? ___
6 an echo question? ___
7 a statement as question? ___

3 Underline the subject and the object in each statement. Then write a subject question and an object question for each statement.

A growth mindset (subject) can help you to overcome challenges (object).
Subject: What can help you to overcome challenges?
Object: What can a growth mindset help you to overcome?

1 Zara helped me write the application.
Subject: Who … Object: Who …

2 Haleem feels resentment at not winning the competition.
Subject: Who … Object: What …

3 Darius gained a foothold on the career ladder by working as a volunteer.
Subject: How … Object: What …

4 Marta learned to accept constructive criticism at school.
Subject: Where … Object: What …

4 Complete the dialogues with a subject question or an object question.

1 A What _____ ? (object)
B Marina demonstrates consistency in her approach to studying.

2 A Who _____ ? (subject)
B Josh hopes to gain a foothold in the music business.

3 A Where _____ ? (object)
B Laura learned about the growth mindset on YouTube.

4 A Which _____ ? (object)
B I really need to pass my maths exam.

5 A How many _____ ? (subject)
B All the students came up against the same problem.

5 Complete the question forms in the dialogue between a student and a careers advisor with the phrases below. There are two phrases you do not need.

> can't you didn't you do you mean don't you think
> isn't it so I need to develop what do you
> what makes you work on my mindset

Student I've got a place at university after I leave school, but I'm worried that I'm not good enough.

Advisor Hmm. You got good grades in your end-of-year exams, [1]_____?

Student Yes, I did.

Advisor So [2]_____ think you won't make a success of going to university?

Student I'm worried that everyone will be cleverer than me and I won't make any friends.

Advisor I see. [3]_____ most students feel a bit overwhelmed to begin with? It might be a good idea to approach this in a more positive way.

Student What [4]_____?

Advisor I think you need to be more resilient. And to do that, you need to work on your mindset.

Student [5]_____? How?

Advisor Well, it's really about creating some new habits. For example, if you find yourself having negative thoughts about something that's important to you, say to yourself, 'stop'. And then try to think about that thing in a more positive way.

Student [6]_____ a completely new way of thinking? I don't think I can do that.

Advisor [7]_____? I think that with regular practice, you'll find that you can.

6 Respond to the statements with at least two different question forms.

'Anyone can achieve anything if they work hard enough.'
Don't you think luck is also important to success?
Why do you believe that?

1 'I used to have a negative mindset, but I've completely changed my way of thinking.'

2 'The SMART goals technique is a really useful tool for planning your future.'

1.3 LISTENING

Understand the details of a conversation about ethics.

1 What can you remember about the ethical dilemma from the Student's Book? Tick (✓) the correct statements.

The narrator …

1 wasn't getting on with her sister. ☐
2 was bullied at school. ☐
3 cheated during an important test at school. ☐
4 changed school in the middle of the school year. ☐
5 made friends with a girl who had a habit of borrowing things and not returning them. ☐
6 discovered her new friend is a thief. ☐
7 revealed the identity of the thief to the whole school. ☐

2 A secondary school has asked some students to help to draw up a code of ethics to guide people's behaviour in school. Read the initial ideas below. Which ones do you think might be included in a code of ethics for your school? Add one more idea of your own.

1 Treat other people politely and with respect. ___
2 Arrive in class on time and be prepared for the lesson. ___
3 Always be honest in relation to your academic work – do not use other people's material without providing a reference. ___
4 Be open-minded and tolerant of other people's ideas and opinions. ___
5 Do not act in a way that damages the school's reputation. ___
6 _____

3 1.02 Listen to comments from three students. Match each student to one of the ideas in Ex 2.

4 1.02 Listen to the comments again and complete the notes with one to three words.

Student A

It's annoying when classmates get help with assignments or [1] _____ from the internet. They may save time, but [2] _____ of their long-term learning and success. Also, it's [3] _____.

Student B

People should [4] _____ and avoid aggressive speech or name-calling. It's also bad when they post [5] _____ on social media. It's basically [6] _____ and can make people feel [7] _____.

Student C

Some people see disagreement as a [8] _____. They don't want to listen to other opinions, so genuine [9] _____ isn't possible. It's hard to have a conversation if people won't listen or respect your right to [10] _____.

STRATEGY Understanding details

When you listen for details, you are interested in finding out specific kinds of information on a particular area. This involves listening for groups of words or phrases that deal with that topic. To be able to do this, you need to have a clear idea of what information you need and the vocabulary you should listen out for before you start listening.

5 1.03 Read the strategy. Listen to a conversation between three students, Elisa, Tanya and Dev. Which topics do they talk about?

A practising academic honesty
B behaving in a way that maintains the school's reputation
C treating other people with respect
D being well prepared and on time for class
E being tolerant of other people's ideas and opinions

6 1.03 Listen to the conversation again and choose the correct answer: A, B, C or D.

1 According to Tanya, which of the following is NOT a feature of academic honesty?
A taking responsibility for your own work
B being self-motivated and hard-working
C not admitting it when you make a mistake
D ensuring that you only take credit for your own work

2 Dev believes that respect is basically about …
A what happens inside the classroom.
B being polite and considerate.
C copying adult behaviour.
D developing good study habits.

3 Elisa believes that …
A it is impossible to respect someone if you disagree with them.
B if you disagree with someone, you have the right to attack their ideas.
C everyone has the right to hold and express an opinion.
D it is necessary to criticise ideas you don't agree with.

PRONUNCIATION Intonation in questions

When we ask for information that we didn't have before, for example in *wh*- questions, the intonation usually goes down at the end of a question. When we ask a *yes-no* question or a question to check that information is true, to express surprise, interest or disbelief, the intonation usually goes up at the end.

7 1.04 PRONUNCIATION Read the Pronunciation box. Listen to the questions and decide if the intonation goes up or down at the end of the questions.

1 A code of ethics is different from school rules, isn't it?
2 What do you think we should include?
3 Academic honesty? What do you mean?
4 But collaboration is OK, isn't it?
5 What made you suggest that, Dev?
6 Don't we?
7 So you get consistency of behaviour across the whole school?
8 So, shouldn't we include something about being open-minded?

8 1.04 Listen again. Practise asking the questions with the correct intonation.

1 Choose the correct answer: A, B or C.

1 To be a successful journalist you need a(n) ___ for what makes a good story.
A insight **B** tendency **C** instinct

2 The economic ___ for the next year is not very optimistic.
A outlook **B** calculation **C** accuracy

3 Ella is naturally cautious, so she has a(n) ___ to be pessimistic in her predictions.
A judgement **B** tendency **C** instinct

4 The ___ of our predictions was called into question by some new data.
A scenario **B** accuracy **C** instinct

5 These results don't make sense – I need to check my ___ again.
A calculations **B** judgements **C** outlooks

6 Watching that documentary gave me a fascinating ___ into life as a celebrity.
A scenario **B** outlook **C** insight

7 Before you make any kind of ___, it's important to consider all the evidence.
A accuracy **B** judgement **C** tendency

8 The science of modelling involves imagining possible ___ and working out what is likely to happen.
A scenarios **B** calculations **C** insights

2 Rewrite the sentences replacing the <u>underlined</u> words with the words and phrases below. There are two words or phrases you do not need.

assumptions at stake calculated
contradicted forecasting foreseen
outlook pundit scenario variables

1 There are so many <u>things that could change in this situation</u> _____ that it's difficult to predict the result.

2 We can't afford to get our predictions wrong – there's a lot of money <u>that could be won or lost</u> _____.

3 The worst <u>description of how things might happen</u> _____ is that the business has to close.

4 No one could have <u>guessed before it happened</u> _____ that our team would win the European championships.

5 You never know how someone will react to bad news, so it's best not to rely on your <u>feelings or beliefs</u> _____.

6 Hassan loves cricket – he is a <u>person who knows a lot about it</u> _____ and often writes about it on his blog.

7 Even with modern technology, <u>making predictions about</u> _____ the weather more than a few days ahead is not easy.

8 The witness's account of the accident was <u>proved to be wrong</u> _____ by the CCTV pictures.

3 Read the online comments. Decide what type of word is needed to complete each gap. Complete the comments with words from Ex 1 and 2.

Are you worried about the economy? Climate change? Getting a job? How easy is it to predict what is going to happen in future? And should we even try? Join the conversation below.

Alex I don't really worry about the future. I have a [1] _____ to be optimistic, so I trust my [2] _____ when it comes to making decisions. I rarely make plans because there are so many [3] _____ in life that you can't control. It's impossible to [4] _____ everything that might happen, so why worry? Just maintain a positive [5] _____ and everything will be fine.

Donald In the media, there are always [6] _____ who are happy to offer [7] _____ into how things will happen in the future. They describe different possible [8] _____ and explain why one is more likely than another. But how do we know if their [9] _____ are correct? Does anyone ever check the [10] _____ of these predictions? Maybe it's all fake news.

4 Complete the article with the correct form of words from this lesson. Sometimes more than one answer is possible.

NEWS > Stories



'A fox knows many things, but a hedgehog knows one big thing.' Archilochus, Greek poet, 680–645 BCE

Could you be a superforecaster?

A small number of people are able to predict the future with unusual [1] _____. What makes them so good at [2] _____ future events? It seems to be how they think rather than what they know. These people are known as 'superforecasters'. Their ability to provide [3] _____ into future events is increasingly in demand, especially in business and politics, where there is a lot at [4] _____.

In a famous essay, *The Hedgehog and The Fox*, the philosopher Isaiah Berlin suggested that some people – 'hedgehogs' – have a [5] _____ to see the world from a single viewpoint, one big idea. This may cause them to make [6] _____ about future events and reject information which [7] _____ their point of view.

In contrast, 'foxes' are likely to base their [8] _____ on a variety of different ideas or [9] _____. They recognise that change happens and are comfortable with [10] _____. They are willing to adapt and change their minds. They are also more likely to question their own [11] _____ and say, 'I don't know.'

Could you be a superforecaster? That may depend on whether you see yourself as a hedgehog or a fox.

5 Complete the sentences with information or ideas that are true for you, using words from this lesson.

1 I have a tendency to …
2 You shouldn't make assumptions about …
3 … has given me an insight into …
4 I trust my judgement about …

6 **VOCABULARY BOOSTER** Now practise **Predicting the future** vocabulary on page 104.

1.5 GRAMMAR

Use different future tenses to make predictions.

GRAMMAR BOOSTER SB P133

1 Choose the correct alternative.

1 The engineers will **be completing** / **have completed** their calculations by the end of the day.
2 Over the next few weeks, we'll **be trying** / **have been trying** to improve the accuracy of our forecasting.
3 We hope the outlook will **have improved** / **have been improving** in a couple of days' time.
4 In December, my parents will **be living** / **have been living** in the same house for 20 years.
5 It's hard to predict how the scenario will **have changed** / **have been changing** by this time next year.
6 In future, more companies will **be using** / **have used** algorithms to predict their customers' interests.
7 This time next week, she'll **be working** / **have been working** as a political pundit for five years.
8 We'll definitely **be considering** / **have been considering** all the variables before we make a judgement.

2 Which sentences in Ex 1 are talking about …

A an action in progress in the future? _____
B a completed action in the future? _____
C how long an action will have been in progress in the future? _____

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

A I'm studying economics and French, and next year I'll [1] _____ (spend) six months as an exchange student in Paris. By the time I leave, I'll [2] _____ (study) French for five years, so I don't foresee any problems understanding the course. I hope that by the time I get home I'll [3] _____ (learn) a lot more about international finance.

B By the time my grandfather retires next month, he will [4] _____ (work) as a hospital doctor for more than 40 years. He has treated thousands of patients and it's obvious he will [5] _____ (save) many lives. He won't stop working, though – he plans to volunteer with a medical charity in Africa, where he'll [6] _____ (help) to treat sick children.

4 a Find and correct six mistakes in the dialogue.

Anita Hey Raj, has that book you ordered online arrived yet?
Raj No, it would be due to be delivered between twelve and two o'clock today, but it's 2.30 now and it hasn't arrived.
Anita Are you going to complain?
Raj I am on the verge of calling the courier when you came in.
Anita You can never get through when you need to. I tried calling a helpline last week and left a message. They said they will be getting back to me, but they never did.
Raj The problem is, it's a present for my dad. I will hope to get the book today so I could give it to him this evening. Anyway, what are you doing here? Didn't you have a class?
Anita That was this morning. But didn't you say you have gone to meet me, Naz and Krish in the library café this afternoon?
Raj Yeah, I will be about to leave home when I realised the courier hadn't come. I suppose I can call from the café, though.
Anita OK, then. Let's go.

b 1.05 Listen and check.

5 Choose the correct answer: A, B or C.

A Do you think we'll ever [1] ___ the technique of forecasting the weather accurately?
B Obviously, we [2] ___ more sophisticated technology in the future, which should help with accuracy. However, I'm not sure we'll ever [3] ___ a completely perfect system. There are too many variables.
A What do you mean?
B You can predict the general outlook, but it's more difficult to say exactly what will happen in a small local area. Although you [4] ___ the data and used your best judgement, local conditions can sometimes contradict what the data is telling you.
A Some people [5] ___ if you've ever got it wrong?
B I [6] ___ you wouldn't ask me that! Unfortunately, yes. My friends and I had tickets for a music festival. The data suggested it would be fine, but on the day, it rained heavily, just in that one area. My friends still joke about it. Maybe in another ten years I'll [7] ___ it down.
A What differences in weather will we [8] ___ in the future?
B This year, I will [9] ___ the weather forecast for 20 years. In that time we've seen a big increase in extreme weather events – bigger storms, more frequent flooding and so on. Serious events like these put lives at stake, and they [10] ___ more frequently in future due to climate change.

1	**A** be perfecting	**B** have perfected	**C** have been perfecting
2	**A** are using	**B** will have used	**C** will be using
3	**A** have developed	**B** be about to develop	**C** be developing
4	**A** will study	**B** are studying	**C** will have studied
5	**A** have wondered	**B** will be wondering	**C** will have wondered
6	**A** am hoping	**B** was hoping	**C** will be hoping
7	**A** have lived	**B** have been living	**C** be living
8	**A** be seeing	**B** seen	**C** have seen
9	**A** present	**B** be presenting	**C** have been presenting
10	**A** will have occurred	**B** will be occurring	**C** were going to occur

6 Complete the sentences with your own ideas.

1 This time next year, it's likely that I _____ _____.
2 By 2030, I _____.
3 I was going to _____, but now _____.
4 I was about to _____ when _____.
5 Next week / month / year, I am due to _____ _____.

1 What can you remember about the Student's Book article? Complete the summary with the words below.

competent contagious hormone mimic
pervasive unconsciously

Smiling is better than chocolate for improving our mood. It produces the [1] _____ serotonin, and can make us more resilient to anxiety and stress. Studies show that smiling can also make some people appear more attractive and [2] _____. Even if you don't feel like smiling, doing so can improve your mood and make other people [3] _____ [4] _____ you. This suggests that smiling may be [5] _____. Research into smiling is part of a wider interest in improving people's mental health, especially in schools. Younger people are particularly vulnerable to the negative effects of social media and its [6] _____ influence in all our lives.

2 Read the title of the article and the introductory paragraph. Which five of the following questions do you think the article will answer?

1 What are the benefits of mindfulness?
2 What do students think about the course?
3 What problems can mindfulness solve?
4 What are the challenges of learning mindfulness in school?
5 How do you learn mindfulness?
6 Why are schools introducing mindfulness?

3 1.06 Read the article quickly and check your answers in Ex 2.

STRATEGY Understanding discourse construction

To understand a paragraph, you need to know how the sentences relate to each other. The topic sentence, which is usually the first sentence in the paragraph, presents the main idea, and supporting sentences provide examples and details of the main idea. A concluding sentence sometimes summarises the paragraph.

4 Read the strategy above. Match the questions in Ex 2 with paragraphs A–E.

5 Read the article again. Choose the correct answer: A, B, C or D.

1 Having busy lives and lots to think about …
A makes us better at processing information.
B makes it harder to focus on what is important.
C helps us concentrate better on our schoolwork.
D makes it harder to focus on the day ahead.

2 Mindfulness is seen as a skill to support learning because …
A it can be taught alongside other subjects.
B it reduces exam stress.
C it helps students to concentrate.
D many schools are teaching it.

3 Learning mindfulness at school …
A can only be done in a quiet classroom.
B is not difficult and has many advantages.
C is not supported by any scientific evidence.
D must be done by a specialist teacher.

4 Students felt that mindfulness in school had …
A made them feel calmer and more positive.
B improved their performance in exams.
C increased their confidence and motivation.
D helped them to make new friends.



The Mindfulness In Schools Project has introduced a course in mindfulness to the curriculum in schools across the UK. The project is supported by the universities of Oxford and Cambridge and University College London.

A Most of us have busy lives with lots to occupy our minds. Do you sometimes walk down the street without noticing what is happening around you because you're thinking about the day ahead? How easy is it to concentrate on your schoolwork when you are constantly interrupted by social media or texts from friends? These persistent distractions can make it difficult to focus on what we're doing or be aware of what is happening right now. It's easy to feel overwhelmed.

B Some teachers believe mindfulness may be part of the solution. A number of UK schools have been teaching a course in mindfulness alongside other lessons. Mindfulness trains us to stay focused on what's happening right now. This improves our ability to pay attention, which makes it a useful skill to support learning. But it can also help with anxiety about exams, performance in music and sports and concerns about bullying, friendships and sleeping.

C Mindfulness is easy to learn and use. Imagine you are in a classroom where students are sitting quietly with their eyes closed. A teacher is giving you instructions in a calm voice. She encourages you to relax and focus your attention on your breathing and the physical sensations in your body. You are encouraged to notice any thoughts and feelings you may have, but not be distracted by them. Once you have learned these simple techniques, you can use them anywhere, any time.

D Mindfulness can have long-term benefits. Research shows that just a few minutes of regular practice each day can produce permanent changes in the brain, leading to a calmer, more positive outlook. Your concentration will have improved. You may find you sleep better and cope better with stress. You'll be feeling happier and be more resilient. And you're more likely to succeed.

E More than half of students think mindfulness in school is a good thing. Seventy per cent felt it helped them with anxiety about exams. One said, 'If I get anxious … I just breathe and feel my feet; I can do it anywhere.' Another student, who was taking her exams, said that just doing a mindfulness activity can make you feel calmer. Students also said it improved their concentration, and around half felt it had helped them to notice more of the good things about life, such as friendships and family.

6 **MEDIATION** A friend has messaged you to say their school is offering mindfulness classes. They do not know much about it and are not sure whether to attend the classes. Using the information in the article, write a short message explaining the benefits of mindfulness.

1.7 GLOBAL SKILLS

Understand how to use memory techniques.

1 Complete the summary with the correct form of the phrasal verbs below.

brush up on	call up	come up with	fade away
go over	pick up	sail through	

Everyone knows it can be hard to get through school assignments or exams if you forget important information. Simple techniques can help. Use mnemonics like poems, sentences or acronyms to help you to [1]_____ numbers, formulas and facts that you have already learned. One way to help you memorise lists of dates, names or words is to [2]_____ stories. Use association of ideas to learn vocabulary, such as a list of personality adjectives to describe people you know, and [3]_____ them often to help you remember the meaning of words. Making up rhymes or short songs can also make it easier to [4]_____ new vocabulary and simple maths formulas. Or why not create a memory palace to help you to [5]_____ the things you have already learned? Repeating these techniques regularly will improve your ability to remember and ensure that important information doesn't [6]_____. And before you know it, you'll have [7]_____ that exam you were worried about!

2 Read the article about other aspects of memory. Complete the sentences.

1 To make memory work effectively, there are three things that need to happen: encoding, _____ and _____.
2 Personalising, _____ and _____ are all ways to improve your ability to store information in your long-term memory.
3 Downtime is important for your _____ to work effectively because it gives your _____ time to process information properly.

How your memory works and how you can improve it



There are three main processes that occur to make memory work. Encoding is the process by which information is received and understood. Information can be encoded through recognising how something looks, sounds or feels, or by what something means. Storage refers to how, where and for how long information is kept in the brain. Recall is how we get that information when we need it. Good recall partly depends on how well we have learned and memorised that information in the first place.

We remember things better if they have a personal meaning for us. How does what you are learning relate to your own experience or interests? If you enjoy sports, it's useful to know how the different muscles in your body work. 'Chunking' is organising information in groups that are connected in some way. If you are learning a new language, it may help to learn words that are related by a meaningful context, such as adjectives to describe the weather. Reviewing new information several times over a longer period – 'spacing' – can be very effective. Research shows we may forget information we have learned intensively within a short time. Revisiting that information several times ensures that it remains in the long-term memory and can be recalled more easily.

At school, we receive huge amounts of input each day. It all has to be encoded and stored so we can recall it later. But sometimes there is too much information to process. Studies show that for memory to operate effectively, it needs downtime. Taking a short break and going for a walk, playing sport or simply closing your eyes and resting for a few minutes can all give your brain the necessary time to organise and store new information. And don't forget, a good night's sleep is essential for memory.

3 Complete each of the five tips with one of the groups of words below.

A concentrate, distractions, instincts, resentful
B inevitable, persistent, relate, self-motivated
C prioritise, recall, selective, tendency
D achievable, consistency, retain, review
E expense, overwhelmed, resilient, vulnerable

1 Get organised

Draw up a study plan and manage your time effectively. Be [1]_____ and don't try to learn everything – [2]_____ the most important things. Some people have a [3]_____ to try to do too much, which may make it harder to [4]_____ information.

2 Build good study habits

After school, take time to [5]_____ your notes and make sure you understand them. Regular studying for shorter periods is more [6]_____ and more effective if you want to [7]_____ what you have learned. Aim for [8]_____ and don't spend too long on one thing.

3 Stay focused and be positive

Some people need silence to [9]_____, others find background noise energising. Follow your [10]_____ and recognise what works for you. Avoid [11]_____ – switch off your phone when you are studying. If a task takes longer than you expected, try not to be [12]_____ – take a break and come back to it.

4 Take care of your brain

Don't study at the [13]_____ of your brain health. If your brain is [14]_____ with information, it works less efficiently and you will be more [15]_____ to stress and anxiety. Take regular breaks and make sure that you get enough sleep. This will help you be more [16]_____ when you have important exams.

5 Look for connections

You will remember things better if you are [17]_____ and have a positive mindset. If you can, [18]_____ what you are learning to what you already know and are interested in. Experiment with different memory techniques. It's [19]_____ that some will be more effective than others, but be [20]_____ – keep trying different ones until you find one that works for you.

4 Think about how you like to study and answer the following questions.

1 What do you find most challenging and most interesting about studying?
2 Which of the techniques and advice in this lesson would be especially useful to you, and why?
3 Which ones would you not use, and why?

1 Which of the following opinions do you agree with?

1 I would never buy a second-hand smartphone.
2 Changing my phone frequently is important to me.
3 I don't upgrade my phone unless I have to.
4 I would rather repair a broken phone than buy a new one.
5 I always try to recycle my old devices.

2 1.07 Listen to the dialogue between two friends. Choose the correct answer: A, B or C.

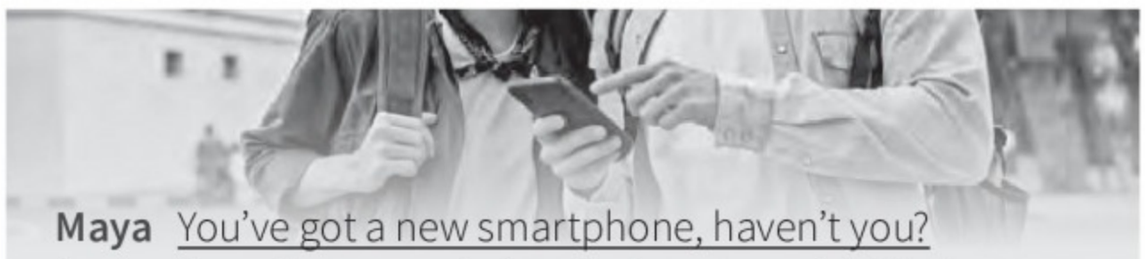
1 Amir has upgraded his phone because …
A he was bored with his old phone.
B he wanted a better phone.
C the battery on his old phone died.

2 Maya thinks Amir should have …
A replaced the battery or recycled his old phone.
B bought a new phone online.
C bought a second-hand phone.

3 Amir didn't recycle his old phone because …
A he doesn't care about the environment.
B he didn't know it was important.
C he thought it was too expensive.

4 Maya believes buying a new phone frequently …
A creates a market for valuable minerals.
B encourages manufacturers to produce more phones.
C will have a negative long-term effect on the environment.

3 1.07 Listen again and complete the dialogue.



Maya You've got a new smartphone, haven't you?
Amir Yes – I've upgraded to the latest model. The battery on my old phone just died.
Maya Wouldn't it have been better to replace the battery?
Amir No, apparently it's impossible to replace the battery on that model. How ridiculous is that?
Maya Hmm. I was just reading an article online which said that it's always better to repair your phone than to replace it. [1] _____?
Amir Well, [2] _____ they're right. But you have to send the phone back to the manufacturer and it's really expensive. I mean, what am I supposed to do?
Maya [3] _____. But replacing the battery is quite achievable. You can buy repair kits online and there are videos that show you how to do it.
Amir Are there? I think it's better just to replace it.
Maya Why do you say that?
Amir It's easy, I got a good deal and this new phone is brilliant. It has more memory, a better camera, a bigger screen … What's not to like about that? I was quite happy to throw away my old one.
Maya You just threw it away? That's crazy.
Amir What do you expect me to do? It isn't worth anything.
Maya [4] _____? There are valuable minerals in your phone that can be recycled.
Amir What do you mean?
Maya Every time we buy a new phone, we do it at the expense of the environment. You know … the persistent demand for materials, the production of dangerous chemicals. When will we learn that it isn't sustainable?
Amir OK, well … maybe I won't be doing that again. But if the manufacturers keep producing new phones, it's inevitable that people will buy them. [5] _____, it's a good thing because they make money. It creates jobs too.
Maya Well, [6] _____. Of course, there's a tendency for more people to buy second-hand phones nowadays. [7] _____?
Amir Are you kidding? I don't want someone else's old phone.

4 Match phrases 1–7 in Ex 3 with functions A–C.

A asking for an opinion
B giving your opinion
C agreeing / disagreeing

STRATEGY Using rhetorical questions

Use rhetorical questions to emphasise a point of view or respond to and challenge someone else's opinion. Rhetorical questions do not require an answer, so it must be clear what the answer is from your point of view. Don't overuse rhetorical questions; use them to emphasise important points:
Alex was really upset about the anonymous comments on his social media page. How would you feel? (The same!)
Politicians always make promises that they can't keep. When will they be more realistic about what they can do? (Never!)

5 Read the strategy above. Look at the underlined questions in the dialogue in Ex 3. Which ones are rhetorical questions?

6 Match rhetorical questions 1–5 with opinions A–E.

1 They've banned bicycles from the town centre. What's that about? ___
2 Some people want us to stop using cars completely. How do they think we're going to do that? ___
3 We should be looking after this planet rather than looking for a new one. Why don't they get that? ___
4 We can't go on treating the ocean like a rubbish dump. Haven't we done enough damage? ___
5 I think it's terrible how some students are bullied at school. How would we feel if that was a member of our family? ___

A It isn't hard to understand.
B It's time to stop.
C I don't understand why.
D We should try to be more sympathetic.
E That's an unrealistic expectation.

7 Plan a similar dialogue to the one in Ex 3. Use the situation below or your own ideas. Decide which phrases from the Phrasebook you will use. Include at least three rhetorical questions.

Public transport to your neighbourhood has been reduced, with fewer and less frequent services that will get you to and from school either too early or too late. Coming home, there is no service for an hour after school finishes. Your choices are: get up much earlier, stay late after school, walk or cycle to and from school, ask your parents to drive you.

8 Write your dialogue. When you have finished, check that you have …

- expressed several different opinions.
- used a variety of phrases from the Phrasebook.
- included rhetorical questions.

1.9 WRITING

Write a report with a suitable introduction and conclusion.

1 Think about the apps you use on your phone. Which ones do you use in your own learning (e.g. dictionaries, maths support, translation, homework planners)?

2 Read the writing task below. Which website or app would you write about, and why? What would you say about it?

> Write a report on a website or app that has helped you in your learning. Explain why you find it useful or enjoyable, and include information on what is less good about it. Consider who you are writing the report for, and why. In the light of this, decide whether or not you would recommend the app or website.

3 Read the report. In which paragraph does the writer …

1 give their opinion and make recommendations? ___
2 outline the aims and subject of the report? ___
3 describe the user experience? ___
4 say who uses the site and what it offers? ___

A new language-learning app

(A) The purpose of my report is to review the strengths and weaknesses of a new language-learning app. This app offers free language lessons that are more like a game than a traditional course, but are based on a proven and effective methodology. In addition, I will go on to discuss the features of the app and evaluate it in terms of the user experience.

(B) The app offers courses in almost 40 languages and is suitable for learners of any age. It is probably most appropriate for school students and young adults because of its gamified approach. One of the benefits of the app is that it allows learners to work at their own speed. As a result, it is inevitable that the amount of time needed for studying will vary. One possible downside is that more self-motivated students will sail through the levels – others will take longer to pick up the basics. For this reason, the app is more suitable for self-study than classroom learning.

(C) Another clear advantage is that the app is very user-friendly. The lessons focus on real-life learning goals and supply the necessary grammar and vocabulary. Learners hear clear, easy-to-understand examples of language and can get instant feedback and correction of mistakes. This means that persistent errors can be avoided. Students can also practise speaking, using the app's conversation robot.

(D) In the light of my experience, I would say the app is excellent. Its greatest strength is that it's clear, flexible and simple to use. In my view, its main weakness is that it is best used as an enjoyable addition to more traditional classroom-based study, so I would recommend using it alongside a course. Having said that, I feel it is an excellent language-learning tool – and it's a lot of fun too!

STRATEGY Writing an introduction and conclusion

We use the introduction to a report to summarise the situation and to set out what we plan to say about it. We can use the conclusion to refer back to the introduction and assess whether our report has provided a favourable or unfavourable view of the situation. We can also use the conclusion to make recommendations on how the situation can be improved.

4 Read the strategy above. Answer the questions.

1 What is the main purpose of the report?
2 What other objective does the report have?
3 Does the conclusion provide a mostly favourable or unfavourable view of the app?
4 What recommendation does the conclusion make?

5 Look at the underlined phrases in the report and match them with functions A–D.

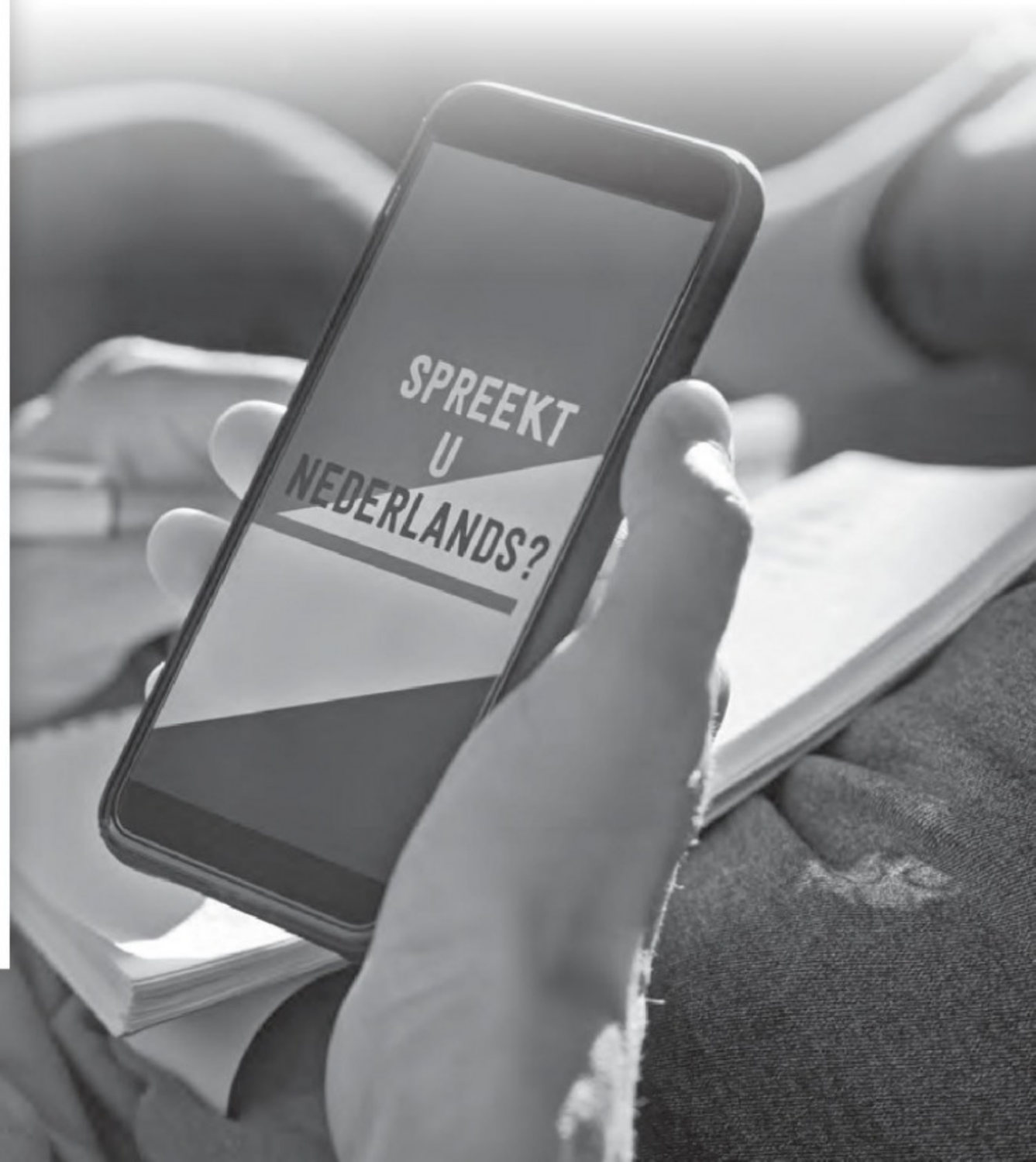
A Introducing content and purpose
B Describing strengths and weaknesses
C Explaining results
D Making recommendations

6 You are going to write a similar report on a website or app. Choose one of the apps you listed in Ex 1. Make notes about its strengths and weaknesses, and whether you would recommend it, with reasons.

7 Write your report using the paragraph structure summarised in Ex 3.

8 ✓ **CHECK YOUR WORK** Did you …

- use a four-part paragraph structure?
- use some of the Phrasebook phrases for reports?
- use some of the vocabulary from this unit?
- check your spelling and use of punctuation?



Grammar

1 Complete the dialogue with the phrases below.

do they doesn't it don't they how do you
is everything what made you why do I you think I'm

Abi You look a bit stressed, James. Is everything OK?
James [1] _____ OK? Not really! I've just got so much science homework. [2] _____ find it so difficult to get motivated?
Abi Everyone feels like that sometimes, [3] _____?
James [4] _____? Maybe you're right. I'm just not as positive as you!
Abi [5] _____ positive? I haven't always been. And I have to work at it.
James OK. [6] _____ do that?
Abi One thing I do is keep a diary. Every day, I write down three good things that have happened.
James [7] _____ choose that approach?
Abi Someone posted about it on social media. I find it really useful.
James [8] _____ get a bit boring?
Abi Not if you're motivated! You should try it.

2 Complete the sentences using a future form or future in the past and the correct form of the words in brackets. Write up to four words.

1 Thanks for your message. I _____ (hope) that you would get in touch.
2 In the future, it's likely that everyone _____ (work) from home at least one day a week.
3 I _____ (about) send the email when I realised I had forgotten to add the attachment.
4 By the end of this term, I _____ (complete) all of my assignments for the year.
5 The project is going more slowly than planned, so I'm afraid we _____ (not finish) by the end of the week.
6 By the time he gets home, Sung-Ho _____ (travel) continuously for eighteen hours.
7 If we don't let them know we've been delayed, they _____ (wonder) where we've got to.
8 Layla said she _____ (send) us a link to a talk about developing a growth mindset.

Vocabulary

3 Choose the correct alternative.

1 Could you read my essay before I hand it in? I'd appreciate some constructive **criticism** / **judgement**.
2 One thing I admire about Olivia is that she's so **malleable** / **persistent** – if she can't do something, she keeps trying until she gets it right.
3 Ben says he has so much work to do at the moment, he feels completely **overwhelmed** / **resentful**.
4 The company is European and they are trying to **come up against** / **gain a foothold in** the Asian market.
5 There are far more applicants than internships, so it's **achievable** / **inevitable** that some people will be disappointed.
6 Eva knows exactly what she wants to achieve and how to get it – she's very **resilient** / **self-motivated**.

4 Complete each sentence with one of the pairs of words below.

assumptions / contradicts consistency / outlook
forecasting / instinct tendency / scenario
variables / accuracy

1 _____ the future of work is not easy to do – my _____ is that in the future we will work fewer hours than at present.
2 It's a complicated experiment, and there are so many _____ that it is difficult to predict the results with complete _____.
3 We made several _____ about what people wanted from our products, but feedback from customers _____ some of them.
4 Caleb has a _____ to be pessimistic about the future – he's always imagining the worst-case _____.
5 We have seen a _____ in weather patterns over the past few weeks, and the _____ is for warm, dry conditions to continue into next month.

Cumulative review

5 Choose the correct answer: A, B or C.

Developments in technology are a good thing, [1]___? But what about if they come [2]___ people's jobs? A recent study predicts that, by the middle of the century, millions of jobs will [3]___ over by robots. Of course, it's extremely difficult to [4]___ the future, but the report suggests that certain roles are more likely to be [5]___ than others. Surprisingly, these include jobs in banking, finance and the law. This doesn't mean more people will be unemployed, but they will [6]___ differently. They'll need to learn new skills, so having a [7]___ will be important. On the positive side, if we believe what the [8]___ say, jobs that are more creative or involve people skills will be less [9]___. These include scientists, engineers and nurses. Will this turn out to be true? Who knows? But if I [10]___ making a career decision, I would definitely do my research first.

1	**A** don't they	**B** aren't they	**C** isn't it
2	**A** at the expense of	**B** up against	**C** at stake
3	**A** be taking	**B** have been taken	**C** have taken
4	**A** contradict	**B** insight	**C** foresee
5	**A** variable	**B** at stake	**C** resilient
6	**A** have worked	**B** have been working	**C** be working
7	**A** growth mindset	**B** judgement	**C** tendency
8	**A** instincts	**B** outlooks	**C** pundits
9	**A** malleable	**B** vulnerable	**C** resentful
10	**A** was on the verge of	**B** would be	**C** was due to

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about careers and predicting the future?
4 What techniques do you think are the most useful for developing and improving your memory?

Talk about future career possibilities.

2 Finding your niche





1 a What can you remember about the vlog? Are the sentences true (*T*) or false (*F*) according to the speakers?

1 According to a report, the only benefit of a part-time or temporary job is earning money. ___
2 Using national and international search engines is a good way to find a temporary job or an internship. ___
3 Connecting with people you know can be an effective method for finding work. ___
4 Kaya didn't gain much useful experience working in a fast-food restaurant. ___
5 Ali's experience of working as an intern was entirely negative. ___
6 Doing a temporary job or internship can help you decide what you might or might not want to do in the future. ___

b 2.01 Watch or listen again and check.

2 Match the words to make phrases.

1 fulfil ___	A willingness
2 learn ___	B outside the box
3 make ___	C your boundaries
4 push ___	D a successful pitch
5 show ___	E your potential
6 think ___	F on the job

3 Choose the correct alternative.

1 If you aren't sure what career you want, it's sometimes useful to **get** / **try** / **work** out several different temporary jobs.
2 Luca applied for an unpaid **internship** / **competitive edge** / **experience** at a major bank.
3 Set yourself some smaller objectives to help you to move forward and improve your long-term **job satisfaction** / **networking** / **career prospects**.
4 A lot of people **learn on the job** / **push their boundaries** / **prioritise** instead of gaining formal qualifications.
5 If you are serious about finding the right job, you may need to **prioritise** / **fulfil** / **push** that over your social life.
6 Sima's excellent communication skills gave her **a competitive edge** / **a successful pitch** / **hands-on experience** in her university interview.
7 I didn't see the job advertised – it was a(n) **an internship** / **word-of-mouth** / **volunteering** recommendation.
8 **Networking** / **Prioritising** / **Training** is a good way to share information and meet people.
9 Working on the school magazine last year gave me some useful **hands-on experience** / **potential** / **career prospects**.

4 Complete the answers to the online questions with words and phrases from Ex 2 and 3.

Careers forum Log in Register

I'm still at school. Is it worth getting a part-time job?

Yes, definitely. Working just a few hours a week can significantly improve your [1] _____. Even if you don't receive training, there are plenty of useful skills that you will [2] _____. This [3] _____ could be very helpful when you start developing your career. It will give you a [4] _____ if you are up against people who have never worked.

How do I find out about job opportunities locally? I can't find a job. What else could I do?

There are lots of other ways to [5] _____. Volunteering is a good way to [6] _____ new things, especially if those things make you feel nervous. Don't worry – it's good to [7] _____. Use your imagination and [8] _____. What skills would you like to develop? Be persistent and [9] _____ the things that are important to you.

5 REAL ENGLISH Replace the underlined phrases in the dialogue with the phrases below.

go after have in mind keep your hand in take on what's not to like

A I heard you're looking for a summer job.
B Yeah, I'm planning to [1]try to get _____ a job at the local sports centre. I hear they need to [2]employ _____ extra staff.
A What do you [3]intend to do _____?
B Well, I've qualified as a football coach, so maybe coaching younger kids.
A It'll be good to [4]practise those basic skills, so you don't lose them _____.
B Yeah. If I get the job, I'll be doing what I love, and getting paid for it. I mean, [5]that's very good _____!

6 Answer the questions using complete sentences.

1 What's a recent example of when you've had to think outside the box?
2 What kind of situation would make you push your boundaries?
3 What personal qualities do you have that might improve your career prospects?

7 VOCABULARY BOOSTER Now practise **Career prospects** vocabulary on page 105.

1 Read the dialogue between two friends and underline five sentences with reduced relative clauses. What are the missing words in each of those sentences?

A What are you doing over the summer?

B I'll be doing some work experience with a local company. It's one of several internships they offer each year.

A Good for you. Are you the only person from our school?

B Yes.I don't know anyone else taking part in the programme. But I expect I'll have made a few friends by the end of the summer.

A So why did you choose that company in particular?

B They have a recruitment policy based on the right values. They believe in diversity, equity and inclusion. That's why I want to work there.

A Do you know any other companies offering internships? I might be interested.

B It depends what you have in mind. I'll send you a link to the website I got the information from.

2 Tick (✓) the correct sentences. Correct the mistakes in the incorrect ones.

1 I'm looking for a new hobby enables me to push my boundaries. ☐

2 This internship is for young adults are interested in gaining hands-on experience. ☐

3 Show willingness to learn by asking about the extra coaching the school offers. ☐

4 Our school values students are committed to fulfilling their potential. ☐

5 Networking is important for anyone hoping to improve their career prospects. ☐

6 WayUp is a job site is aimed at people from diverse backgrounds. ☐

3 Rewrite the pairs of sentences as one sentence using a reduced relative clause.

1 A tech company is based in Stockholm. Nesrine has applied for an internship there.
Nesrine has applied _____
_____.

2 I talked to a careers advisor. She promised to improve my career prospects.
The careers advisor _____
_____.

3 An online course is offering to develop your networking skills. I've signed up for it.
I've signed up for _____
_____.

4 Several documents were accidentally deleted from my laptop. I managed to recover them.
I managed to recover _____
_____.

5 The team is planning a careers day. Sam will be joining them.
Sam will be joining _____
_____.

6 My exam results gave me a competitive edge. That was really important.
The competitive edge _____
_____.

4 Rewrite the underlined part of each sentence using the phrases below.

by whom for which in which
to whom with which with whom

1 Do you know if Maya got the internship that she has applied for?
_____

2 That's an interesting article – I'd like to know who it was written by.
_____

3 The building that I'm working in is really modern and well designed.
_____

4 If you check their website, it explains who you should send your application to.
_____
_____

5 The people that I was networking with were all very positive and self-motivated.
_____

6 You might gain some hands-on experience that you can improve your career prospects with.
_____
_____

5 Choose the correct pronoun or preposition, or nothing (–) to complete the text. Sometimes more than one answer is possible.



I want to be an engineer and I'm interested in working for a company [1]___ offering hands-on training. I want to learn on the job and develop the skills [2]___ I need to improve my long-term career prospects.

One of the firms [3]___ I sent an application invited me to a selection day. It was very competitive. I joined a group of people [4]___ really motivated to succeed. They put us into teams to complete various tasks. The guys [5]___ I worked really helped me push my boundaries!

There were activities in creative thinking, leadership and teamworking. If I'm going to fulfil my potential, these are skills [6]___ I need to pick up. Last of all, there was a meeting with the management team [7]___ we made a personal pitch. It was scary, but it's a process [8]___ everyone has to go through.

1	**A** that	**B** which	**C** –
2	**A** –	**B** what	**C** that
3	**A** that	**B** to which	**C** which
4	**A** who were	**B** –	**C** were
5	**A** who	**B** which	**C** with whom
6	**A** which	**B** up which	**C** –
7	**A** whom	**B** to whom	**C** who
8	**A** that	**B** –	**C** through which

2.3 LISTENING

Inferring attitude in a podcast about hobbies.

1 a What can you remember about the Student's Book? In their podcast, Daria and Aziz talked about teenagers who turned their hobbies into jobs: Theo Rivers, Natalie and Nina Mallory, and Zayn Patel. Who …

1 used their artistic skills to print designs on T-shirts? _____

2 recorded interviews with celebrities while still at school? _____

3 started an online teaching business? _____

4 made a successful pitch for a job at a national radio network? _____

5 sold their product on an e-commerce website? _____

6 was described as someone people enjoyed talking to? _____

7 was taught to play chess by their grandmother? _____

8 refused to make money by advertising products online? _____

b 2.02 Listen again and check.







2 Josh is an entrepreneur who turned his hobby into a successful online business. You are going to listen to him advising two students how to do this. Which do you think is the most important piece of advice that he might give? Why?

1 Develop networking skills.
2 Do something you love.
3 Don't be scared to fail.
4 Have clear aims.

3 2.03 Listen to the discussion. Does Josh mention all of the things in Ex 2?

4 2.03 Listen again. What can we infer from what the speakers say?

1 Josh believes …
- **A** an interest in making money is essential for success.
- **B** personal interests rarely make good business models.
- **C** a genuine passion can grow into a successful career.
- **D** a number of hobbies can be turned into rewarding jobs.

2 George succeeded because he …
- **A** knew people wanted healthier snacks.
- **B** spotted a gap in the market.
- **C** had plenty of money to invest.
- **D** deliberately kept his business small.

3 Natasha has been successful because …
- **A** she was willing to meet other people and learn from them.
- **B** she knew many people shared her interest in beauty products.
- **C** she gained the right professional qualifications.
- **D** her customers wanted to help her overcome her disability.

4 Hannah became an inventor …
- **A** because she wanted a successful career in science.
- **B** in order to improve the lives of ordinary people.
- **C** to develop her influence on social media.
- **D** because she is able think creatively and imaginatively.

5 George, Natasha and Hannah …
- **A** are different from most people.
- **B** have achieved more than most people could.
- **C** are good examples of what anyone can achieve.
- **D** had a strong desire to succeed.

STRATEGY Inferring attitude

We often infer what a person's attitude is towards something from how they say something as well as from what they say. Therefore, it is important to be aware of a speaker's intonation as a word or phrase could express different attitudes, such as surprise, excitement, disbelief or even disagreement.

5 2.04 Read the strategy above. Listen to the extracts. For each one, say whether the speaker is expressing surprise (*S*), excitement (*E*) or disagreement (*D*).

1 ___ 3 ___ 5 ___
2 ___ 4 ___ 6 ___

6 2.04 Listen again and repeat the sentences with the same intonation.

1 Match the words and phrases below with the definitions.

attributes be consistent engagement map out
online presence stand out from the crowd
target demographic

1 involvement or interest _____
2 plan something carefully or in detail _____
3 a strong profile on the internet and social media _____
4 always act in the same way _____
5 the people you're interested in communicating with _____
6 personal qualities _____
7 be easily seen or noticed _____

2 Complete the sentences with words and phrases from Ex 1.

1 It's useful to _____ your career plan so you know where you want to be in five years' time.
2 You need to try to _____ if you want employers to notice you.
3 Raheem has created a strong _____ with a blog, a video channel and 100,000 followers on social media.
4 One of Alisha's strongest _____ is a willingness to think outside the box.
5 His use of different platforms allowed a wider _____ with his social media followers.
6 Try to _____ in the way you work, so that your colleagues know what to expect.
7 For this vlog, our _____ is students aged 16–21.

3 Choose the correct answer: A, B, C or D.

1 Relevant work experience can ___ **your credibility** with future employers.
A build B construct C manufacture D assemble
2 On a blog, it's important to **create** ___ that is interesting and well produced.
A matter B content C substance D body
3 Useful things to help you ___ **your audience** are age, gender and social background.
A describe B explain C define D limit
4 Being honest and reliable will ___ **your reputation** with your followers.
A initiate B establish C involve D enable
5 Once you have followers, ___ **a high profile** by posting new content regularly.
A keep B create C define D show
6 A unique image can help you ___ **out from the crowd** in a positive way.
A hang B get C go D stand
7 Developing the right skills will help to ___ **a niche** for yourself in your chosen career.
A cut B open C carve D dig

4 Replace the underlined words in the text with words and phrases from the previous exercises.



Rupa runs an internationally successful business from a room in her parents' house. She has [1]successfully created a position _____ for herself as a lifestyle vlogger and she has an [2]internet existence _____ across all the main social media platforms. Each day she [3]produces material _____ in which she shares news and opinions about fashion, food and entertainment. And because she has so many followers, big companies pay to advertise on her vlog. Surprisingly, Rupa tells me, this wasn't her intention from the start. 'I never tried to [4]make a detailed plan of _____ my vlog or outline what I was going to do. I didn't even [5]decide who I was vlogging for _____ – I just wanted people interested in the same things as me to like what I was doing. I've learned a lot since then.'



So what do others think are the [6]personal qualities _____ necessary for online success? Ben is a musician who posts clips of his songs on TikTok. 'Once you've [7]developed others' trust in you _____ as a songwriter, you have to [8]always behave in the same way _____ in terms of content. People need a reason to come back, so you have to keep posting good material – the best bits, basically. You want your audience to feel a sense of [9]personal involvement _____ with what you're doing.'

I ask him if there is a downside. 'I have to [10]maintain the attention I receive _____. I can't afford to lose followers. If I do, the [11]positive reputation _____ I have built with my audience may be lost too. I have to be quite resilient and creative.' And what advice would he give to someone planning to upload their own music? 'Be yourself. Decide what makes you [12]different from everyone else _____ and go for it. You won't regret it!'

5 Answer the questions so they are true for you.
If you were going to create a personal brand …
1 who would be your target demographic?
2 what attributes would you mention?
3 which social media would you use for your online presence?
4 what kind of content would you like to create?

6 **VOCABULARY BOOSTER** Now practise **Brand *me*!** vocabulary on page 105.

2.5 GRAMMAR

Use ellipsis and substitution to talk about building an online brand.

GRAMMAR BOOSTER SB P135

1 Read the dialogue. Which words in each of the underlined sentences could be left out?

A What are you doing?

B I'm working on building my online presence.

A I thought so. Have you watched that talk on developing your personal brand? The one I sent you a link to?

B [1]No, I haven't watched the talk on developing your personal brand. I've been really busy – sorry.

A That's a pity. Would it be a good idea for me to tell you the basic idea?

B [2]It might be a good idea. To be honest, I don't know when I'll have time to watch it.

A OK. It explains how creating a personal brand is like telling your story. You present yourself as you want other people to see you. And that can give you a real competitive edge.

B [3]You mean the story can play an important role in establishing your reputation, and it can play an important role in finding a job?

A Yes, exactly. By the way, the careers centre is offering a webinar on mapping out your career path. It might be useful for us to sign up for it.

B [4]I was planning to sign up for it … but I'm not sure if I'll have time.

2 ~~Cross out~~ the words in each sentence that can be left out.

1 When playing sport competitively, it's important to push your boundaries, but it's also important to be aware that this can sometimes lead to injuries.

2 **A** I want to stand out from the crowd tonight. Do you have any idea what I should wear?

B No, I don't have any idea what you should wear, I'm afraid.

3 Otis hasn't done any practical training for this programme yet, but he hopes to do some training soon.

4 **A** Are you going to the careers fair so you can do some networking?

B I was planning to go the careers fair, but I've got to study this weekend.

5 **A** You haven't managed to keep a high profile online, have you?

B No, I haven't really maintained my social media presence, although I know I should make an effort to do so.

6 **A** Is Sanjiv intending to do that unpaid internship?

B I know he would like to take the opportunity, but I'm not sure if he can afford to do it.

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

1 **A** Are there any problems I should know about?

B I _____ (think). Everything seems to be working fine.

2 **A** Did someone say that Will was leaving the team?

B We _____ (hope). He's a great player and we'd miss him.

3 **A** Do you know if Hania is enjoying her university course?

B I _____ (imagine). I think she'd tell us if she wasn't.

4 **A** Will they take on someone else to replace Mika?

B I _____ (expect). They'll probably make us do her work as well.

5 **A** Did they make a successful pitch?

B It _____ (appear). They got the contract.

6 **A** Has Juan created this content all by himself?

B I _____ (suspect). I think someone must have helped him.

4 Read the dialogue. Identify six places where words or phrases are repeated unnecessarily. Write the alternatives using ellipsis or substitution.

A Would you be able to give me a hand with my presentation this evening?

B No, I'm afraid I wouldn't be able to give you a hand this evening. I'm really busy.

A Oh, OK. So, have you completed the design for your new website?

B Not quite, but I'm hoping to complete the design for my new website in the next few days.

A Is it as good as you wanted it to be?

B Yes, I believe it is as good as I wanted it to be. What about you? Have you started to develop your online presence?

A Yes, I have started to develop my online presence. It's going well so far.

B What do you think is the best way to build credibility with your followers?

A Well, I think it's essential to create interesting content and it's also essential to keep a high profile.

B Have there been any problems?

A It doesn't appear as if there have been any problems, no.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

5 Answer the questions in as many ways as you can think of using ellipsis and substitution.

Do you know if Daria is making her presentation tomorrow?

No, I don't – I haven't spoken to her for a couple of days.

I hope so, because …

She was planning to, but …

1 Have they mapped out the options for what to study next year?

2 Will you be adding any new content to your blog?

3 Can you learn new skills, like coding, on the job?

4 Do you think you've fulfilled your potential in this school year?

5 Is it true that Mabel's family are moving to Australia?

Understand the structure of a text about future career prospects.

2.6 READING

1 What can you remember about the Student's Book? Complete the summary statements with the words below.

con artists money mules multi-level marketing
online job coaches scam job websites

1 Jobseekers can sometimes be targeted by _____ who steal their money or involve them in criminal activity.
2 Fraudulent advertisements for jobs that don't exist are often posted on _____, which demand a registration fee.
3 Although most people see through the obvious problem with _____, some don't, and lose money and sometimes their friends.
4 Some young people are recruited as _____, transporting illegal goods across international borders.
5 Job candidates who pay people claiming to be _____ can sometimes find they pay a lot of money but receive no advice in return.

2 Decide if you agree or disagree with the following statements.

1 Talking to other people can give you new insights into your own strengths and possible careers.
2 Most things that stop us from fulfilling our potential are things we can't change.
3 You can change the way you think – you just need to make a conscious effort.
4 Most of the time, success is something that just happens, not something you can influence.

3 Read the blog post quickly. Match tips 1–8 with headings A–H.

A Focus on the future
B Reach out to someone
C Look for positive role models
D Understand your choices
E Enhance your skills base
F Be positive, but stay grounded
G Keep a record of your achievements
H Ask for feedback

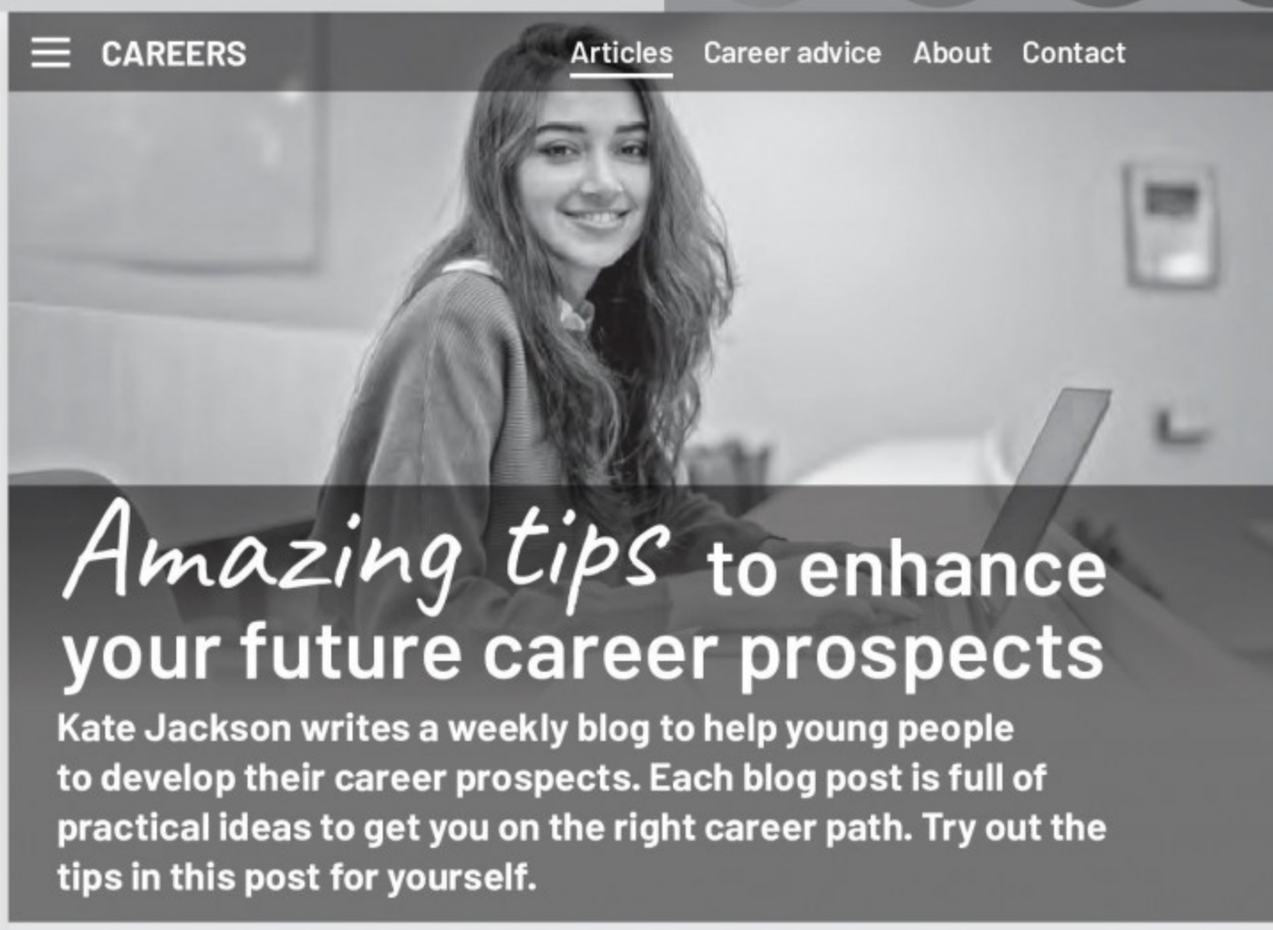
STRATEGY Understanding text structure

Writers use ellipsis to avoid repeating words and structures that they have already used. If you don't understand part of a text, it could be because the writer has used ellipsis. Reading the preceding phrase, sentence or sentences should help you understand what the writer means.

4 2.05 Read the strategy above. Read the blog post again and underline six sentences where the writer has used ellipsis.

5 Think about the following questions.

1 Which of the tips in the text do you think would be the easiest to implement?
2 Which do you think would be the most difficult?
3 Are there any that you disagree with?
4 If you had to try out three of the tips over the coming year, which would you choose, and why?



Amazing tips to enhance your future career prospects

Kate Jackson writes a weekly blog to help young people to develop their career prospects. Each blog post is full of practical ideas to get you on the right career path. Try out the tips in this post for yourself.

1 ____

It's easy to feel overwhelmed by choice, so make a list of the things you can do to explore possible career paths while you're still studying. For instance, go online and research different options – university courses, job training schemes or apprenticeships. Online careers quizzes are a good way to help you make decisions and look into what you might want to do.

2 ____

It helps if you can identify any skills and attributes that might be useful in the future, and find ways to develop them. Try new things: activities like team sports and gaming are good for building skills such as teamwork and collaboration, but so are volunteering and holiday work experience.

3 ____

Try asking different people the same question about you. This could be something like, 'What are my greatest strengths?' or 'What am I really good at?' Choose people who know you in different contexts and might mention different qualities that you have – for example, a classmate, a teacher or a family member.

4 ____

If you're interested in a specific career, try to speak to someone who works in that field. What does a day in their working life look like? This may give you a new perspective and enable you to think differently about the world of work and your own career goals.

5 ____

Try to develop a growth mindset. It helps if you are willing to challenge yourself to consider career choices which might seem difficult or push your boundaries, but also realistic. For example, there may be things you love doing as a hobby – sport, drama, music – but ask yourself honestly if you would enjoy them as a career.

6 ____

If you're having doubts about the future, don't let these stop you fulfilling your potential. Look for inspiration from people you admire: google them and find out what career pathways they took. Did they experience doubts or failure? If so, how did they overcome them to be where they are now?

7 ____

For a week, or a month, write down one thing that you have achieved or has gone well each day. Recognising your small successes can make you feel more optimistic. Writing these things down helps our brain to process them more fully.

8 ____

Most of the time, good decisions and sensible career plans don't happen by accident but require a conscious effort. Try to visualise yourself in a year's time, or two years' time, or three. Think about the steps you can take to make this happen.

2.7 GLOBAL SKILLS

Learn to stand out when writing a professional profile.

1 Complete the sentences with the words below.

accomplishments endorsements human resources keywords recruiters track record

1 The people who find new employees for a company or organisation are _____.
2 A company's _____ department deals with employing and training staff.
3 The impressive things you have done or achieved are your _____.
4 Your _____ is your experience, achievements, successes and failures.
5 The positive things people say about you are _____.
6 _____ are concepts or terms that are important in a particular context.

2 What can you remember from the Student's Book about writing an online profile? Take the quiz. Choose the correct answer: A or B.

QUIZ How much do you know about writing an online profile?

1 What information will potential employers want to know about you?

A A list of your hobbies and every job you've done.

B Your skills and any experience relevant to their field.

2 How should you organise key information?

A By theme, including as many details as possible.

B In clear, short sentences that are easy to read.

3 What can make your summary more interesting and engaging?

A Write in the first person and try to use original or unusual vocabulary.

B Include vocabulary that explains how creative, responsible and driven you are.

4 Why is it important to include keywords in your summary?

A It shows recruiters that you can speak their language.

B It means your profile will appear in online searches by recruiters.

5 When you describe your experience, accomplishments and endorsements, what should you ensure?

A Your track record is up to date and relevant to the area you want to work in.

B You include details of everything you've ever done.

6 What aspects of volunteering and student jobs should you include?

A Any that show a willingness to learn new skills.

B All those that you have enjoyed.

Top tip!

If you don't have much work experience, try to include information about your hobbies and interests. These can indicate to a potential employer what other skills you may have, what you are like as a person and whether you might fit in with their organisation.

3 2.06 Esme and Lucas have taken part in a webinar on creating an online profile. They are doing the quiz to check what they remember. Listen to their conversation and check your answers to the quiz questions in Ex 2.

4 2.06 Listen again and complete the tips for writing a good summary.

Help centre > Writing a profile

Write your summary

When writing your summary, you should …

- write in the [1] _____ (use 'I', not 'she' or 'he') to make it sound more [2] _____.
- include [3] _____ that show you have some knowledge of the sector you're interested in.
- try to use [4] _____ vocabulary, to help you to stand out from the crowd.
- mention experience and [5] _____ that are relevant to the sector.
- if possible, include [6] _____ of what you have done.

5 Read Lucas's profile. Identify where in the summary he meets the criteria outlined in Ex 4.



Lucas

When I first learned how to make the school computer say, 'Hello Lucas', it lit a spark of excitement in me. I've been passionate about writing code ever since. The creative possibilities are immense: you're only limited by your own imagination and ingenuity. I've learned C and C++, Java and Python at school, but also code for fun. As part of a community project, I recently designed a resource planning program for a local charity. I've also started teaching basic computing skills to retired people. My absolute dream is to become a software designer and work in the games industry.

6 Write a similar profile for a sector you are interested in working in or use the ideas in Ex 4 of the Student's Book lesson. When you finish, check your summary against the criteria in Ex 4 on this page.

7 MEDIATION A friend has sent you the following message. Use the information in the quiz in Ex 2 and the dialogue between Esme and Lucas to write a short reply.

Ed

Hi there. I saw the summary you wrote in your online personal profile and I thought it was really good. I would like to do something similar. Can you give me any advice on how to write a clear, informative summary?





1 Look at the photos and think about the questions.

1 Who are the people in the photos?
2 What are they doing?
3 What are the advantages of working in a group compared to working alone?

2 2.07 **Listen to someone describing the second photo and compare what she says with your ideas in Ex 1.**

1 Where does she think the people in the photo are? Why?
2 What does she say about how they might be feeling?

3 2.07 **Listen again and tick (✓) the phrases in the list below which the speaker uses.**

1 It's hard to know exactly where the photo was taken. ☐
2 In the background, there's … ☐
3 It looks to me like the … ☐
4 I would guess they're in … ☐
5 They look like the kind of people who … ☐
6 They're possibly … who … ☐
7 The way in which they are … suggests that … ☐
8 I can't be sure, but I'd say … ☐
9 There really aren't any clues to where / which / who …, but … ☐
10 It looks to me like a … of some kind. ☐

STRATEGY Using relative clauses to add clarity

We use defining relative clauses to make it clear who or what we are talking about and to identify the qualities that make a thing or person distinct. We can also use non-defining relative clauses to add more information about a person, thing or place.

4 2.08 **Read the strategy. Complete the sentences with the relative pronouns below. Then listen and check.**

in which that when where (x2) with whom who

1 It's hard to say exactly _____ the people in the photo are.
2 He looks like someone _____ is serious about the work he does.
3 It looks to me like the type of place _____ people are working rather than someone's home.
4 Anyone _____ was in this situation might feel a bit isolated because he has no one _____ to discuss the issue or share ideas.
5 The way _____ they are all concentrating on the same document suggests that this is a team-based task.
6 Although there are times _____ it is necessary to study alone, I prefer working in a group.

5 2.08 **PRONUNCIATION** **Listen again to the sentences from Ex 4. Underline the places where there is elision.**

6 **Look at the photos of people doing voluntary work. Make notes of the similarities and differences between the photos.**





7 **Write sentences describing the photos. When you have finished, check that you have …**

- used a variety of phrases for describing each scene, identifying people and speculating from the Phrasebook.
- used relative clauses to add clarity to what you are talking about.

2.9 WRITING

Write a formal email applying for a job.

1 Read the advertisements and answer the questions.

1 What are the roles' main areas of responsibility?
2 What skills and experience do you think are important?

Riverside Arts Centre: Marketing internship

We are looking for a committed and self-motivated intern to ...

- improve and extend the centre's online presence.
- create an effective social media marketing campaign.
- maintain links with existing supporters / customers.

Contact: emily.thorn@riverside.net.uk





Local Wildlife Trust: Fundraising internship

We are looking for a self-motivated and outgoing person to join our small, friendly team. You will ...

- assist in the development of a new fundraising programme.
- devise and co-ordinate a local programme of events (e.g. charity runs, family fun days).
- approach local businesses for sponsorship.
- maintain our relationship with existing supporters.

Contact: info@lwt.net.uk

2 Read the email responding to one of the ads. In which paragraph does Jakub ...

1 give details of his skills and abilities? ___
2 explain why he thinks he deserves a place on the scheme? ___
3 give his reasons for writing and a brief biography? ___
4 provide details of his relevant experience? ___

3 Underline the phrases in the email opposite that do the things you identified in Ex 2.

STRATEGY Selecting appropriate vocabulary

When writing a formal email for a job application, use appropriate vocabulary for that industry. Look at job ads and company websites to find suitable vocabulary that describes the qualities and experience they are looking for.

Also pay attention to the style and register of the language they use and use similar language when writing to them.

4 Read the strategy above. Find examples of language used in the advertisements that Jakub has also used in his email.

Home New Spell check View >>

To: Emily Thorn
Subject: Marketing internship
Attachment: Jakub Borysiak-LeesCV.doc

Dear Ms Thorn,

A I am writing to apply for the Marketing internship advertised on your website. I am eighteen years old and have just finished my final-year school exams. My intention is to study marketing and finance at university, but I plan to work for a year first in order to improve my career prospects. In addition to my studies over the past academic year, I worked part-time as a volunteer marketing assistant for a local homeless charity, NoWalls.

B My time at NoWalls has given me a lot of hands-on experience. I have had a number of duties, including helping to improve and extend the charity's online presence on social media. I have also been successful at building and maintaining links with existing supporters.

C I have used my digital skills to create a social media marketing campaign, which has been effective in reaching our target demographic and has enabled the charity to keep a high profile. Furthermore, my excellent communication skills assisted in the development of our strategy for improving engagement with the wider community, including recruiting more volunteers.

D Due to the above, I feel that my skills and experience make me a good candidate for the advertised position. As a committed, self-motivated and creative individual, I believe I have the right attributes to fit in with your team. Moreover, in my free time I regularly take part in charity sporting events to raise money for NoWalls and other local causes.

E Please find attached a copy of my CV for your consideration. Should you need any further information, please do not hesitate to contact me. I look forward to hearing from you.

Yours sincerely,

Jakub Borysiak-Lees

Tel: 07791 096 5423

5 Write a similar email for the other job advertisement in Ex 1, or research a similar example online. Use a similar paragraph structure to the model email above. Include language from the advertisement, and expressions from the Phrasebook.

6 **CHECK YOUR WORK** Did you ...

- follow an appropriate structure?
- use vocabulary from the advertisement and expressions from the Phrasebook?
- use vocabulary from this unit?
- check your punctuation, spelling and grammar?

Grammar

1 Decide which words in each sentence can be left out. Rewrite the sentences using reduced relative clauses.

1 Anya is really happy in the niche that she has carved out for herself.
2 Watching that documentary was the moment when I decided I wanted to be a scientist.
3 The role for which I applied has already been filled.
4 Resilience is an important attribute for anyone who is planning a career in business.
5 None of the companies that were offering internships replied to my email.
6 The person to whom they gave the job really stood out from the crowd.
7 The course is aimed at applicants who are interested in improving their career prospects.
8 Adil didn't want to follow the career plan which had been mapped out for him by his parents.

2 Identify six places in the dialogue where words or phrases are repeated unnecessarily. Write the alternatives using ellipsis or substitution.

A Have you decided what you're going to do after you leave school?
B No, I haven't decided what I'm going to do after I leave school. I'm still considering my options.
A Do you think you might apply to university?
B I don't imagine that I'll apply to university. At least not right away.
A So have you started applying for any jobs yet?
B Not yet, but I'm planning to start applying for jobs in the next few days. What about you? Will you go to university?
A I suppose I'll go to university, yes. My parents want me to study business.
B And after that? Will you get a job in your dad's company?
A I really hope I won't get a job in my dad's company.
B Why do you say that?
A Because it's important to me to study something I enjoy and it's important to me to carve my own niche.

Vocabulary

3 Choose the correct alternative.

1 Going to a jobs fair is a great **building** / **fulfilling** / **networking** opportunity.
2 If David wants to **fulfil** / **learn** / **push** his potential, he needs to have a career plan.
3 Marta **got** / **made** / **tried** a successful pitch to be the new marketing trainee.
4 A strong CV will help **learn** / **make** / **build** your credibility with potential employers.
5 Be adventurous – **get** / **try** / **think** your ideas out, and if they don't work, do something else.
6 Most young people have little **network** / **hands-on** / **word-of** experience.
7 Hana is very creative and is able to **work** / **get** / **think** outside the box to find solutions.
8 If you don't **build** / **push** / **try** your boundaries, you won't know what you're capable of.

4 Complete the tips with the words in A–C.

A attributes, carve a niche, competitive edge
B create content, define your audience, target demographic
C engagement, keep a high profile, networking

1 Before you _____ for a website, you need to work out who your _____ is – who do you want to communicate with? So it's useful to _____: their age, their interests, etc.
2 In many professions, _____ is an important part of career development. It provides opportunities for _____ with the right people and helps you _____ in your field.
3 When you're trying to _____ for yourself in the workplace, think carefully about the _____ that make you unique. After all, these are what will give you a _____ in the job market.

Cumulative review

5 Choose the correct answer: A, B or C.

This summer, I wanted to improve my career [1]___ by working in the holidays. None of the businesses I applied [2]___ had any part-time vacancies, but through a family friend I found a job with a local technology company. It wasn't a formal [3]___, but it was an opportunity to get some hands-on [4]___ of working in the real world. From the first day, I decided to show [5]___ to work hard and do whatever I was asked. I was assigned to the online marketing team, [6]___ whom I learned a great deal – for example, the importance of maintaining your online [7]___ and keeping in regular contact with your customers. I enjoyed the work and I think I [8]___ a reputation for being a good colleague. I gained some useful skills, such as how to organise my work and [9]___ the most important jobs. I really liked my colleagues, and I learned that what makes a job enjoyable is the people you work [10]___.

1	**A** potential	**B** prospects	**C** profile
2	**A** for	**B** with	**C** to
3	**A** internship	**B** career	**C** niche
4	**A** engagement	**B** networking	**C** experience
5	**A** potential	**B** willingness	**C** credibility
6	**A** from	**B** with	**C** for
7	**A** network	**B** presence	**C** audience
8	**A** built	**B** established	**C** mapped out
9	**A** fulfil	**B** create	**C** prioritise
10	**A** with	**B** to	**C** for

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about future career opportunities?
4 What attributes do you think are the most useful when applying for a job or university place?

Listening

EXAM STRATEGY

When completing a summary of a listening or a set of notes, it is important that your answers fit grammatically and are spelled correctly. Remember to write the exact words that you hear.

1 Read the strategy above. When you have completed the exam task, check that your answers fit the sentences grammatically and are spelled correctly.

2 2.09 For each question 1–10, listen and write the correct answer in the gap. Write one or two words from the text you hear.

You will hear a woman talking about ways to improve your memory.

1 According to the speaker, it is natural for us to have occasional memory _____.
2 Being distracted by other things can stop us from _____ as much as we should.
3 Our memory can be affected by what we eat, our lifestyle and some _____.
4 Being _____ healthy makes a positive contribution to the health of our brain.
5 It is important for adults not to get less _____ than they require.
6 Having a diet that is too high in _____ can affect how well your brain works.
7 Dark chocolate has ingredients that may improve people's performance in some _____.
8 Brain training exercises which encourage you to _____ information help to challenge your mind.
9 You can improve the _____ of your memory by doing certain activities on a regular basis.
10 You can _____ your mind by switching off, for example by meditating, for a few minutes each day.

Use of English

EXAM STRATEGY

When you do a cloze task, read the whole text first for general sense. Then read your completed text to check that your answers fit logically with the overall meaning.

3 Read the strategy above. Then read the exam task in Ex 4. Read the text first so that you understand what it is about. When you have completed the exam task, read the whole text again to check it makes sense.

4 Read the text below and think of the word which best fits each gap 1–10. Use only one word in each gap.

Competition time

Are you someone thinking about their future career prospects but not sure where to start? Or perhaps you need a bit of extra help to fulfil [1] _____ potential with a great idea you already have [2] _____ mind? Or maybe you're already running a business that's doing well, but you just want to make yourself stand [3] _____ from the crowd more? Well, now's the perfect time to take a step in [4] _____ right direction. Over the next six months, we are running a competition to find three lucky winners [5] _____ will each receive a prize of £20,000! All you have to do is to [6] _____ a successful pitch and convince us that you're the one who most deserves our support. Contact us at the link below and tell us, in no more [7] _____ 500 words, what your current situation is and what your aims are for the future. If we like the sound [8] _____ your idea, we'll be in touch with further details. Just think, by the end of this year, we'll [9] _____ made three lucky people very happy – and you could be one of them. What's [10] _____ to like?

Reading

EXAM STRATEGY

When you do a multiple-choice task, cross out the answers you think are not correct so you have fewer options to choose from. After you choose an answer, read the other options again to check they are incorrect.

5 Read the strategy above. Then read the exam task in Ex 6. Read the first paragraph and the first question and follow the advice in the strategy.

6 Read the article about ethics and morals. For each question 1–5, choose the correct answer: A, B, C or D.

Ethics and morals

What do we mean when we talk about ethics? And how is it different from morals? To put it into a historical perspective, ethics has always been considered a branch of philosophy, which was invented by the Ancient Greeks. Socrates, a philosopher from Athens, is seen as the person who established Western philosophy and its systems of logic. Unfortunately, he left us with no written texts and is mainly known through other classical writers, including Plato, one of his students. Socrates's aim was to make people think about the need to use logic to evaluate their beliefs and their actions.

Traditionally, 'ethics' referred to this philosophical study of morals and moral behaviour – 'morals' being a set of beliefs about how people ought to live. Today we often use 'ethics' and 'morals' with little difference in meaning, although the philosophical study itself is

always referred to as 'ethics'. And although ethics is a branch of philosophy, it is also closely related to politics, economics and history. But unlike many other areas of academic study, ethics is not based on facts. Today we use the term 'ethics' in three main ways. Firstly, to refer to the philosophical study begun by Socrates. Secondly, in relation to a particular way of life – many groups define themselves through their ethical standards and this is part of their members' identity. And finally, to refer to a set of rules for behaviour in life, or a 'moral code'.

So why are ethics and morals important? For those groups who define themselves according to a moral code this is clear, but how are they relevant to the rest of us? Well, most of our modern social systems are based on people's respect and trust for one another and reflect people's wish to act in a way that is beneficial, or at least not harmful, to others. But even for individuals who are self-interested, following the same moral code as those around them can be to their advantage in the long run.

And ethics raise some interesting questions for all of us. Should we do what is best for others even if it isn't in our own interest? Should we do what is best for the majority of people, even if it harms some? And should we always do what we consider to be 'the right thing', for example, telling the truth, even at the expense of someone else's feelings? And what obligations do we have to other creatures that we share our planet with, or indeed to future generations?

1 According to the text, Socrates …
- **A** destroyed everything he wrote about philosophy.
- **B** was strongly influenced in his studies by Plato.
- **C** wanted people to consider their behaviour and thinking.
- **D** was the first person to define the difference between ethics and morals.

2 What does the writer say about the words 'ethics' and 'morals'?
- **A** We generally use them to refer to the same thing.
- **B** Morals are concerned with facts, whereas ethics are not.
- **C** We can use either term when discussing the philosophical study.
- **D** Their meaning has remained unchanged over time.

3 The writer says that the term 'ethics' …
- **A** was used more in the past than it is now.
- **B** is not recognised by certain groups in society.
- **C** currently has three distinct meanings for us.
- **D** was first invented by the philosopher Socrates.

4 According to the text, ethics and morals …
- **A** can influence some people to be more selfish.
- **B** are rejected by most individuals in some societies.
- **C** can have negative consequences in certain social groups.
- **D** are a key principle for most societies today.

5 Ethical issues that the writer mentions include …
- **A** our responsibility to those who come after us.
- **B** whether animals are as important as humans.
- **C** how much trust we should put in other people.
- **D** when it might be constructive to upset someone.

Speaking

EXAM STRATEGY

When you answer questions in a speaking task, make sure you extend your answers as much as possible. Give reasons for your answers and support them with examples where possible.

7 **Read the strategy above. Then read the exam task in Ex 8. For each question, think how you could expand your answer with reasons and examples.**

8 Answer the questions.
1. How important is it to have realistic goals for the future?
2. What is the most useful piece of constructive criticism you have received?
3. What is a recent achievement that you are particularly proud of?
4. When was the last time you successfully rose to a challenge?
5. What do you most hope to achieve in the next five years?
6. Do you think it is true to say that some people are generally happier than others?
7. How can someone make themselves stand out from the crowd nowadays?
8. What advice would you give to someone who wants to be more confident?

Writing

EXAM STRATEGY

When an essay task gives you some notes and also asks you to add your own idea, you need to think of your idea before you start writing. This is an important part of planning your essay.

9 **Read the strategy above. Then look at the exam task in Ex 10. Think of a few ideas for the third point and choose the best one by thinking about the following questions.**
- Which idea fits best with the other two points?
- Do you have a clear argument to express about this point?

10 **Read the instructions for an essay about voluntary work. Write your essay using all the notes and giving reasons for your point of view.**

'All young people should be required to take part in voluntary work before they leave school.' Do you agree?

Notes

Write about …

1 social skills
2 career prospects
3 _____ (your own idea)

Talk about exercising influence.

3 Influencing attitudes



1 a What can you remember about the vlog? Complete the summary. Replace the underlined words with the words below.

be accommodating compromise confrontation
differences of opinion give assurances outcome

Darius has had certain [1]disagreements _____ with his parents. His friend, Kaya, has done a conflict resolution class and says Darius shouldn't think about how unjust the situation is. Kaya explains that to make a positive [2]result _____ achievable, Darius needs to [3]promise _____ that he will address his parents' concerns. Darius needs to work together with his parents to find a [4]solution both sides are happy with _____. She also says that Darius's parents are less likely to [5]be willing to help _____ if they are feeling tired or stressed, but it's important to avoid a [6]conflict between two sides _____.

b 3.01 Watch or listen again and check.

2 Complete the sentences with the words below.

autonomy collaboration common ground
dependence dispute fairness
non-negotiable side effects

1 In my opinion, the best teachers are those who treat everyone with _____ and don't have favourites.
2 There are concerns that the new energy policy could have negative _____ for the environment.
3 In my family everyone has to help with the household chores – that's _____.
4 In any _____, it's important to stay calm and consider the facts.
5 One problem for our economy is its _____ on imports from abroad.
6 This careers exhibition is a _____ between schools and local businesses.
7 My friends don't agree about everything, but they share enough _____ to get along.
8 My friends want to have more _____ to make their own decisions.

3 Complete the comments with words from this lesson.

Do you have a local hero? Tell us about what makes them a hero in your eyes.

A My local hero is my friend Marc. In my town, there is widespread unemployment. One of the [1]_____ of this is food poverty, and a high level of [2]_____ on food banks. Marc noticed there's also a lot of food waste from local shops and restaurants. He thought this was unjust, so he invited the different businesses to take part in a [3]_____ with local charities. Now there is less food waste and more free food for people who need it. That's a great [4]_____!

B My cousin Ella has set up an activity group for people with learning disabilities. Many don't have much [5]_____ in their daily lives, but in the group they share the decision-making. Everyone takes part – that's [6]_____. Of course sometimes there are [7]_____, but Ella has a strong sense of [8]_____ and is always able to help them discuss things calmly and find some [9]_____.

4 REAL ENGLISH Complete the dialogue with the phrases below.

going through a bad patch in the driving seat
on bad terms tell me about it that's easy for you to say

A I've just had another dispute with Francesca.
B Oh dear. She isn't someone you want to be [1]_____ with.
A [2]_____. Last time we had a difference of opinion, she didn't speak to me for days.
B Yes, but she wasn't getting on with her parents – they were [3]_____ then.
A I know, but even so – she's so controlling. She always wants to be [4]_____.
B So let her drive.
A [5]_____ – you won't be there when the wheels come off!

5 VOCABULARY BOOSTER Now practise **Exercising influence** on page 106.

Use advanced passive structures to talk about conflict.

1 Match the underlined passive forms with passive structures A–H.

1 A change to the exam grading system is being considered ___. At a meeting last night, assurances were given to parents ___ that the new system would ensure greater fairness.

2 Maria was upset that she had not been invited to take part ___ in the debate. Other students have also complained about people being prevented ___ from speaking.

3 Neither side in the dispute could agree so mediators were brought in ___ to find a compromise. A few minutes ago, everyone looked happy so a positive outcome must have been reached ___.

4 Normally, applicants for an internship are closely questioned ___ about their career plans. You should be prepared ___ to give a short presentation to the interviewers.

A passive structure using …

A a present modal
B a past modal
C an *-ing* form
D an infinitive
E a verb + dependent preposition
F a verb + two objects
G the present continuous
H the passive + adverb

2 Rewrite the active sentences using the correct passive structure.

1 My phone isn't in my bag – someone must have taken it.
My phone isn't in my bag – it must _____.

2 The minister referred to the country's dependence on overseas aid in his speech.
The country's dependence on overseas aid _____
_____.

3 Students should switch off their smartphones before entering the classroom.
Smartphones _____
_____.

4 Bukayo's parents urged him and his sister to find a compromise to resolve their argument.
Bukayo and his sister _____
_____.

5 There have been several confrontations over teenagers riding bikes on the footpath instead of on the road.
There have been several confrontations over bikes _____
_____.

6 Scientists are closely monitoring the side effects of the new drug.
The side effects of the new drug _____
_____.

7 The staff will not permit you to enter the concert venue without a ticket.
You _____
_____.

8 The careers advisers suggested several different options for students wanting to study IT.
Several different options _____
_____.

3 Complete the sentences with *have* + object + past participle, using the words in brackets.

1 Ben's really annoyed – he _____ yesterday evening. (his bike / steal)

2 We didn't understand the email, so we _____ into English. (it / translate)

3 After the exams finish, the school is going to _____ by an independent examiner. (the grades / check)

4 Unfortunately, Mina's cousin _____ by the authorities. (her visa application / reject)

5 I'm sorry about spilling oil on your jacket – I promise I will _____ for you this afternoon. (it / clean)

6 Sara's grandparents _____ by flooding in the recent storm. (their house / damage)

4 Which situations in Ex 3 talk about …

- an unfortunate experience?
- something that is arranged or planned?

5 Complete the article with the passive forms below.

are being considered are repeatedly acted
can be used could have been negotiated
had been asked have their authority challenged
have their needs met is presented
was not allowed to stay was objected to

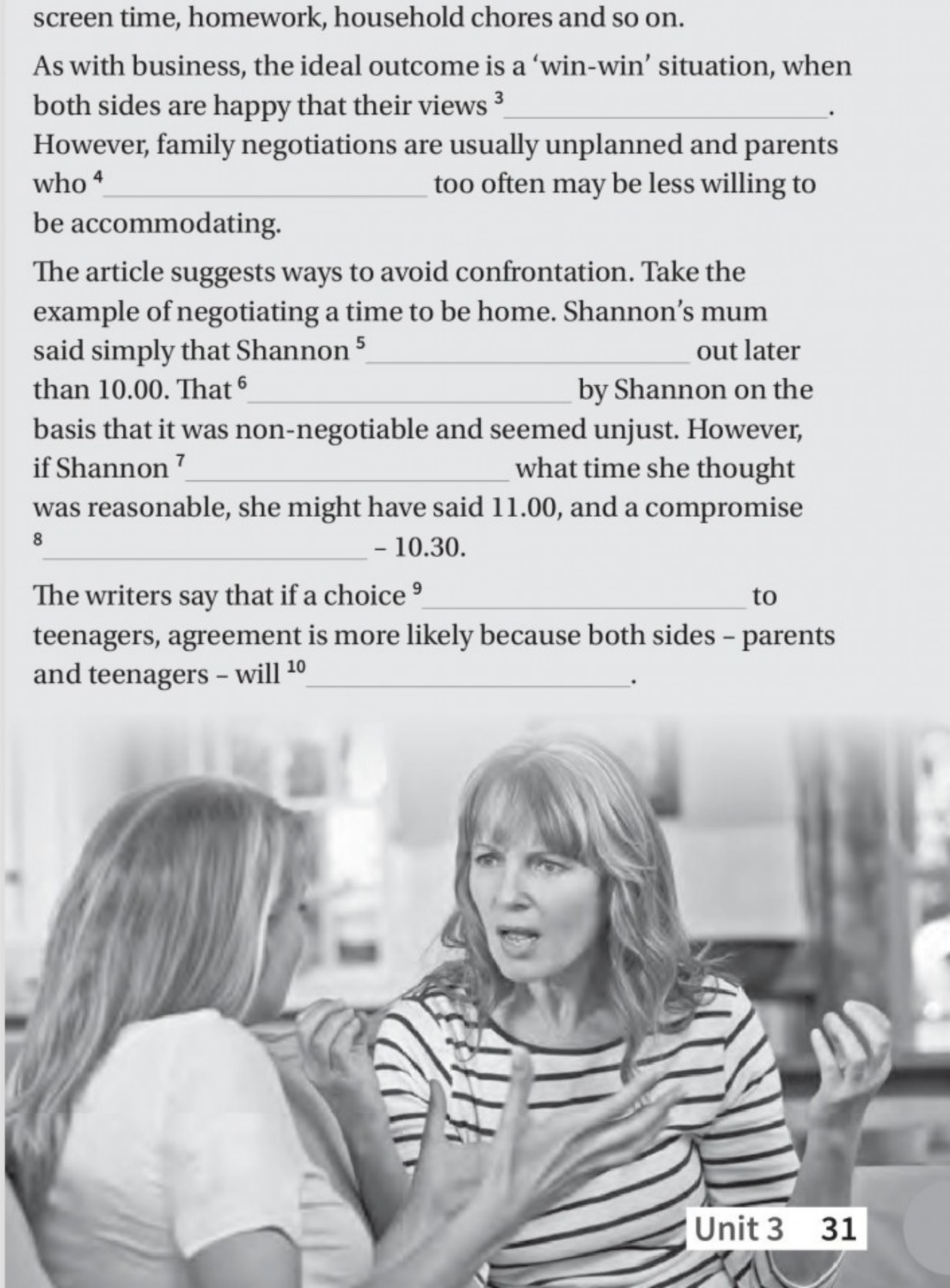
Articles > Negotiating

Experts writing in the *Harvard Business Review* suggest that professional negotiating skills [1] _____ to resolve disputes between parents and teenagers. Often, these differences of opinion [2] _____ out over the same issues – screen time, homework, household chores and so on.

As with business, the ideal outcome is a 'win-win' situation, when both sides are happy that their views [3] _____. However, family negotiations are usually unplanned and parents who [4] _____ too often may be less willing to be accommodating.

The article suggests ways to avoid confrontation. Take the example of negotiating a time to be home. Shannon's mum said simply that Shannon [5] _____ out later than 10.00. That [6] _____ by Shannon on the basis that it was non-negotiable and seemed unjust. However, if Shannon [7] _____ what time she thought was reasonable, she might have said 11.00, and a compromise [8] _____ – 10.30.

The writers say that if a choice [9] _____ to teenagers, agreement is more likely because both sides – parents and teenagers – will [10] _____.



3.3 LISTENING

Understand detailed information from a podcast discussion about rebels.











1 Why do you think people often regard rebels as heroes? Which rebels do you think of as heroes, and why?

2 Look at the photos and decide what is happening. Think about who the people are and what they might be rebelling against.

3 3.02 Listen to Part 1 of a podcast talking about 'rebel heroes'. Tick (✓) the themes that are mentioned.

1 who rebels are ☐
2 famous rebels in history ☐
3 why women rebel ☐
4 an unjust society ☐
5 military government ☐
6 speaking out for change ☐

STRATEGY Strategic scanning

When you listen to a talk or discussion, you may have to listen for a specific theme or specific themes within the wider topic areas of the talk or discussion. To help you hear the details connected to the theme, take notes as you listen. Use your notes to write a summary of what the speaker said.

4 3.02 Read the strategy above. Listen to Part 1 again. As you listen, complete the notes.

1 Examples of rebels include politicians, _____ and _____.

2 People rebel because ...
- they recognise _____ _____.
- they decide to _____ because of _____.
- they understand that _____ _____.

3 Women who are seen as rebels have ...
- fought for _____ _____.
- challenged _____ _____.
- brought about _____ _____.

5 3.03 Listen to Part 2. Listen to five women talking about their rebel heroes. Match speakers 1–5 with five of the topics A–H.

Speaker 1: ___ **Speaker 3**: ___ **Speaker 5**: ___
Speaker 2: ___ **Speaker 4**: ___

A A protest against nuclear weapons
B Practices that cause harm to animals
C Environmental damage caused by farming
D The right for women to have the vote
E Violence against women and children
F Racist laws discriminating against people of colour
G Scientific research into animal behaviour
H Action to reduce global warming

6 3.03 Listen to Part 2 again. Choose the correct answer: A, B, C or D.

1 In the early 20th century, British women campaigning for the right to vote ...
- **A** faced very few challenges and were successful quite quickly.
- **B** faced a number of challenges, including prison, but were eventually successful.
- **C** received the support of the majority of men.
- **D** were successful because they had a lot of support from the public.

2 Speaker 2 says she loves the story of Rosa Parks because ...
- **A** it was a dangerous act that could have had serious consequences for Parks.
- **B** it made Rosa Parks a celebrity in her home city.
- **C** it showed that a dramatic confrontation does not achieve very much.
- **D** it was a small act of rebellion that had positive consequences for the people of her city.

3 The women at the Greenham Common peace camp's ultimate aim was to ...
- **A** change the British government's defence policy.
- **B** close the base at Greenham Common.
- **C** have nuclear weapons removed from the base.
- **D** warn people of the dangers of nuclear weapons.

4 The scientist Rachel Carson was a hero to Speaker 4 because she ...
- **A** made people aware of the dangers of pesticides.
- **B** was brave enough to stand up to big business.
- **C** inspired climate change activists.
- **D** wrote a famous book.

5 Jane Goodall is a hero to Speaker 5 because ...
- **A** she changed the way animals are studied in the wild.
- **B** she wrote a number of books that Speaker 5 enjoyed.
- **C** she gave the chimpanzees she studied names.
- **D** she was criticised by the scientific establishment.

1 Match the underlined words with definitions A–G.

1 Molly asked some very pertinent questions about her career prospects in the internship. ___
2 Ask that new student a few more questions to get him to open up about himself. ___
3 When politicians don't like a question they are being asked, they often stonewall until the interviewer moves on. ___
4 The lawyer's line of inquiry led to some useful information being revealed by the witness. ___
5 Some of the interviewer's questions were quite personal – I felt she was trying to probe into my private life. ___
6 The poor results led to questions about the effectiveness of the police investigation. ___
7 I watched an interesting video about people who had been protesters when they were younger – they talked in depth about their experience. ___

A process of questioning
B including a lot of detail
C talk more honestly
D producing a successful result
E avoid answering by talking about something else
F appropriate to a particular situation
G find out details about

2 Match the quotes with the words and phrases below.

a loss of face approachable attentively
build rapport drone on evasive inquisitive

1 Chris just wouldn't stop talking about his accomplishments – he kept repeating himself and in the end it got really boring. _____
2 My teacher is very easy to talk to and I can always ask her if I don't understand something. _____
3 Isla is only four, but she's curious about everything and is always asking questions. _____
4 The minister didn't want to admit his mistakes – he was afraid he would look stupid or be less respected. _____
5 She always tries hard to find some common ground and establish a good relationship with her students. _____
6 I liked the way Jaanvi listened to all our questions with care, and didn't interrupt. _____
7 Ed's parents asked him where he'd been, but he kept changing the subject and refused to give them a clear answer. _____

3 Choose the correct alternative.

Zak Did you see the interview with that famous athlete last night?
Leah Yes. I thought the interviewer asked some very [1]**approachable** / **evasive** / **pertinent** questions.
Zak He didn't like her questions, though. Some of his answers were quite [2]**attentive** / **evasive** / **inquisitive**.
Leah I know. Especially when he was asked about using performance-enhancing drugs.
Zak I think it was a reasonable [3]**line of inquiry** / **loss of face** / **effectiveness**, though.
Leah Do you think it was right for her to [4]**dispute** / **open up** / **probe into** his family background? That seemed a bit unfair.
Zak I think it was OK. He's already written about it [5]**attentively** / **in depth** / **inquisitively** in his autobiography.
Leah He looked quite uncomfortable. It makes you wonder why he agreed to the interview.
Zak Maybe he thought it would give him a chance to [6]**build rapport** / **drone on** / **open up** about his Olympic medals!

4 Complete the text with words and phrases from this lesson.

Careerweb Jobs Letters **Interviews** Other Search

Handling interview questions

Interviewers usually seem friendly and [1]_____ at first. They will probably start with some easy questions to [2]_____ and make you relax.

Listen [3]_____ to every question to make sure you understand what they want to know.

Be sure to answer questions [4]_____, but don't talk too much. When you've finished answering, stop. Interviewers sometimes leave a pause to see if you will [5]_____ a bit more about the subject. Don't – the worst thing you can do is [6]_____ and start repeating yourself.

Interviewers will probably ask questions that [7]_____ your plans and ambitions as well as your experience. Remember, they need to satisfy themselves about your [8]_____ as a future employee.

If there's a question that you aren't sure how to answer, or you don't understand why they are following a particular [9]_____, ask for clarification. There's no [10]_____ in doing this.

If you don't know the answer to a question, say so. If you try to avoid answering, you will sound [11]_____ and that may raise concerns about your honesty. Interviewers always know when you are trying to [12]_____ them.

Prepare some questions of your own in advance and check during the discussion that they are still [13]_____. If you come across as [14]_____, most interviewers will consider it a good thing.

5 Write at least three sentences talking about a recent situation where you were asked questions. Use words and phrases from the lesson.

My friend's parents are very approachable but also quite inquisitive. When I last visited their house, they asked me about how I spent my free time. They also probed into my ...

6 **VOCABULARY BOOSTER** Now practise **Asking the right questions** vocabulary on page 106.

3.5 GRAMMAR

Use passive reporting structures to talk about asking questions.

GRAMMAR BOOSTER SB P137

1 Read the texts and identify examples of reporting structures A–D.

NEWS STORIES ...

There are some 'facts' that most people believe, even though evidence may suggest that they are not true.

1 For many years, America was supposed to have been 'discovered' by Christopher Columbus in 1492. However, it is widely recognised that explorers from Northern Europe landed and established settlements in what is now Eastern Canada several centuries earlier.

2 Mount Everest is assumed to be the tallest mountain in the world. It is the highest above sea level, but measured from bottom to top, Mauna Kea in Hawaii is in fact taller. Although the climbers Hillary and Norgay are believed to have been the first to climb Everest, some people are convinced that others got there first.

3 Among the general population, vaccinations are understood to provide protection against serious illness. A small number of people are reported to be questioning this and are refusing to be vaccinated against some infectious diseases.

4 The world's population is known to be increasing rapidly and most of us assume this is a problem. However, as people are living longer, it has been calculated that in future there may be too few young people to support a large ageing population.

A *it* + passive + *that* clause
B subject + passive + simple infinitive to refer to habitual actions and general states
C subject + passive + continuous infinitive to refer to actions and events in progress at the time of speaking.
D subject + passive + perfect infinitive to refer to complete actions in the past

2 Rewrite the sentences using passive forms.

1 The HR department expects all employees to provide evidence of their qualifications.
All employees _____
_____.

2 Most journalists recognise that building rapport is important when interviewing someone.
It _____
_____.

3 Journalists reported that the minister had been evasive when answering questions.
The minister _____
_____.

4 Some politicians allege that certain countries are using cyber attacks to undermine democracy.
Certain countries _____
_____.

5 The interview panel encouraged Nora to open up about her volunteering experience.
Nora _____
_____.

6 We understand that the government is considering a change to the law.
The government _____
_____.

7 Scientists have known for some time that this drug can cause serious side effects.
It _____
_____.

3 Write sentences using reporting structures.

1 The Earth's climate / reported / warming more rapidly than in the recent past.
2 In the past, it / believe / that getting cold and wet caused the common cold.
3 Asking personal questions / know / cause loss of face in some cultures.
4 The light bulb / widely assumed / invent / by Thomas Edison.
5 Astronomers / ask / to explain why the sky is blue when space is black.
6 No announcement / make, but the police / think / following a new line of inquiry.

4 Complete the social media post with the correct form of the verbs in brackets.

Kiara @kiki2000 · 10 mins ...

Wow, exciting times! I have been [1] _____ (invite / attend) an audition at the City Drama School next month. At the moment, they are [2] _____ (think / receive) over 2,000 applications a year – for 50 places – so I'm really lucky. I've been reading about other students' experiences online. Apparently, you are usually [3] _____ (ask / prepare) two different extracts from plays to perform. It [4] _____ (be / expect) that you will know these perfectly. Then there is an interview, and some kind of group performance with other interviewees. The auditions are [5] _____ (suppose / get) more difficult to pass every year, but I don't know if that's true. One guy was [6] _____ (assume / pass) because he was a brilliant actor, but he failed because he didn't build rapport with the other students.

5 Answer the questions so they are true for you. Write complete sentences using passive reporting structures.

1 What have people suggested that you should do when you leave school?
2 When was the last time someone asked you to do something you weren't happy about?
3 How do teachers expect students at your school to behave in class?
4 What stories have you heard about famous people recently?

Understand an online article about teenagers.

A short history of TEENAGERS







A The word 'teenager' dates back to the early 1900s, but it was only in the years after World War 2 that teenagers came to be recognised as a separate group. Before that, children went to school. When they left school and started work, they became adults. They were expected to behave as grown-ups and take responsibility for themselves.

B Why did the concept of the teenager emerge in the mid-20th century? Firstly, young people were required to stay at school longer, allowing them to develop friendships and shared interests and giving them a separate identity outside the family. Secondly, economic growth meant young people had money in their pockets, either from working or as an allowance from their parents. And thirdly, there were important advances in technology: radio and TV opened up access to more cultural influences, especially music.

C This new sense of identity and increased autonomy changed the way teenagers looked and behaved. Music and fashion were closely connected. Businesses were quick to recognise the commercial potential of this new demographic. Teenagers were soon being encouraged to dress like the singers and bands they were listening to. Fast-changing trends brought frequent opportunities to market the latest fashions to young consumers.

D The media often expressed concerns about teenagers being given too much freedom, and teenagers were frequently accused of antisocial behaviour. At the same time, it was also recognised that during the teenage years, the part of the brain that controls social behaviour, personal expression and decision-making is still developing. Being more willing to take risks, without being aware of the consequences, is typical of teenagers. Similarly, confrontation with authority figures and increased dependence on friends for approval are also part of the process of growing up.

E In the 21st century, teenagers have become part of the mainstream. Modern culture is dominated by the tastes and interests of young people. Keen to engage with technology and social media, teenagers have a much greater influence than in previous generations. They are not only consumers of content and culture, but also their creators and these trends are now being taken up by older generations as well.

mainstream (*n*) the people whose ideas and opinions are most accepted

1 What can you remember about the Student's Book? Answer the questions.

1 What is the age of maturity in most countries?
2 Which country has banned the use of mobile phones in school?
3 How old do you have to be to ride a moped in Portugal?
4 Which country has 'home alone' laws?

2 3.04 Read the article. Match main ideas 1–6 with paragraphs A–E. There is one idea you do not need.

1 The psychology of being a teenager ___
2 Teenagers in today's society ___
3 How the idea of the teenager developed ___
4 The influence of music and fashion ___
5 Teenage rebels in the media ___
6 The origins of the teenager ___

3 Choose the correct answer: A, B, C or D.

1 What was the main effect of teenagers being recognised as a separate age group?
A Children had to behave like adults and take responsibility for their actions.
B Children were no longer seen as adults as soon as they left school.
C They started to dress and behave differently from their parents.
D They found they had more in common with teenagers from other countries.

2 What were the three main influences on the development of 'the teenager' as an idea?
A education, their family and TV
B friendships, money and music
C school, family and friends
D education, economic growth and technology

3 Why were teenagers encouraged to copy the clothes and hairstyles of singers and musicians?
A The music and fashion industries identified teenagers as an important target demographic.
B Musicians were very influential in terms of image and fashion.
C To help them to develop their sense of identity and independence.
D Young people often want to copy the clothes and hairstyles of people they admire.

4 What is understood to be partly responsible for the way teenagers behave?
A chemicals in the brain which make taking risks more exciting
B attitudes towards teenagers expressed in the media
C changes taking place in the brain during the teenage years
D differences of opinion with authority figures

STRATEGY Summarising

When we summarise a text, we become more aware of how it is organised. We can also find the main and supporting ideas more easily.

1 Underline the main points in each paragraph. Ignore any insignificant facts, descriptions or opinions.
2 Rewrite the main points in your own words as briefly as possible and stay within the word limit if there is one.

4 Read the strategy above. Use your answers in Ex 3 to write a summary of the article.

5 Write a sentence in answer to each question, expressing your opinion.

1 To what extent do teenagers in your country have to assume adult responsibility when they turn eighteen?
2 How far is music a big influence on teen culture?
3 Are confrontations with authority figures always a bad thing?
4 Do you agree that teenagers are now part of the mainstream? Why?

3.7 GLOBAL SKILLS

Understand and discuss how to use mediation to resolve arguments and conflicts.

1 What can you remember from the Student's Book about being a mediator? Complete the guidelines with the phrases below.

advance the process at the core of
conflicting interests escalate tensions
establishing some ground rules go-between
making it personal showing willingness summarise

Guidelines for mediators in a dispute between two parties



Your role is to ensure the two sides listen to each other, and help them to find a solution.

Please read the following guidelines carefully.

1 As early as possible, try to identify the key problem _____ the dispute – if you don't, a solution may not be found.

2 Encourage the two sides to meet – it's better if issues can be discussed face to face. If they are not ready to meet, act as a _____, and keep both sides informed.

3 In the meeting, start by _____ about what can and can't be done or said by the participants during the meeting.

4 Try to get the participants to agree on the importance of _____ to find a solution.

5 Although the two sides may have _____, make sure they understand that it is usually possible to reach a compromise – encourage them to think positively.

6 It is helpful if the problem can be separated from the people – this avoids _____ and possibly causing loss of face.

7 Encourage the participants to listen to each other and discourage negative comments – these can _____ and make resolving the conflict more difficult.

8 If a solution can't be agreed on, you may need to _____ by suggesting possible solutions.

9 When an agreement has been reached, _____ it and check that both sides are happy.

2 Choose the best answer: A, B or C. Give a reason to support your choice.

1 How would you feel if you were asked to mediate in a dispute between friends or family members?
A reluctant **B** enthusiastic **C** nervous

2 What would be your biggest concerns?
A failing to get agreement **B** escalating the situation
C creating a confrontation

3 What would you do first?
A establish ground rules **B** summarise the situation
C identify the problem

3 Read the social media post. Answer the questions.

1 What has Carson been asked to do, and why?
2 What is the issue that needs to be mediated?
3 How does his aunt feel about the situation?
4 How does Carson feel?
5 Looking at the guidelines in Ex 1, what would you advise Carson to do?

Carson G.
24 January

I've been asked to mediate in a long-running dispute between my cousin, Oscar, and his mum, who's my aunt. I'm seventeen and Oscar is fourteen.

My aunt knows Oscar and I get on well and says that he respects me. She also says she thinks I'm a responsible person and she's too close to the problem to be able to reach a solution.

The issue is about how many nights a week Oscar is able to go out with his friends and how late he can stay out. Oscar is sociable and enjoys sports and thinks he should be allowed to go out whenever he wants as long as he's done his homework. My aunt thinks he's too young and should only be able to go out two or three evenings a week. She wants him to tell her where he's going and to be home by 10.00. Oscar feels she's treating him like a child. He thinks he isn't being given enough freedom and isn't trusted to behave responsibly.

My aunt is tired of the confrontations every time Oscar goes out, and she says he's often evasive when she asks where he's going. She's afraid that if they don't come to a compromise soon, it will spoil their relationship, and Oscar will do what he wants anyway.

This is a big responsibility for me, and I really want to help them to reach a good outcome. I don't want to make any mistakes. Any advice would be welcome.

4 **MEDIATION** You have just read the following message from one of your friends on a WhatsApp group. Use the information in this lesson to send them some advice.

Group chat

Ella
Two of my friends are in the middle of a dispute. Jas posted a photo of her and Mika on social media without permission. It isn't embarrassing or anything, but Mika wants Jas to take it down and Jas has refused. I'm not sure what's really going on, but they have asked me to mediate to help them find a solution. I haven't got a clue how to do that. Can anyone help?

1 Read the situations and think about the questions.

- Your friend has taken the credit for work that you both did together.
- Your employer expects you to work more than the agreed hours but doesn't pay you extra.
- Your sports coach has dropped you from the team after you had a bad game, but you want another chance.

1 How would you feel in each situation?
2 Would you discuss the issue with the other person?
3 If you discussed it, how could you get an outcome you would be happy with?

2 3.05 Listen to two dialogues. Answer the questions.

1 Who are the people in each dialogue?
2 What is the issue in each dialogue?
3 Which dialogue sounds more formal?

3 3.06 Listen again and complete the extracts from Dialogue 1 with the phrases you hear.

Dialogue 1

Ella Ms Kelly, [1]_____, but could I talk to you for a moment?

Ms Kelly Of course, Ella. How can I help?

Ella Well, I see you've dropped me from the team for this Saturday's game because I missed a training session last week. [2]_____ you told us at the start of the year that we could miss training sessions if we needed to.

…

Ella [3]_____ … it might be better if I can miss a training session if I contact you first.

Ms Kelly Hmm … OK, well, [4]_____ accept that. [5]_____ say that you always attend training unless it's an emergency? If you can't make it, you let me know, but you don't lose your team place. How does that sound?

Ella [6]_____.

Ms Kelly Fine. [7]_____?

4 3.07 Complete the extracts from Dialogue 2 with the phrases below. Then listen again and check.

> Are you happy with that I think we need to talk
> I was hoping you'd consider So what you're saying is
> Would you be satisfied if
> You're quite right. I hadn't thought of that

Dialogue 2

Mia Fred, [8]_____. I'm not happy about those images of our design project that you've posted on your blog.

…

Fred [9]_____. So, what do you want me to do about this?

Mia [10]_____ starting a new blog that is clearly about the group project.

Fred I'm sorry, Mia, but that's a lot of extra work … [11]_____ I added your name and Jess's to the blog?

Mia [12]_____, it would be a group blog and would clearly say that the work is by all of us. Am I right?

Fred Yes. [13]_____?

Mia I think so. Let me talk to Jess …

5 Match phrases 1–13 in Ex 3 and 4 with functions A–D.

A Raising an issue tactfully
B Acknowledging other opinions
C Suggesting solutions
D Confirming agreement

STRATEGY Being polite and diplomatic

There are many situations when we need to be polite. In English, this often means avoiding saying things too directly. To do this, we can use …

- modal verbs, e.g. *may*, *might* and *could*.
- conditional forms, e.g. *If we …*, *It would be a good idea if …*
- adverbs to soften criticism, e.g. *not quite correct*, *a little too late*, *not exactly what I was saying*.
- polite expressions, e.g. *I'm sorry*, *I'm afraid*, etc.
- negative questions, e.g. *Wouldn't it be better to …*, *Don't you think that …*

6 3.05 Read the strategy above. Listen again and find an example of each way to be diplomatic in the dialogues in Ex 3 and 4.

PRONUNCIATION Stress in sentences

Where the stress is placed in a sentence shows the emphasis of the speaker, e.g. ***I*** *think we need to talk. / I* ***think*** *we need to talk. / I think* ***we*** *need to talk.*

7 a 3.08 PRONUNCIATION Read the Pronunciation box. Read and listen to four versions of the same sentence opening with a different word stressed. Match them with endings A–D.

1 Tom **thinks** we should discuss it, ___
2 **Tom** thinks we should discuss it, ___
3 Tom thinks we **should** discuss it, ___
4 Tom thinks **we** should discuss it, ___

A but no one else does.
B just you and me.
C but he isn't certain.
D because it's important.

b 3.09 Listen and check.

8 Plan a similar dialogue to the ones in Ex 3 and 4.

1 Choose one of the topics below or use your own ideas.
   - Joe is a drummer in a band with his school friends. He has been offered the chance to play with other bands, which he wants to do, but that might mean missing practice sessions with his friends. Joe's friends don't want him to play with anyone else.
   - Marta works in a café on Saturday. Her hours are 9.00 to 5.00, but she often has to stay late. She doesn't get paid for the extra time. The café owner is willing to pay her for the extra hours, but Marta would prefer to finish at 5.00.
2 Make notes and decide which phrases from the Phrasebook you will use. Try to include at least three ways of being diplomatic.

9 Write your dialogue. When you have finished, check that you have …

- used a variety of phrases from the Phrasebook.
- included different ways of being diplomatic.
- checked your spelling, grammar and punctuation.

3.9 WRITING

Generate ideas to write an opinion essay.

1 Read the essay title and think about the opinions about volunteering in the community. Tick (✓) the ones you agree with.

1 It's good experience for future work. ☐
2 It's a waste of time. ☐
3 It will look good on my CV. ☐
4 It's a chance to learn new skills. ☐
5 It's just unpaid work. ☐

2 Read the essay. What is the writer's overall opinion?

'All school students should be required to do voluntary work in the community.' Do you agree?

A It is widely believed that volunteering in the community benefits both the community and the volunteers. Studies have shown that students who volunteer while in school develop a sense of social responsibility and are more likely to continue doing voluntary work in their later lives. In addition, volunteering is reported to help students develop a positive mindset, improve their self-esteem and enhance their career prospects. However, being made to volunteer may have negative effects for some students.

B On the whole, I agree with the opinion that volunteering increases awareness of diversity by introducing students to people from different backgrounds, cultures and ages. Students can learn valuable life lessons from working with the elderly or people with a disability. According to research, volunteering may improve students' cognitive ability because they learn useful skills such as collaboration and problem-solving. This can lead to improvements in academic performance. Moreover, it can show students what they are good at and enjoy doing, which can help with career planning.

C It is clear to me that making volunteering compulsory is illogical and will put some people off volunteering in the future. It has been demonstrated that people who are made to take part in an activity gain fewer personal benefits and find it less enjoyable. In addition, the time needed for volunteering can be quite hard to balance with studies and social life. It is also unpaid, which may be a problem for students who need paid work. However, volunteering experience looks good on university and job applications, and students may feel obliged to do it.

D All things considered, it is clear that volunteering should be a choice. Students should be allowed to choose how they use their limited free time. Although there are strong arguments in favour of doing voluntary work, I do not believe forcing all students is the right thing to do. In my view, the outcome would be fewer community volunteers in the long term.

3 In which paragraph does the writer …

1 summarise their views? ___
2 express ideas in support of the statement? ___
3 make neutral statements about the topic? ___
4 express any arguments against the statement? ___

4 Read the essay again. Answer the questions.

1 What arguments agreeing and disagreeing with the statement does the writer include?
2 Underline the phrases that the writer uses to express …
   A others' opinions or evidence.
   B their own opinions.
   C a concluding opinion.

STRATEGY Generating ideas

When you write opinion or *for* and *against* essays, you should offer the reader evidence that supports your point of view and avoid making assumptions. Make a list of popular opinions, the reported experiences of people that you know and information on the topic that you have read. Then select the ideas that you think best support your hypothesis.

5 Read the strategy above. Choose one of the topics below for an opinion essay. Make notes of ideas about the topic that are in favour, against or neutral. Choose phrases from the Phrasebook to use.

- Everyone should use public transport in cities, not cars.
- No more money should be spent on space exploration.
- Science, maths and technology are more useful than other school subjects.
- The voting age should be lowered to sixteen.



6 Write your essay using your ideas in Ex 5. Follow the paragraph structure you identified in Ex 3.

7 ✓ **CHECK YOUR WORK** Did you …

- follow an appropriate structure?
- include ideas about the topic that are in favour, against or neutral?
- use a variety of phrases from the Phrasebook?
- check your punctuation, spelling and grammar?

Grammar

1 Use a passive structure to rewrite the second sentence so that it means the same as the first.

1 They complained because the speaker hadn't given them an opportunity to ask questions after the talk.
They complained because _____.

2 Many people believe we can't rely on politicians to tell the truth.
Many people believe politicians _____.

3 We need to decide the date of the end-of-year celebration soon.
The date of _____.

4 Alex arranged for his exam results to be sent to his grandparents' house.
Alex _____.

5 We asked him specifically about the illegal downloads, but he refused to admit it.
When he _____.

6 Someone stole Suzi's bag from her locker while she was at the gym.
While she was at the gym, Suzi _____.

7 The teachers argued that banning phones from school reduced students' opportunities to learn.
The teachers argued that phones _____.

8 Several countries are considering changes to their laws on cybercrime.
Changes to the laws on cybercrime _____.

2 Complete the sentences using passive reporting structures and the words in brackets.

1 All team members _____ (expect / attend) training twice a week.
2 Currently, the number of social media influencers _____ (report / grow) at the fastest rate ever.
3 My favourite band _____ (think / record) a new album at the moment.
4 In the past, their house _____ (believe / own) by a famous writer.
5 It _____ (know / be willing) to compromise can help to resolve a dispute.
6 Have you heard that Mari _____ (invite / apply) for the role of head student at our school?

Vocabulary

3 Choose the correct alternative.

1 One of the **disputes** / **side effects** of a public argument can be a loss of face.
2 There's no point in arguing about the rules – they are **non-negotiable** / **pertinent**.
3 Let's try to find some **common ground** / **differences of opinion** we can agree on.
4 My family is very supportive, and our relationship is based on a shared **autonomy** / **dependence**.
5 Mediators looking for a **collaboration** / **compromise** suggested a solution that could work for both sides.
6 What **assurances** / **fairness** can you give that the agreement won't be broken?

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

accommodating approachable attentively effectiveness evasive in depth loss of face probe into

1 Our science teacher is very _____ and encourages us to ask questions.
2 When we asked Josh about his project, he was quite _____ and refused to tell us.
3 In some cultures, _____ must be avoided at all costs.
4 The hotel staff were very _____ and did their best to meet our needs.
5 We discussed the issue _____ and eventually arrived at a solution.
6 Some observers are questioning the _____ of mediation in this situation.

Cumulative review

5 Choose the correct answer: A, B or C.

Knowing the right question to ask is an essential skill for any journalist. However, getting people to [1]___ about their actions or ideas isn't always easy, especially on live TV. Politicians in particular are known [2]___ good at avoiding questions they don't want to answer, especially if they don't like a particular [3]___. They will sometimes try to [4]___ the interviewer by turning the discussion in another direction, and will then [5]___ about a completely different subject. If they [6]___ asked the same question, they may question the interviewer's [7]___. Sometimes this can result in a [8]___, which of course is entertaining for the audience. However, if a politician is believed [9]___ in an interview, this leads to a loss of trust in politicians more generally, which is not a good [10]___.

1	**A** compromise	**B** probe into	**C** open up
2	**A** be	**B** to be	**C** being
3	**A** dispute	**B** line of inquiry	**C** loss of face
4	**A** stonewall	**B** dispute	**C** compromise
5	**A** probe into	**B** give assurances	**C** drone on
6	**A** are repeatedly	**B** repeatedly are	**C** repeatedly
7	**A** dependence	**B** fairness	**C** outcome
8	**A** compromise	**B** rapport	**C** confrontation
9	**A** to have lied	**B** to lie	**C** lying
10	**A** autonomy	**B** outcome	**C** dispute

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about influencing and agreement?
4 What skills and strategies are particularly important for dealing with conflict and encouraging agreement?

Understand a vlog about the language of advertising.

4 Channels of communication



1 a What can you remember about the vlog? Complete the statements with the words and phrases below.

an exaggeration artistic licence call to action
hashtag jingle manipulate rhyme slogans

1 Darius says that in the studio 'nothing is impossible', which Amira thinks is _____.
2 'Think different' and 'Just do it' are two examples of _____.
3 Amira says it annoys her when advertisers _____ language so it is ungrammatical.
4 Darius says that advertisers changing language is an example of _____.
5 Darius thinks the _____ Amira has written is terrible …
6 … especially because it doesn't _____.
7 Social media marketing aims to be entertaining or educational, but usually finishes with a _____.
8 In social media marketing, a _____ can attract engagement from possible customers.

b 4.01 Watch or listen again and check.

2 Choose the correct answer: A or B.

QUIZ

Test your knowledge of literary terms.

1 A well-known phrase or sentence that gives advice or says something that is generally true, e.g. 'Actions speak louder than words'
A irony **B** proverb

2 A comparison of something with another thing that has similar features
A analogy **B** pun

3 A word or phrase that compares something to something else, using the words *like* or *as*, e.g. 'Her face was as white as a sheet'
A irony **B** simile

4 A word that sounds similar to another word and is used for humorous effect
A metaphor **B** pun

5 A piece of writing, music or acting that imitates the style of something else in order to be humorous
A parody **B** analogy

6 A word or phrase used to describe somebody or something in a way that is different from its normal use, e.g. 'He is a dinosaur'
A proverb **B** metaphor

7 The use of words that say the opposite of what you really mean, often as a joke, e.g. saying 'What a lovely day' when it's raining
A irony **B** pun

3 Read the request from Amira and Darius. Complete the comments with words from this lesson.

? THE QUESTION FORUM

Hi guys – what do you love or hate about advertising? Tell us what you think.

Ina I keep hearing a particular [1] _____ on the radio. It's advertising some kind of snack, and it's a [2] _____ of a famous pop song. They've replaced some of the words to sound like the name of the product – they [3] _____ with the original words of the song. Now, whenever I hear the real song, I keep singing the words in the ad.

Kim I like ads that play with words. The ad for John Deere tractors had a [4] _____ on the word deer – 'Nothing runs like a Deere'. They were using the [5] _____ of the animal, a deer, to say that the tractors ran quickly and smoothly. So the [6] _____ 'like a deer' tells you about the product, but it's also humorous because of the similarity of the two words.

4 REAL ENGLISH Match the underlined words with phrases A–E.

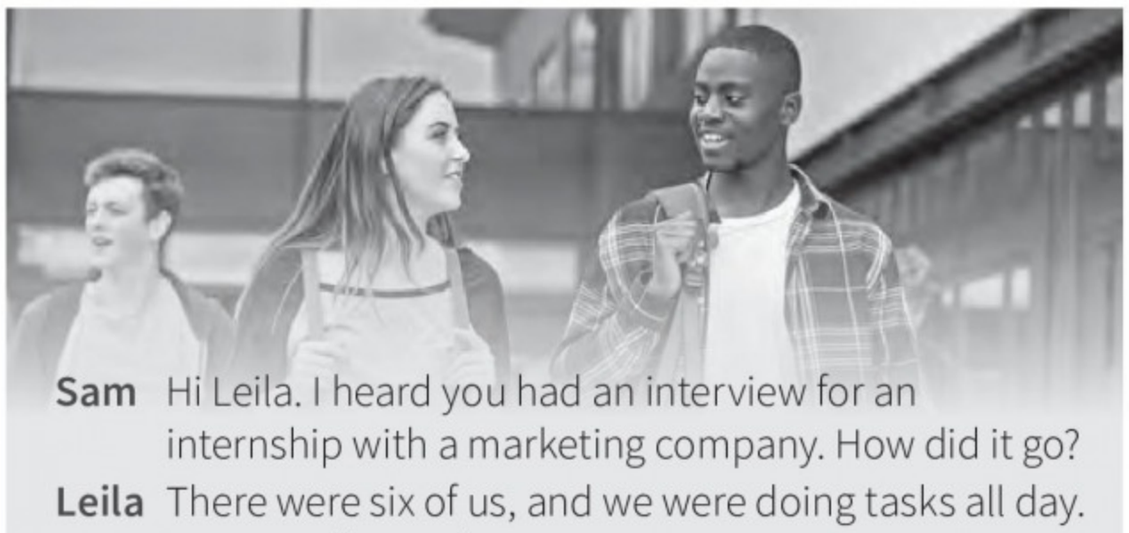
1 I can't stand that jingle – it <u>really irritates me</u>! ___
2 I want to know everything that happened, so <u>tell me all the facts</u>. ___
3 I was going to buy that phone, but the assistant tried to <u>put pressure on me</u>, so I didn't in the end. ___
4 I won't forget that tune – it's so <u>easy to remember</u>. ___
5 People <u>annoy me</u> when they are rude for no reason. ___

A give me the low-down
B catchy
C puts my back up
D do my head in
E go for the hard sell

5 VOCABULARY BOOSTER Now practise **The language of advertising** vocabulary on page 107.

1 Read the dialogue. Answer the questions.

1 What has Leila been doing?
2 How did she feel afterwards?
3 Was she successful? Why? / Why not?



Sam Hi Leila. I heard you had an interview for an internship with a marketing company. How did it go?

Leila There were six of us, and we were doing tasks all day. It was really tough.

Sam I can imagine. And everyone must have been working hard to stand out from the crowd.

Leila That's right. We were collaborating, but also competing with each other. It was a bit like being on *The Apprentice* TV show.

Sam That's an interesting analogy. It must be weird, though.

Leila It was. I mean, everyone showed willingness to push their boundaries, but I can't have been the only one who felt exhausted at the end of it.

Sam So what happens now?

Leila Actually, I've just heard that I wasn't chosen. But I think I know who might be.

Sam Oh yeah? Who?

Leila A guy called Stefan. This may be an exaggeration, but I think he might have been offered the job because his father is a director at the company.

Sam Hmm … That reminds me of a proverb: 'It's not what you know that matters; it's who you know.'

2 Identify three past modal forms in the dialogue. Which one is used to …

A express certainty about a situation in the past that seems unlikely?
B express certainty about an activity in progress in the past?
C speculate about something in the past that seems possible?

3 Choose the correct alternative. In which sentences are both alternatives possible?

1 A That new advertising jingle is doing my head in!
B I know. I think it **must have been chosen** / **must have been choosing** because it's so catchy.
2 A The advertisers say 100% of customers in their survey like their product – do you believe that?
B They **could have been manipulating** / **could have manipulated** the data to make it seem more popular than it is.
3 A I don't understand how the advertising agency came up with such a hopeless slogan.
B I agree – they **can't have been given** / **can't have been giving** very good instructions.
4 A Jack's really disappointed that the university has rejected his application.
B Yes, with such good grades he **must have been expecting** / **must have been expected** them to offer him a place.

4 Complete the sentences with the correct past modal verb form and the words in brackets.

1 The report said 90% of customers bought their product. I'm sure that _____ (be) an exaggeration.
2 I wonder why they've stopped using that jingle – I suppose they _____ (tell) some people found it annoying.
3 I'm not sure why she didn't accept the job, but I think perhaps she _____ (hope) for something with better career prospects.
4 Our delivery hasn't arrived – the driver _____ (give) the wrong address.
5 We haven't had any responses on social media. We _____ (not include) a clear enough call to action.
6 They _____ (try out) different ideas for ages before they came up with that brilliant slogan.

5 Complete the blog post with the phrases below.

can't be could have been written
may have been trying may have influenced
might not have realised must have decided must take

Blog

New post ▪ Today 3 p.m.

#GrammarGuru Is it just me, or is the language of advertising becoming increasingly meaningless? I [1] _____ the only person who finds slogans like 'Live your unexpected' or 'Find your happy' annoying as well as ungrammatical. I know social media [2] _____ the demand for catchy phrases which can be turned into hashtags. But when did it become OK to use an adjective as a noun? Presumably the copywriters who came up with 'Eat more amazing' or 'Celebrate your extraordinary' [3] _____ the rules of grammar no longer apply to their work. Of course, I understand that the copywriter's job is to grab our attention. I get that they [4] _____ to push the boundaries of language in order to come up with a memorable phrase. But in my opinion, some of the ads you see read like parodies of real language – it sometimes feels as if they [5] _____ by a child, or a computer. Don't misunderstand me. I realise it [6] _____ a lot of effort to create successful advertising campaigns, and there are some brilliant ads out there. But what advertising agencies [7] _____ is that some phrases – some ads – become memorable for the wrong reasons. Perhaps they just need to 'Think more good'.

Comment

6 Write a comment on the situations using a past modal form.

1 Two of your best friends just walked past you without saying hello.
They _____.
2 Someone you know had a nasty fall while he was rock climbing.
He _____.
3 One of your friends has decided to stop using social media.
She _____.

4.3 LISTENING

Understand longer listening texts in a podcast about communication techniques.

1 a What can you remember about the Student's Book? Do the following facts relate to talking drums from Nigeria or the *silbo gomero* (whistling) from La Gomera?

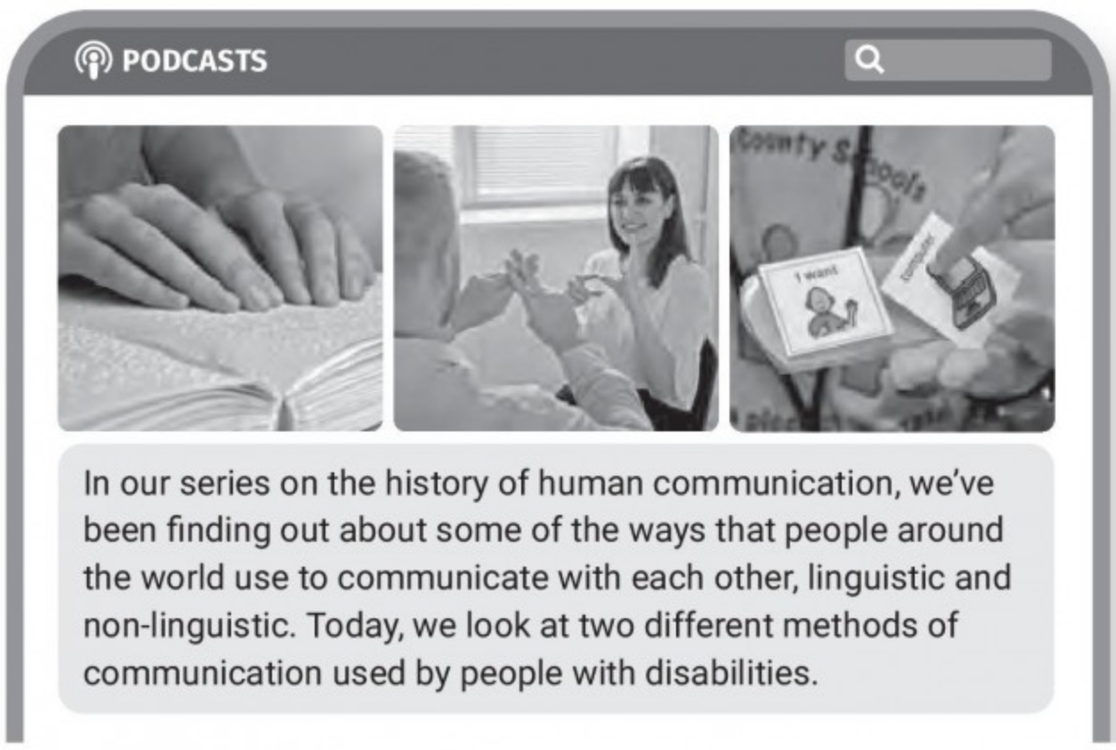
1 Able to send messages over 3 km
2 Adapted to the Spanish language
3 Protected by UNESCO and taught in schools
4 First appeared over 600 years ago
5 Able to communicate over a distance of 30 km
6 Almost disappeared in the 1980s
7 No longer used to send messages

b 4.02 Listen again and check.

2 Read the podcast listing and look at the photos.

1 Which photos show a form of communication for people who are …
- blind or visually impaired (unable to see)?
- deaf or hearing impaired (unable to hear)?
- non-verbal (unable to communicate with speech)?

2 Are these forms of communication linguistic or non-linguistic?



STRATEGY Listening to longer texts

When we listen to a podcast, radio programme, etc., we should use its structure to help us follow and understand its content. We should also use questions, discourse markers and other textual features to identify the specific topics of each part.

3 4.03 Read the strategy above. Listen to Extract 1 of the podcast. Number the following pieces of information about the method of communication in the order they are mentioned.

A Its history ___
B Its position in the world today ___
C What the method is and how it works ___
D Its relationship to technology ___
E Its importance for users ___

4 4.04 Listen to Extract 2. Number the following pieces of information in the order they are mentioned.

A The method of communication and how it works ___
B Its history ___
C Its importance for users ___
D Its position in the world today ___
E Its relationship to technology ___

5 4.05 Listen to both extracts again and choose the correct answer: A, B, C or D.

1 Code is a good analogy for Braille because …
- **A** it is read using the fingertips.
- **B** it helps in the development of literacy skills.
- **C** it uses patterns to represent letters, numbers and words.
- **D** it doesn't contain the standard features of written language.

2 'Night writing' was …
- **A** a method of communication for blind people.
- **B** a way for soldiers to communicate in the dark.
- **C** a complete system of fingertip reading.
- **D** a code that was too complicated to be useful.

3 The advantage of Braille displays is that …
- **A** they are able to read aloud what is on your screen.
- **B** they help you to develop your spelling, punctuation and grammar.
- **C** you can read them in the same way as a book printed on paper.
- **D** they make paper-based Braille documents unnecessary.

4 Signs for different words or groups of words emerged in the 19th century to …
- **A** allow people from different regions to communicate more easily.
- **B** enable sign languages to develop differently in different regions.
- **C** improve people's spelling.
- **D** help deaf people to learn each other's languages.

5 Interpreters like Otto are always busy because …
- **A** there is no international version of sign language.
- **B** the number of international events involving deaf people is increasing.
- **C** politicians want their speeches translated.
- **D** there are too few interpreters and the need is increasing.

PRONUNCIATION Contractions

When we use complex modal verb phrases, we often join words together in contractions. The modal verb is stressed and we use unstressed vowels in the other auxiliary verbs (i.e. *have*, *been*). Have is often pronounced as schwa + v /əv/ or even simply as a schwa /ə/. *Been* is pronounced /bɪn/.

6 a PRONUNCIATION Read the Pronunciation box. Then read the sentences from the podcast and underline where the contraction and schwa sound will be.

1 It must have taken a lot of work to adapt.
2 It would be harder to progress in their education.
3 They may have been hoping this would improve communication more widely.
4 Deaf people in the past must have found it really frustrating

b 4.06 Listen and check. Then listen again and repeat.

7 Complete the sentences with information from this lesson or your own ideas.

1 The pros and cons of signing are …
2 Gesture and body language are …
3 The most important way technology has improved communication is …

1 Match the sentence halves.

1 The instructor spoke so quickly that it was ___
2 My phone's memory was full, so I ___
3 It was a difficult problem, but by collaborating ___
4 If you want to pass the exam, you should ___
5 Our team lost the game because we didn't ___
6 Using an offensive gesture could ___
7 Looking at old photos can ___
8 Good presenters use a variety of gestures ___

A we managed to **work out** the solution.
B **call up** happy memories of enjoyable times.
C in order to **get their points across**.
D **land you in** trouble in some parts of the world.
E hard to **take** all the information **in**.
F **swot up on** your notes from the whole of this year.
G **went through** my messages and deleted old ones.
H **capitalise on** our early lead in the second half.

2 Choose the best meaning for the phrasal verb in **bold** in each sentence: A, B or C.

1 We need to **thrash out** the details of the agreement before we make a decision.
A discuss them thoroughly
B ignore them
C decide what they mean

2 I'm not sure I understand what you mean – you need to **spell it out** for me.
A tell me how it is spelled
B explain it to me clearly
C repeat it

3 People say English is difficult to learn, but my experience didn't **bear this out**.
A make the idea easier to understand
B explain the idea
C support the idea

4 Pria's parents really want her to **cut down on** her screen time.
A increase her screen time
B reduce her screen time
C focus more carefully on her screen time

5 I enjoyed meeting your cousin – she **came across** as a very sympathetic person.
A seemed to be very sympathetic
B told me she was very sympathetic
C pretended to be very sympathetic

6 Your old Harry Potter books might be valuable – you should **hold on to** them.
A think about selling them
B carry them around with you
C keep them safe

3 Complete the texts with the correct form of the phrasal verbs in Ex 1 and 2.

StudentZone STUDENT LIFE STUDYING **ADVICE** ABOUT

Taking a spoken exam

Prepare by looking at previous exam papers to [1] _____ the kind of questions you will be asked. Listen carefully to the examiner's questions so that you can [2] _____ the best way to answer. Use positive body language to ensure that you [3] _____ as confident and communicative. Maintain eye contact to indicate that you are paying attention and [4] _____ everything that is being said. The examiner will give you the opportunity to demonstrate what you know, so try to [5] _____ this. Give complete and accurate answers, but avoid talking too much – this can [6] _____ you _____ trouble, as it increases the chances of making a mistake.

Making a presentation

Giving a presentation is challenging. Good preparation is essential. The night before, [7] _____ your notes and slides. Make sure you have everything you need to [8] _____ your message clearly. If your slides look too full, try to [9] _____ any unnecessary detail – you want the audience to focus on what you are saying. Speak with confidence and use positive body language to [10] _____ the fact that you know what you are talking about. Anticipate any questions you may be asked. Get a friend to help you [11] _____ detailed answers to possible questions in advance. Doing this will make it easier to [12] _____ the information you need.



4 Match the sentences with phrasal verbs from the previous exercises.

1 Alisha's class talk was really interesting – she managed to communicate her ideas in a really interesting way. _____
2 I only understood about half of the research – I'm going to have to examine it in detail again. _____
3 Creating a memory palace can help bring back to your mind information that you need to remember. _____
4 Syed has a great opportunity to be team captain and he needs to take advantage of it. _____
5 Amira spent every evening last week studying Shakespeare in preparation for her drama exam. _____
6 Jamal was constantly texting during the film, so I doubt if he understood or remembered much of the story. _____
7 Marcel needs to be careful – one day his behaviour is going to create a difficult situation for him. _____
8 Fatima needs to reduce her consumption of fizzy drinks – she could become addicted. _____
9 Don't worry about your bag – I'll keep it for you until you get back. _____
10 Salim and Nish agreed to discuss their differences thoroughly in order to reach an agreement. _____

5 Answer the questions. Try to use at least one word or phrase from the lesson in each answer.

1 How would you advise a fellow student to prepare for an important exam?
2 What is the best way to resolve a disagreement with a friend or classmate?
3 Why are gestures useful in helping us communicate better?

6 VOCABULARY BOOSTER Now practise **Using gestures** vocabulary on page 107.

4.5 GRAMMAR

Use adverbs to talk about communication.

GRAMMAR BOOSTER SB P139

1 Read the social media post and underline nine adverbs.

Sam @sam_19 · 1 hr ···

I watched a great science-fiction film last night, called *Arrival*. Surprisingly, my brother Joe watched it with me, although he prefers comedies.



A spacecraft appears in the US, one of twelve around the world. Naturally, the governments of these countries interpret this as an invasion. However, the US army asks a linguist called Louise to make contact with the occupants and try to work out what they want.

Obviously, this is a challenge, as some governments want to attack the spacecraft. Louise tells them she just needs enough time. She learns that the visitors communicate using symbols and as she begins to understand these, she realises they have come to Earth to get across a particular message. Apparently, the visitors only want to share their language with humans, because it has the ability to change our perception of time and allow us to see the future. Louise herself is able to call up 'memories' of the future, seeing a world where all nations are at peace. Admittedly, I found some of the information difficult to take in, but as a metaphor for the state of international relations it was really interesting.

In the end, Louise manages to explain the visitors' message to leaders at the United Nations. Even the Americans and Chinese are convinced not to attack the spacecraft, which then departs.

Honestly, I thought this was one of the cleverest science-fiction movies I've ever seen.

2 Which of the adverbs you underlined in Ex 1 …

1 show the writer's attitude?

2 focus on important information?

3 Complete the second sentences with attitude adverbs to match the underlined words.

Saying what I really think, I didn't enjoy the film at all.
Honestly, I didn't really enjoy the film.

1 Tomas accepted it was true that he hadn't been through all the research.
_____, I haven't been through all the research.

2 According to what I've heard, facial expressions mean similar things everywhere.
_____, facial expressions mean similar things everywhere.

3 We all know that Zahra needs to cut down on her screen time.
_____, Zahra needs to cut down on her screen time.

4 I'm amazed that that Sam's behaviour didn't land him in serious trouble.
_____, Sam's behaviour didn't land him in serious trouble.

5 Just as you would expect, Amelie wants to come across as friendly.
_____, Amelie wants to come across as friendly.

4 Put *even*, *only* or *just* in the correct place to complete each sentence. Sometimes there is more than one possible answer.

1 This slogan is memorable – the other ones aren't.
2 Lucia can speak Mandarin – she can't read or write it.
3 Everyone enjoyed the movie and Joe said he would watch it again.
4 Javi can drive the car – no one else is qualified.

5 Tick (✓) the sentences that are correct. Correct the sentences that are incorrect by using alternative adverbs from the ones below. Sometimes more than one answer is possible.

a bit admittedly also apparently completely even extremely obviously only quite totally virtually

1 By the time we'd been through all the exercises, we were a little exhausted. ☐
2 Ari found cutting down on chocolate completely difficult. ☐
3 Our new teacher comes across as very approachable. ☐
4 It was extremely inevitable that they would land themselves in trouble sooner or later. ☐
5 Coming up with a new slogan is a bit achievable. ☐
6 I love their new advertisement – it's totally brilliant. ☐
7 Zoe is slightly competitive so I'm not surprised she's training hard. ☐

6 Complete the text with adverbs from this lesson. Sometimes more than one answer is possible.

We can't be [1]_____ certain how and why spoken language evolved. However, it seems [2]_____ probable that human communication began with gestures and facial expressions. People living and co-operating in groups needed to get across their ideas for [3]_____ the most basic tasks. For example, it must have been [4]_____ common for our ancestors to act out hunting, cooking and eating a deer.

Modern humans still use gestures to communicate, especially when they don't share a common language. [5]_____, this is becoming less common as more people learn English.

So why didn't human language continue to develop in this way? [6]_____, there are some drawbacks to communicating [7]_____ by gesture. In the dark, it would have been [8]_____ impossible to see other people's hands and faces. It's [9]_____difficult to gesture clearly over long distances, although you can shout loudly. It's [10]_____ hard to do other things with your hands while gesturing, such as cooking, using tools or carrying things.

[11]_____, according to some linguists, communicating with simple gestures may have led to more complex shared activity, which then created a need for more precise communication. No one is [12]_____ sure, but this may be how language using sounds first developed.

7 Think of a film or TV series you have watched. Write 3–4 sentences describing the acting, story, special effects, music, etc. Use adverb–adjective combinations. Qualify your opinion with attitude adverbs.

1 What can you remember about the Student's Book lesson? Match the sentence halves.

1 Most adults say smell is ___
2 Our sense of smell can detect information about ___
3 Not having a sense of smell makes ___
4 Our sense of smell can warn us about ___
5 Industrialised nations tend to prioritise ___

A tasting and enjoying food much more difficult.
B the sense of sight over the sense of smell.
C other people's genes, physical health and emotional state.
D the sense they could most easily live without.
E substances that might be dangerous for our health.

2 Look at the photos and name the animals. Answer the questions.

1 Which animals in the photos might use the following methods of communication?

| smell | sound | touch | visual signals or gestures |

2 For which reasons might some animals communicate using sound, visual signals and gestures or smell?

- to attract a mate
- to warn other animals about danger
- to advertise their presence
- to maintain social relationships
- to ask for help
- to give information about food

3 4.07 Read the text and check your answers to Ex 2. Which sense is not mentioned in the text?

STRATEGY Identifying the writer's attitude and point of view

Writers not only express meaning by what they say, but also by the way they say it. This reveals, intentionally or unintentionally, their attitude towards the topic. If the writer's attitude is not immediately obvious, ask yourself the following questions:

- Is the text written in the first person? If so, the writer's position will probably be easier to identify. If they use the third person, they want to appear neutral.
- Does the writer support or criticise a particular position? Their choice of vocabulary, including any attitude and focus adverbs, will give you clues.
- Does the writer present facts and examples? How do these contribute to the writer's attitude?

4 Read the strategy above. Read the text again. Are the sentences true (*T*) or false (*F*)?

The writer …

1 believes it is normal that animals communicate in interesting ways that are different from human communication. ___
2 finds it completely natural that sound is used for communication in the ocean. ___
3 believes that animals communicate using sound in a similar way to humans. ___
4 is convinced that chimpanzees use gestures to maintain their place in the social hierarchy. ___
5 is uncertain as to why some animals are brightly coloured while others aren't. ___
6 is aware that insects use pheromones to communicate with other members of their species. ___

Communication in the NATURAL WORLD



Have you ever listened to a bird singing, or looked at a dog wagging its tail, and thought it must have been trying to say something? Humans mainly communicate through spoken language, although we also use gestures and facial expressions to get our ideas across. Naturally, animals also have some absolutely fascinating ways of communicating, including some that are not used by humans.



Sound is a very common means of communication throughout the natural world; surprisingly, this is even the case in the oceans, where sound travels very long distances. Birds use a variety of songs to attract mates and defend their territory from competitors. Monkeys are known to shout a warning to the group when predators are nearby. Dolphins and whales use sound to keep in contact and co-ordinate hunting behaviour. However, it would be an exaggeration to say that these animals actually 'talk' to each other.



Evidently, visual signals are important among social species such as chimpanzees for establishing an individual's position in the group. Young chimpanzees may submit to older ones by 'smiling', while slapping the ground signals a threat. Certain frogs and insect species use bright colours to discourage creatures that might want to harm them by suggesting they are poisonous. Understandably, they are saying 'don't eat me', and as a strategy it is extremely effective.



Many species communicate using smell, in the form of chemical signals called pheromones. Apparently, this behaviour is common in social insects such as ants, bees and wasps. Ants are known to create a 'pheromone trail' leading other ants to a food source. A wasp that is being attacked may send a message to the nest asking for help – remember this next time you try to hit a wasp that is attracted by your picnic! Larger species, such as lions, tigers and bears, also use pheromones to mark territory or signal their presence to other animals.





Obviously, there are similarities between communication and language. However, it's unwise to attribute human characteristics to animal behaviour. Animals don't have language as we know it, and although we can interpret what they're 'saying', we can never be completely certain what message they are communicating.

5 Which words and phrases in the text support your answers in Ex 4?

6 MEDIATION A friend has to give a short presentation on animal communication in their biology class. They have texted you to ask for ideas. Write a reply using information from this lesson.

4.7 GLOBAL SKILLS

Explore different persuasion strategies.

1 What can you remember from the Student's Book? Match phrases 1–8 with their meanings A–H.

1 all in all ___
2 black and white ___
3 dos and don'ts ___
4 first and foremost ___
5 give and take ___
6 loud and clear ___
7 make or break ___
8 part and parcel ___

A things you should or shouldn't do
B accepting each other's ideas
C easily understood
D an essential component
E considering everything
F most importantly
G bringing success or failure
H an easy choice between right and wrong

2 Complete the advice about being persuasive with the phrases in Ex 1. There is one phrase you do not need.

PERSUASION TIPS

There are a number of [1] _____ to remember when trying to persuade someone to do something.

[2] _____, it's absolutely essential to be polite and avoid confrontation. Just coming across as friendly and positive can make a real difference, and may help you avoid a [3] _____ 'No!' at the start.

Don't introduce the extremely important, [4] _____ question or request too soon. Instead, try the 'yes' ladder technique – before the main request, go through a few questions to which the answer will obviously be 'yes'.

Admittedly, being persuasive, like negotiating, is a process of [5] _____. To build trust and rapport, show the other person you understand their position, and have taken in their concerns. They will realise the situation is not as [6] _____ as they might have thought.

Giving reasons is also [7] _____ of being persuasive. Apparently, if someone understands the thinking behind your request, they are more likely to comply with it. If you are convincing, little by little they will take in your arguments and see the situation from your point of view.

[8] _____, being persuasive is not about manipulating people. It's about getting your message across in a way that convinces someone to do something or to agree with you.

3 Read the online message. Answer the questions.

1 What is the issue Carla needs advice with?
2 Why is Yasmin doing this?
3 Why does Carla want to persuade Yasmin to change her mind?

Message board Sign in

Hey guys. I'm looking for some advice.

My friend Yasmin is a brilliant singer and actor, and she has been given the lead role in our school's drama group production of the musical *Grease*. It's our final year and she won't get another chance to do this. The problem is, we just had some practice exams and Yasmin did quite badly in every subject (except drama!). She knows that she needs to work hard if she's going to pass her end-of-year exams and get a place at university.

Yasmin has decided she should give up her role in the musical to concentrate on her studies. Her parents haven't asked her to do this, but she knows they weren't happy about her results and she's desperate not to disappoint them again.

Yasmin really loves her drama and I know it is breaking her heart to give up this opportunity. How do I persuade her to change her mind and show her she can focus on both the musical and her studies?

Any advice would be welcome.

Thanks,

Carla

4 4.08 Listen to two friends, Bea and Alok, discussing how to advise Carla.

1 Do they agree or disagree?
2 Which guidelines from Ex 2 do they mention?
3 Whose advice do you think is more appropriate for Carla's situation? In what situation might the other person's advice be appropriate?

5 4.09 Now listen to Carla trying to persuade Yasmin to change her mind.

1 What arguments did Carla make?
2 How well did she follow the guidelines in Ex 2?
3 How did Yasmin respond?
4 Could Carla have done anything differently?



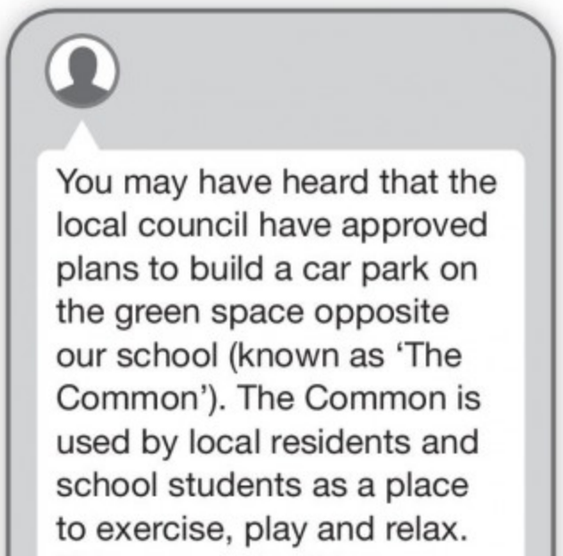
6 Choose one of the situations below and write a response using information from this lesson.

A My best friend and I talked about doing an interrailing trip around Europe. However, when I try to discuss our plans, he keeps making excuses. He says he doesn't have much money and needs to get a job, but his parents give him an allowance. He also says there are other things he wants to do this summer, but he won't tell me what these are. I think he's just lazy, but I know he'll enjoy it if he comes. How can I convince him?

B My friend Maya works part-time at a local supermarket. Recently she discovered that two of her colleagues have been stealing sweets and other snacks from the store. They sell them to their friends. They gave Maya some of the sweets and have offered to let her join their scheme. She refused, but says she won't tell her boss. I'm worried she may get into trouble and I think she should report her colleagues. How can I persuade her?

1 Read the headline and social media post. What are the objections to the proposal?





2 4.10 Listen to two students, Afua and Rory, discussing the proposal.

1 What does Rory suggest they could do in response to the proposal?
2 What shouldn't they make assumptions about?
3 Whose support do they need to get?
4 Why might blocking the road be a bad idea?

3 Complete gaps 1–6 in the dialogue with sentences A–F.

A I'm absolutely certain that they'll want to stop the development as much as we do.
B Not to mention the fact that blocking the road's probably illegal.
C Just imagine if we could get the whole school involved in a campaign against the development.
D We also have to take into account the fact that this will also affect local families.
E But we've got nothing to lose if we hold a protest and invite the local media.
F The most important thing to bear in mind is that not everyone will be on our side.

Afua We can't just stand by and let them build on The Common. That's [a]_____ unacceptable. It's a really important local amenity – everybody uses it after school and at weekends.

Rory You're absolutely right – I [b]_____ believe that we have to do something about this. [1]___ We could have street protests, a social media campaign … it could be called 'Save The Common'.

Afua I [c]_____ agree that we need to get the message across that we aren't happy about this. But we shouldn't make too many assumptions. [2]___ Apparently, the town needs more parking. Some people will be in favour of the car park.

Rory OK, that's a good point. So we need to start by getting the support of as many people as possible. Let's make sure that the school backs our campaign – and the parents. We need to persuade them to email the council and spell out their objections.

Afua [3]___ A lot of them use The Common – they go jogging there, the kids play in the woods, people get together for picnics in the summer. We need to think about how we get them involved.

Rory You're right. [4]___ Supposing we set up a Save The Common page on Facebook with a call to action for everyone in the school? Then we could organise a protest on The Common and invite everyone in the local area to join us.

Afua OK, but I [d]_____ recommend that we organise it properly. Obviously, we want to come across as serious campaigners, not just a bunch of kids shouting slogans.

Rory Of course. Hey, what if we blocked the road as well? You know, stop the traffic? Just think about the impact that would make.

Afua I'm not sure … disrupting people's lives could be [e]_____ damaging for the campaign. We don't want the media to manipulate the story and turn people against us … [5]___ It could easily land us in trouble.

Rory OK. [6]___ However, if we do nothing, the car park will just go ahead and The Common will be ruined. We can't let that happen.

STRATEGY Being persuasive

We can use intensifying adverbs before verbs to sound more persuasive. We stress intensifying adverbs to emphasise the strength of our feelings and to sound even more persuasive.

4 a Read the strategy above. Complete gaps a–e in the dialogue in Ex 3 with the words below.

completely extremely highly strongly totally

b 4.10 Listen again and check.

5 Read the situation.

Students at a city centre school are concerned because traffic has increased on the roads around their school. Many vehicles drive too fast and recently several cyclists and pedestrians have been injured.

Two students are discussing the issue. One is persuading the other of the best way to start a campaign to improve safety around the school. Suggestions include introducing lower speed limits, changes to the road to slow traffic down like speed bumps or crossing places, making some roads pedestrians-only and creating more cycle routes around school.

6 Plan a similar dialogue to the one in Ex 3. Make notes on the arguments the speakers could make and decide which phrases from the Phrasebook you will use. Try to include at least three examples of intensifying adverbs to sound more persuasive.

7 Write your dialogue. When you have finished, check that you have …

- used a variety of phrases from the Phrasebook.
- used intensifying adverbs.
- checked your spelling, grammar and punctuation.

4.9 WRITING

Organise ideas in a *for* and *against* essay.

1 Read the essay title. Then read opinions 1–4 and tick (✓) the ones you think are true. Give reasons for any that you disagree with.

> 'Social media platforms should ban people who post offensive or misleading opinions.'

1 More than half the content on social media is offensive or misleading. ☐
2 Public opinion is generally in favour of social media companies monitoring user posts. ☐
3 Banning offenders from certain platforms is unlikely to solve the problem of offensive or misleading material. ☐
4 It is not the social media companies' responsibility to decide whether or not user content is acceptable. ☐

2 Read the essay and compare your ideas in Ex 1 with the writer's.

A It is estimated that more than half of the world's population use social media. Although the content posted on most platforms is not offensive, there has been a steady increase in the use of social media to manipulate opinions, express racist or sexist attitudes, and send upsetting or threatening messages. As a result, there is a growing belief that social media platforms should take more responsibility for monitoring users' behaviour, particularly when it breaks their own guidelines.

B Arguably, the case for banning people who post offensive or misleading material is self-evident in that doing so is clearly unacceptable. In addition, banning such people protects other users from harmful content which they may find upsetting. Another compelling reason is that it shows the platform has a responsible attitude towards its users and to the well-being of society more widely. Therefore, there is a lot of pressure on social media companies to take action against offenders.

C Having said that, many people maintain that a ban is not the answer. They argue that freedom of speech is important and that people have the right to get their views across, even those that offend or upset. By the same token, banning users might make them more determined to continue their activities and could also encourage others to support them. Moreover, offenders can easily keep a high profile by moving to a different platform. It should also be remembered that monitoring the activities of millions of users is extremely time-consuming; in other words, stopping this kind of behaviour is virtually impossible.

D Obviously, there are compelling arguments on both sides. All in all, though, I believe that it is right to ban people whose posts spread dangerous misinformation, cause offence or put others at risk. To put it simply, social media companies have a duty to maintain standards and prioritise their users' well-being – this should be non-negotiable. Nevertheless, one question remains: ultimately, who decides which content is or is not acceptable?



3 Read the essay again. In which paragraph (A–D) does the writer …

1 present arguments supporting the statement in the essay title? ___
2 present the arguments in a different way? ___
3 define the issue for discussion? ___
4 present arguments against the statement in the essay title? ___

STRATEGY Organising ideas into a coherent structure

A good *for* and *against* essay orders its points so that it presents a coherent argument.

- Start with one or two sentences that clearly define the situation to be discussed.
- Present evidence that supports the *for* arguments.
- Present evidence that supports the *against* arguments.
- Use the arguments presented to give your opinion.
- Use a wide range of linkers (*nevertheless*, *on the other hand*, *as a result*, *consequently*, *therefore*, *all in all*, etc.) to connect your arguments.
- Use attitude adverbs to show how you feel.

4 Read the strategy above. Answer the questions.

1 Which sentence in the text defines the issue for discussion?
2 What arguments for the statement does the writer present?
3 What arguments against the statement does the writer present?
4 Identify the phrases used to introduce the arguments.

5 Underline three attitude adverbs in the essay. Match them with definitions A–C. Then write a new sentence using each adverb.

A in the end, finally
B when you state an opinion that you believe you could give reasons to support
C when giving information that you expect other people to know already or agree with

6 Write a *for* and *against* essay. Choose one of the essay topics below.

- Advertising on social media platforms is annoying and should be banned.
- Sign language should be part of the curriculum in all schools.
- Protecting freedom of speech is more important than protecting people's feelings.

1 Make notes of the arguments for and against the statement.
2 Follow the paragraph structure in the model essay and decide what you will say in each paragraph.
3 Decide which Phrasebook phrases, linkers and attitude adverbs to use.

7 ✓ **CHECK YOUR WORK** Did you …

- include a clear introduction?
- organise your work into clear paragraphs?
- use phrases from the Phrasebook?
- use linkers and attitude adverbs?
- check your spelling, grammar and punctuation?

Grammar

1 Complete the second sentence using a past modal verb so that it means the same as the first.

1 Sam is so quiet – I'm sure they didn't give him the job because of his communication skills.
Sam _____ _____.

2 I don't think Anna is going to come – I'm sure she has forgotten she was supposed to meet us.
Anna _____ _____.

3 I'm not sure why Heiko used that hashtag. Perhaps he was trying to connect with people who had the same idea.
Heiko _____ _____.

4 It's possible that some research participants didn't realise the ad was supposed to be funny.
Some _____ _____.

5 I'm certain Eva was using artistic licence when she wrote that description.
Eva _____ _____.

6 I think perhaps someone manipulated your grandmother into revealing her bank details.
Your grandmother _____ _____.

2 Choose the correct alternative.

A Did you read that article about facial expressions? [1]**Apparently** / **Naturally**, people across the world use the same expressions to show emotions.
B Really? I find that [2]**absolutely** / **quite** difficult to believe.
A It's true. A research project in the late 20th century found that people everywhere reacted in a(n) [3]**almost** / **very** identical way to photos of facial expressions.
B What, [4]**only** / **even** people from different cultures?
A Yes. The research included people in some remote areas of Papua New Guinea, who'd had [5]**extremely** / **absolutely** limited contact with the outside world.
B Wow. That's [6]**slightly** / **totally** amazing.
A I know. [7]**Admittedly** / **Honestly**, the idea wasn't new – the first person to suggest it was Charles Darwin in the 1800s.
B It's logical when you think about it. I mean, if all humans have the same face muscles, [8]**obviously** / **surprisingly** we're likely to use the same expressions, aren't we?

Vocabulary

3 Choose the correct alternative.

1 I heard a catchy **slogan** / **jingle** on the radio and now I can't stop singing it.
2 The phrase 'as light as a feather' is an example of **a simile** / **an exaggeration**.
3 It's an entertaining advert, but you need to end it with a **hashtag** / **call to action**.
4 I liked your comparison of scuba diving to flying under water – that's a very good **parody** / **analogy**.
5 A well-known phrase like 'better late than never' is an example of **a proverb** / **irony**.
6 One of the most famous advertising **jingles** / **slogans** is Coca-Cola's 'It's the real thing'.

4 Match the verb phrases below with the underlined phrases.

bear out capitalise on get across
land in spell out take in

1 The announcer spoke so fast that I couldn't understand everything he said. _____
2 Advertisers use a variety of techniques to communicate their message. _____
3 I don't understand what you mean – could you explain it in detail for me? _____
4 This is a great opportunity and you need to take advantage of it. _____
5 The company claims to be environmentally friendly, but the facts don't confirm this. _____
6 Making false claims on social media can get you into a difficult situation. _____

Cumulative review

5 Choose the correct answer: A, B or C.

How important is freedom of speech on social media?

Dani It depends. [1]___, freedom of speech is important in a democratic society. You should be able to use social media to get your opinions [2]___. But posting false or hurtful information about someone is [3]___ unacceptable. Recently, a classmate posted a video online – it was [4]___ of one of my friends, who has an Asian accent. They [5]___ have thought it was a joke, but it really wasn't funny, and they [6]___ themselves in a lot of trouble.

Luis I think limiting freedom of speech on social media is [7]___ dangerous. Of course, there will always be people who try to [8]___ public opinion by spreading false information online. I accept that information may have [9]___ to try to influence people's views. But [10]___ if I don't agree with someone, in most cases I think they have a right to express their opinion. [11]___, there are limits, such as encouraging violence, and social media companies need to [12]___ more clearly the consequences for people who do this.

1	**A** Absolutely	**B** Obviously	**C** Honestly
2	**A** across	**B** out	**C** through
3	**A** very	**B** surprisingly	**C** totally
4	**A** a parody	**B** an exaggeration	**C** a hashtag
5	**A** can't	**B** must	**C** mustn't
6	**A** cut	**B** spelled	**C** landed
7	**A** extremely	**B** absolutely	**C** completely
8	**A** work out	**B** bear out	**C** manipulate
9	**A** chosen	**B** been chosen	**C** been choosing
10	**A** just	**B** even	**C** only
11	**A** Admittedly	**B** Surprisingly	**C** Absolutely
12	**A** come across	**B** take in	**C** spell out

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about information and communication?
4 What is the main difference between being persuasive and manipulating someone?

3–4 EXAM SKILLS

Listening

EXAM STRATEGY

When you do a *true / false / doesn't say* task, listen carefully to what the speakers say. Don't choose an answer based on your general knowledge.

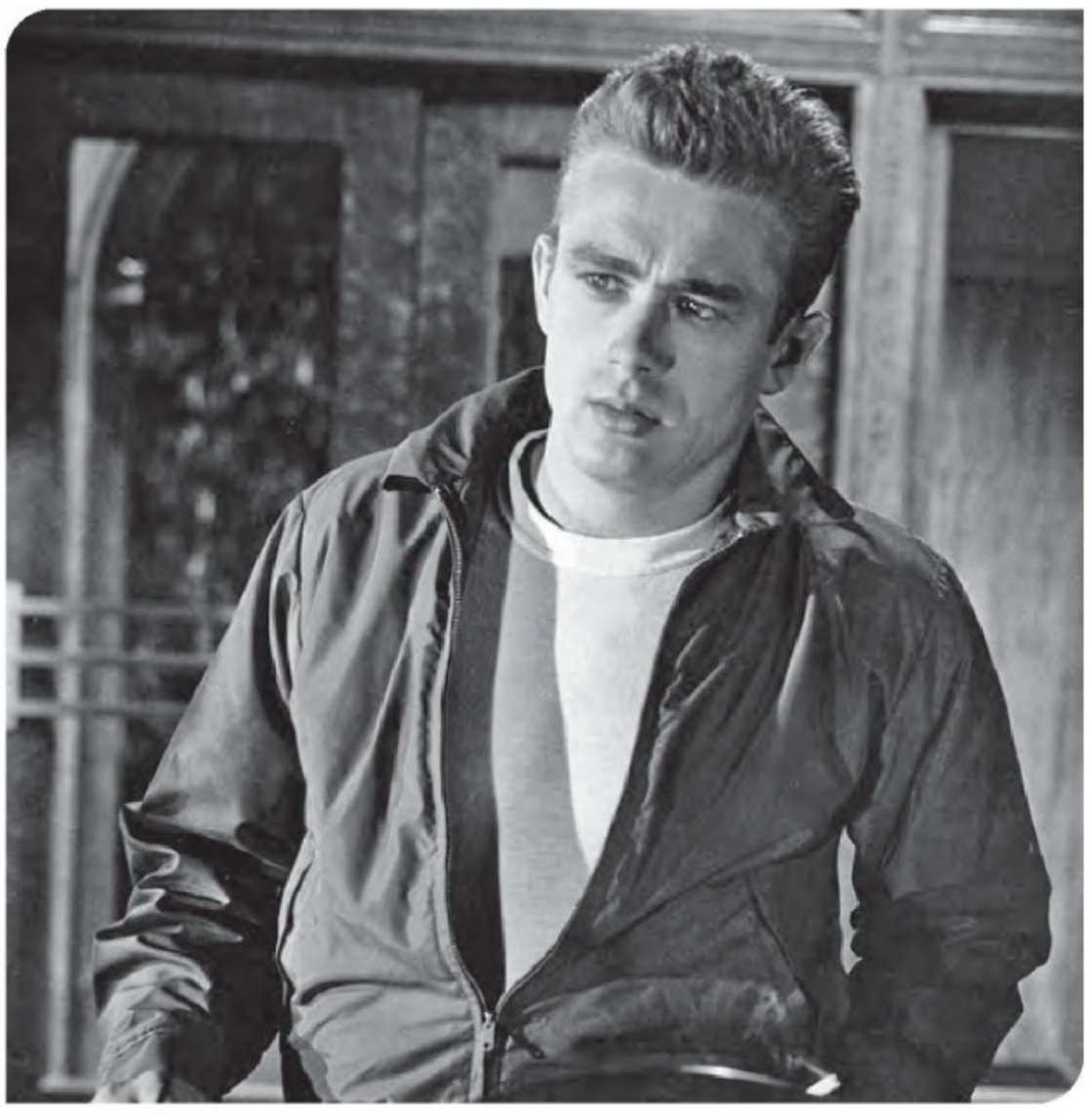
1 Read the strategy above. Then read the first question in the exam task in Ex 2. Is there enough information in the extract below to answer *T* (true) or *F* (false), or is the answer *DS* (doesn't say)?

> The film *Rebel Without a Cause* is considered to be significant both historically and culturally, but is probably best remembered for James Dean's performance in the title role. He had already been nominated for an Oscar in his previous film, *East of Eden*, made in the same year, but was tragically killed in a car accident just a month before *Rebel Without a Cause* was shown in cinemas.

2 4.11 Listen, and for each statement 2–8 write *T* (true), *F* (false) or *DS* (doesn't say).

You will hear someone talking about the film *Rebel Without a Cause*.

1 *East of Eden* was actor James Dean's first major film. _____
2 Jim Stark is the name of one of the characters in *Rebel Without a Cause*. _____
3 The director of *Rebel Without a Cause* never wanted to make it in black and white. _____
4 Certain scenes had to be removed from the film before it was shown in New Zealand. _____
5 The film *The Wild One* was seen by audiences before *Rebel Without a Cause*. _____
6 Natalie Wood and Sal Mineo were the same age as the characters they played in the film. _____
7 Jim Stark becomes friends with Judy and Plato because they have similar issues. _____
8 The speaker says that the film should make young people feel optimistic. _____



Use of English

EXAM STRATEGY

When you do a word formation task, think carefully about the different prefixes and suffixes you can add to the word and how these change the meaning. For example, do you need a positive or negative adjective or adverb, or a singular or plural noun?

3 Read the strategy above. Then read the exam task in Ex 4. Look at the first gap. Think of as many forms of the word as you can. Then decide which one fits grammatically.

4 Use the word given in brackets to form a word that fits in each gap 2–10.

Perfume – a novel

Many books, both fiction and non-fiction, have been written about the [1] _____ (IMPORTANT) of smell. One of the best-known novels based on this subject is *Perfume* by the German writer Patrick Süskind. Written in 1985, it was released as a film starring Ben Whishaw, Alan Rickman and Dustin Hoffman just over 20 years [2] _____ (LATE). The story, which combines factual information with fantasy and fiction, explores our sense of smell and the [3] _____ (POWER) emotions that it has the potential to create in us. The plot concerns Jean-Baptiste Grenouille, born in Paris in 1738, a [4] _____ (MYSTERY) character who has a superhuman sense of smell. He spends his childhood without any family and subsequently finds work with one of the city's best perfumiers, who teaches him the [5] _____ (BASIS) skills for making scents. After leaving Paris, he spends many years living alone in a cave, away from the rest of civilisation, as he finds the smell of other people increasingly [6] _____ (PLEASANT). He [7] _____ (EVENTUAL) realises that he cannot smell himself and neither can other people, because he has no scent of his own. Grenouille's goal – the possession of the ideal perfume, which he pursues throughout the story – ultimately cannot bring him [8] _____ (HAPPY). His desire finally leads to his [9] _____ (DESTROY) at the end of the book, when he meets a dramatic end at the hands of a group of [10] _____ (CRIME).

Reading

EXAM STRATEGY

When you do a matching task, read all the statements carefully and underline key words in them. This will help you understand the statements and the type of information you are looking for in the text.

5 Read the strategy above. Then read the exam task in Ex 6. Underline the key words in questions 1–8 and make sure you understand what each one means.

6 You are going to read a magazine article about four different ways of communicating. For questions 1–8, choose from the paragraphs: A, B, C or D. The paragraphs may be chosen more than once.

How we communicate

A Verbal communication is different from written communication in that it is spoken. It can take place in various settings including face-to-face meetings, by telephone or using the internet. When communicating verbally, participants should think about the context. Some situations are more formal than others and require a different set of behaviours. We need to consider not only our choice of words, but also how we say them. The content – the words we use – should be driven by what is most effective for our audience. But it is not just the content that is important; without realising it, we can reveal how we are feeling through our pitch and tone, pitch being how high or low our voice is, and tone being how we say the words and what mood they express.

B When talking to someone face to face, our actions can communicate as much as, if not more than, our words and they help to maintain a two-way interaction without speaking. Our facial expressions, the amount of eye contact we make, body language and hand gestures all communicate messages which we may be unaware of. Facial expressions can show that we are listening and are engaged – a smile is positive and encouraging, while an enquiring look can invite a response from the speaker. Maintaining eye contact not only indicates that you are focused, but also suggests honesty. Leaning forwards towards the speaker shows interest, whereas sitting back, or worse, turning away, gives a negative message.

C Body language and other forms of non-verbal communication are key to active listening skills, a crucial aspect of communication. It may sound obvious, but we cannot engage effectively and respond appropriately unless we really listen to what someone is saying. Non-verbal communication is particularly important in face-to-face meetings as it can show that we are focused and taking in someone's words. We should only ever interrupt someone speaking at length when absolutely necessary and should be respectful and give a clear reason for interrupting.

D In theory, written communication should be more effective than verbal communication as we usually have time to consider what we want to say, and the most effective way to say it. We can often rethink our choice of words and edit them to ensure our message is clear and free of errors. This is perhaps more important in formal contexts, but even when communicating with friends, it is worth considering the possible effect of our words. It can be easy to interpret written communication incorrectly, partly because it is not supported by clues from non-verbal communication. This can be problematic depending on the mood of the reader, whose emotions can be reflected in their interpretation of what they read. If it becomes clear that written communication is causing issues, a verbal exchange is usually a good way to clear up misunderstandings and prevent problems from getting worse.

Which paragraph …

1 advises against doing something unless it is unavoidable? ___
2 explains a contrast between two methods of communicating? ___
3 suggests a solution to a potential negative result of communication? ___
4 says that someone's mood may influence the way that they speak? ___
5 gives several examples of how we can reveal information? ___
6 states something which the writer thinks most people are probably already aware of? ___
7 mentions the accuracy that can be achieved by one method of communication? ___
8 recommends justifying a particular action? ___

Speaking

EXAM STRATEGY

In a discussion task, you should discuss each point with your partner and evaluate it. It doesn't matter if you don't reach an agreement with each other.

7 Read the strategy above. Then read the exam task in Ex 8. Think of at least one advantage and one disadvantage for each of the ideas.

8 Work in pairs. You are going to discuss different ideas for what to do with old unwanted clothes. Talk to each other about the advantages and disadvantages of each of these ideas and decide which is the best one.

- donating them to charity
- turning them into something else
- selling them online
- swapping them with other people's clothes
- leaving them at a recycling centre

Writing

EXAM STRATEGY

When you write an article, use a variety of adjectives and adverbs to make your writing more interesting and engaging.

9 Read the strategy above. Then look at the exam task in Ex 10. Think of different words or phrases you could use instead of these adjectives and adverbs.

1 good
2 interesting
3 funny
4 cleverly
5 well
6 quickly

10 You see this notice in an English-language magazine.

> We are looking for articles about your favourite TV adverts. Tell us about an advert or advertising campaign that you really like. Why does it appeal to you? Do you think it achieves its aims?
> The best articles will appear in next month's magazine.

Write your article.

Talk about fan fiction and online communities.

5 Social values



1 Match the words and phrases below with their definitions. There are two words or phrases you do not need.

alternative perspective contributor fan base grassroots lag behind mentoring novice peer-to-peer pursue your interests screen time transferable skills

1 shared between people with similar interests and abilities _____

2 abilities that will be useful in other situations _____

3 someone who writes articles for a magazine or website _____

4 the number of hours you spend on your smartphone or laptop _____

5 a different way of looking at things _____

6 fail to keep up to date with something _____

7 the group of people who very much admire a particular musician, team, writer, etc. _____

8 helping and advising a less experienced person _____

9 do the things you find enjoyable or engaging _____

2 a **What can you remember about the vlog? Use the correct form of words and phrases in Ex 1 to complete the summary.**

Darius is a bit concerned about his [1] _____. However, Kaya believes [2] _____ online activities are more creative and sociable than reading. Darius really enjoys being a [3] _____ of reviews about books he has read on an online community called The Booklovers' Club. His friend, Ali, is into fan fiction and shares drafts of his writing with the [4] _____. He enjoys the [5] _____ he receives from more experienced members of the community.

Amira is really into gaming. Collaborating and discussing issues with other players in the online gaming community allows her to view things from an [6] _____.

Both Amira and Darius agree that [7] _____ in online activities is helping them to develop useful [8] _____. They also agree that the exam-based education system at their school is [9] _____ the way some other systems prepare young people for the real world.

b 5.01 **Watch or listen again and check.**

3 Complete the comments with words and phrases below.

alternative perspective civic life contributor empower fan base geeks grassroots novice pursue your interests signed up to

CHAT FORUM Comments (2)

Ciaran I'm a regular [1] _____ to a brilliant online community for teens who are into films. At first, I was just a [2] _____, but it's amazing how many film [3] _____ there are out there who are really supportive. Different genres, like sci-fi or history, each have their own [4] _____. I learn a lot from other people's reviews – it gives me an [5] _____ on films I might never have seen.

Zarah I think online communities are a great place to [6] _____. I've recently [7] _____ a community of other teens who want to protect their local environment. I guess you could call it a [8] _____ movement. The other people are brilliant – they share their ideas and upload videos of their campaigns. That kind of thing can really [9] _____ you and make you want to get more involved in the [10] _____ of your community.

4 REAL ENGLISH **Complete the dialogue with the phrases below.**

a springboard to considers it suspect get carried away go through the roof on the same page

A How's that new gaming community you signed up to?

B Great. Except that my screen time is going to [1] _____.

A How do your parents feel about that?

B My dad isn't very happy. He doesn't approve of gaming – he [2] _____.

A Maybe you should cut down on it for a while.

B What, and lag behind everyone else? Let's not [3] _____ – it isn't a big deal.

A Have you tried to explain that gaming can be [4] _____ a career?

B Yes, but he doesn't want to know. He thinks I'm obsessed.

A Well, at least we're [5] _____ about that. I think you're obsessed too!

5 VOCABULARY BOOSTER Now practise **Participatory culture** vocabulary on page 108.

1 Read the dialogue and answer the questions.

1 Why does Omar disagree with the article Naz mentions?
2 What does Omar say are the benefits of gaming?
3 In what circumstances does Omar think gaming might become a problem? What does he think you can do about it?



Naz Did you see this article that says gaming can be bad for your mental health?

Omar Yeah, but I don't agree. [1]If anything, I'd say the opposite.

Naz How do you mean?

Omar Gaming really helped me when I moved schools last year. It was hard to make new friends at first, but [2]I knew that as long as I was still part of the same online community playing Minecraft, I'd be OK.

Naz [3]So you're saying if it hadn't been for gaming, you'd have been more lonely? More unhappy?

Omar Yes, I would.

Naz But there must be other benefits too? [4]If not, gaming wouldn't have become so popular, right?

Omar Yes, it's also fun! And it teaches you transferable skills. [5]If it wasn't for that, I think my parents would have told me to cut down on my screen time.

Naz And do you think it's possible to spend too much time gaming?

Omar Not really. [6]Gaming isn't a problem, provided that you don't let it take over your life. You have to ask yourself, does it stop you doing other things, like homework or socialising? [7]If so, then you might have a problem.

Naz What if that's the situation, though?

Omar Prioritise. [8]If possible, find another hobby you really enjoy that doesn't add to your screen time.

2 Match underlined sentences 1–8 in the dialogue with descriptions A–D.

A other words in place of *if* in conditional sentences ____
B phrases with *if* and other words, usually without the subject and the verb *be* ____
C *if it wasn't for / if it hadn't been for / but for* to say that one particular situation or event changes everything ____
D *so* and *not* after *if* instead of repeating a sentence that has come before ____

3 Choose the correct alternative. Then match sentences 1–7 with descriptions A–D in Ex 2.

1 Don't worry if you can't join our gaming session this evening; if **anything** / **necessary**, we can reorganise it and play another day. ___
2 Abe is hoping to go to university next year, **provided that** / **even if** he passes his exams. ___
3 I'm not sure if Dan has signed up to the next revision class – **if not** / **on condition that**, can someone remind him? ___
4 Suki is planning to post her short stories online. **If possible** / **If in doubt**, could you give her some mentoring as a published author? ___
5 I don't think blogging is a waste of time – **if anything** / **but for** my blog, I wouldn't have such a strong online presence. ___
6 It's fine to spend time at weekends pursuing your interests, **if ever** / **as long as** you've completed all your homework first. ___
7 Let me know if you want to join our community – **if any** / **if so**, I'll invite you to the next gaming session. ___

4 Complete the post with the words and phrases below.

as long as even if in doubt it wasn't for not possible provided that so was addicted will have

GAMING FORUM

I'm worried my friend might be addicted to gaming. How can I tell? And do I have the right to get involved?

I used to be a gaming addict. If [1]_____ my friends, I would probably still be one. So yes, you should definitely get involved. If your friend has developed an addiction to gaming, he [2]_____ some obvious symptoms. Does he talk about gaming a lot, or spend most of his free time gaming? If [3]_____, he may be mildly addicted. However, [4]_____ this doesn't affect his friendships or schoolwork, it isn't necessarily a problem. What happened last time you suggested doing something together? It's likely that, if he [5]_____, he would have said no and made an excuse. Is he still pursuing his other interests? If [6]_____, that might also be a reason to be concerned. You could try asking him about his schoolwork or, if [7]_____, suggest studying together. [8]_____ you don't come across as too inquisitive, he may open up about how he's feeling. And [9]_____ he is evasive, you will probably be able to tell whether he needs help. Remember, you don't have to fix it alone. If [10]_____, talk to a responsible adult who will be able to get your friend the help he needs.

5 Rewrite the sentences using mixed conditionals.

1 Maryam is a complete novice – that's why she made such a basic mistake.
2 Syed paid for a pro subscription and thanks to that he's now at a much higher playing level.
3 They don't have a very big fan base, so they haven't made a lot of money from downloads.
4 She isn't a member of the community, so she didn't take part in the mentoring session.
5 I didn't know about the film fans community, so unfortunately I'm not a regular contributor to their web chats.
6 Anita decided to pursue other interests, and as a result she has a whole new community of friends.

6 Respond to the questions using different conditional forms.

1 What transferable skills would you like to develop provided that you had time?
2 What might your situation be like if you had pursued different interests?
3 What could have happened if you had received mentoring in a particular part of your life?

5.3 LISTENING

Distinguish main ideas in a presentation.

1 What can you remember from the Student's Book lesson? Choose the correct alternative.

1 In the Haenyeo Community in South Korea, it is women rather than men who do the **relatively safe** / **extremely dangerous** work of diving for shellfish.
2 Changing opportunities for women in South Korea mean that the traditional work of diving for shellfish is **likely** / **unlikely** to continue in future.
3 The Richard Mille Racing team are three young **European** / **French** women who are the first all-female driving team at the Le Mans 24-hour race.
4 The team have **faced opposition** / **inspired** other women to start competing in this male-dominated sport.
5 In the Khasi community in India, women have significantly **more autonomy** / **fewer rights** than women in other parts of the country.
6 Khasi women **share responsibilities equally with** / **have fewer responsibilities than** men.

2 You are going to listen to a group presentation by three students: Nola, Mason and Amina. Look at the photos. What do you think is the theme of the presentation?



STRATEGY Distinguishing main ideas from secondary or supporting ideas

When we listen to a speech, presentation, podcast, etc., we often need to distinguish between the main idea and the information that is used to support that idea. The supporting ideas are clearly connected to the main idea and offer evidence such as factual information, statistics or even anecdotal evidence that support it.

3 5.02 Read the strategy above. For each speaker, decide which is the main point (*M*) and which are the supporting points (*S*). Then listen to the presentation and check.

Amina (film industry)

1 Only a quarter of people in significant roles on the top 250 films were women. ___
2 Women have made real progress in acting roles, but there are far fewer women than men in non-acting roles. ___
3 There are now more women action movie heroes in leading roles than there were in the past. ___

Mason (football)

4 There is a significant difference between the amount of money male and female footballers are paid. ___
5 Women's football increased in popularity due to the success of international competitions like the Women's World Cup. ___
6 Women's football has become more popular in recent years, although there are still inequalities with the men's game. ___

Nola (work)

7 Globally, there is inequality between the numbers of men and women studying the sciences, but this is changing. ___
8 The number of young women choosing to study STEM subjects has increased in recent years. ___
9 Women are making progress in careers related to STEM subjects. ___

4 5.02 Listen to the presentation again and complete the sentences with one to three words.

1 Strong female characters in films from the 1970s and 1980s prepared the way for 21st-century _____ played by women.
2 Non-acting roles in films taken by women include _____, producers, _____ and cinematographers.
3 A global TV audience of _____ watched the 2019 Women's World Cup final, which was won by the US.
4 Brazil, England and Norway all pay their men's and women's national teams _____ for representing their country.
5 In the last decade, the number of young women studying STEM subjects at both _____ has risen dramatically.
6 A recent study shows that opportunities for women are _____ in jobs associated with STEM subjects and construction.

PRONUNCIATION Connected speech

We usually pronounce words that carry important information (verbs, nouns, adjectives and adverbs) in the same way whether they are spoken as individual words or in sentences. However, many function words (articles, prepositions, auxiliary verbs, pronouns and conjunctions) have a strong form when they are pronounced individually and a weak form in sentences. For this reason, they can seem to disappear when we listen to connected speech.

5 a PRONUNCIATION Read the Pronunciation box. Read the sentences from the presentation and underline the words that carry the important information.

1 However, in non-acting roles, there are far fewer women than men.
2 But only 17% of directors of the top 250 movies were women.
3 In 1991, the first Women's World Cup was held in China and won by the US.
4 However, male players of the World Cup winning team are paid four times as much in prize money as the women's team.
5 The gender gap in the sciences is still very wide – globally, less than a third of researchers are women.

b 5.03 Listen and check. Then listen again and repeat.

6 Complete the sentences with information from this lesson or your own ideas.

1 I think the role of women in the film industry will become …
2 In future, I think inequality between men and women in football will …
3 I'm optimistic / pessimistic about women's work opportunities because …

1 Match the nouns below with their definitions.

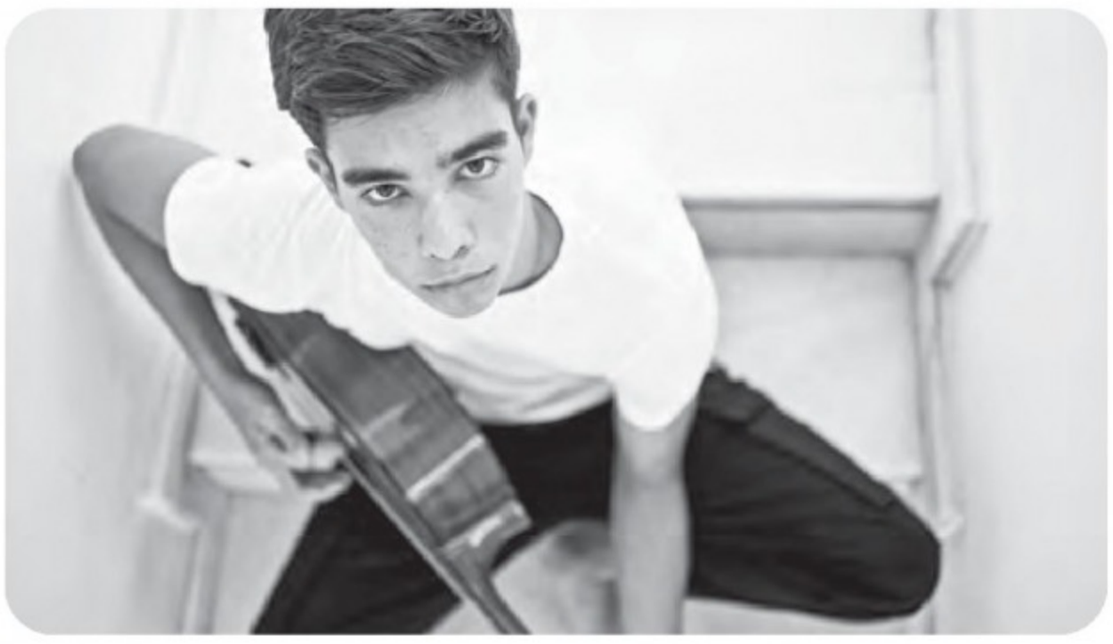
affirmation empathy expectations
flaw perception potential

1 beliefs or feelings that something will or should happen _____
2 qualities that exist in a person and can be developed _____
3 a belief you have because of how you understand things _____
4 the ability to understand or share another person's feelings _____
5 a statement or fact that supports something in a positive way _____
6 a weakness in someone's character _____

2 Choose the correct answer: A or B.

1 If someone feels **worthless**, they believe they have …
A no financial value. B no good qualities.
2 Being **self-critical** is judging yourself negatively because of …
A your flaws. B your attributes.
3 When you're **tactful,** you try not to say anything …
A rude or upsetting. B interesting or amusing.
4 It's important to be **considerate** to show you are …
A concerned what other people think about you.
B thinking of other people's wishes or feelings.
5 Ashu constantly **underestimates** herself and …
A doesn't believe she can do well.
B believes she has a lot of potential.
6 Being **proactive** involves acting …
A in response to something that happens.
B to make something happen.
7 Bako is quite **insecure** – he doesn't have much …
A financial support. B confidence in himself.
8 If you're **assertive**, it means you express your opinions and ideas …
A strongly and confidently. B loudly and rudely.

3 Complete the dialogue with the words in **bold** in Ex 2.



Cara I've just been talking to Ade about the negative comments he got on his latest music video. He's feeling quite [1]_____ about his musical abilities at the moment. It has really affected his self-esteem.
Max I know. He asked me what I thought of his songs.
Cara I hope you were [2]_____. He's very upset.
Max Don't worry, I tried hard to be [3]_____ of his feelings. The problem is, now he's really [4]_____ – he kept saying it was all his fault for being a useless songwriter. And in fact, he's brilliant.
Cara Yes, but it's easy to [5]_____ the effect that kind of feedback can have. It can make you feel completely [6]_____. It's horrible.
Max How do you think he can get his confidence back?
Cara He needs to be [7]_____ if he wants that to happen – to record some more songs and post them online.
Max What about the comments?
Cara He needs to respond to them in an [8]_____ way and not just accept the criticism.

4 Rewrite the texts, replacing the underlined words with words from the previous exercises. Add or change other words as necessary.

ADVICE FORUM

A My parents don't think I'm achieving [1]everything I am capable of at school, but I find it hard to live up to their [2]beliefs about what I should do. They've made it clear they're disappointed in my grades, and as a result I feel [3]as if I have no value. They also want me to [4]take positive action in order to find a weekend job, but I [5]don't think they realise how difficult it is to get part-time work in our town.

Reply to post

B My teammate Luka is a really good basketball player and has a lot of positive attributes. However, he can be quite critical of other team members and he [6]doesn't always think about their feelings when he makes negative comments. In my opinion, this is a [7]weakness in his character. Luka would argue that he's just [8]expressing his opinions strongly, but others don't see it that way. Their [9]belief about the situation is that he's being rude and insensitive.

Reply to post

C I have a friend called Maya who [10]has very little confidence about what other people think of her. She [11]often judges herself negatively and makes negative comments about herself, but really she just wants her friends to say something positive about her. When she does this, I always try [12]not to say anything that might upset her. I believe I have [13]the ability to understand other people's feelings, but to be honest I'm starting to get a bit tired of Maya's constant need for [14]statements that support her in a positive way.

Reply to post

5 Answer the questions using complete sentences and vocabulary from this lesson.

1 What do you think are your greatest attributes?
2 Why is it sometimes difficult to live up to other people's expectations?
3 Give an example of a time when you …
A were proactive. B showed empathy.
4 In what situation might it be important to be …
A assertive? B self-critical? C tactful?

6 VOCABULARY BOOSTER Now practise **Boosting self-esteem** vocabulary on page 108.

5.5 GRAMMAR

Use inversion to talk about a sports event.

GRAMMAR BOOSTER SB P141

1 Read the text. Look at the <u>underlined</u> sentences. Which ones are an example of …

A an adverb (e.g. *little*, *rarely*, *never*) + an auxiliary verb before the subject?

B an adverb (e.g. *little*, *rarely*, *never*) + *do / did*?

C a conditional clause containing *had*, *should* or *were*?

D the use of *so* or *such* + *that* to express a result?

E an adverb of manner?

Last summer, a friend gave me a ticket to watch some events at the Paralympics. At first, I wasn't sure if I wanted to go. [1]<u>Had I realised how enjoyable it would be</u>, I would have applied for tickets to every event! My perception had been that it would be less exciting than 'real' athletics – I couldn't have been more wrong! I particularly loved the wheelchair racing, which more than lived up to my expectations. [2]<u>Quickly around the track the athletes raced, at incredible speed.</u> They were strong, confident and very competitive, and the crowd cheered wildly. In fact, [3]<u>so exciting was the first race that I returned to watch the semi-finals</u> and the final of all the wheelchair events. [4]<u>Never have I enjoyed a sports competition so much</u>.

I think many people underestimate the levels of skill and commitment a Paralympic athlete needs to fulfil their potential. [5]<u>Rarely do disabled athletes get the same level of public recognition as athletes without a disability</u>. And yet they have the same attributes – determination, ambition and a total commitment to winning. [6]<u>Little did I expect that I would find the Paralympics so incredibly inspiring</u>. But one thing is certain: [7]<u>should I be lucky enough to get tickets for the next Paralympics</u>, you'll find me there beside the track, cheering on the wheelchair racers.



2 Rewrite each sentence to make a sentence <u>without</u> inversion that has the same meaning.

1 Never have I met someone as assertive as Kylie.
I've _____.

2 So friendly were the other competitors that James felt very welcome.
The other competitors _____
_____.

3 Rarely do I look in the mirror without feeling a bit self-critical.
I _____
_____.

4 Had Alicia realised what was at stake, she would have been more proactive.
If Alicia _____
_____.

5 Through the town they raced, with Enzo lagging behind.
They _____
_____.

6 Little do most people understand how important it is to have empathy for others.
Most people _____
_____.

3 Correct the mistake in each sentence.

1 Under no circumstances I would ever share my personal details online.
2 Not only is Sami considerate, but also he has empathy.
3 Nowhere there was a place to store our equipment.
4 At no time she admitted to having any flaws.
5 No sooner I had signed the contract than I lost my phone.
6 Not since last season I have watched such an exciting race.

4 Rewrite the sentences starting with the words in brackets.

1 The film was really boring and I fell asleep. (So …)
2 I have hardly ever watched a sports event I didn't enjoy. (Rarely …)
3 It's never been so important to have positive role models. (Never before …)
4 You should never underestimate the ability of gaming to empower people. (Under no circumstances …)
5 We didn't realise it would be so difficult to find a sponsor for our team. (Little …)
6 The moment I met Krish, I knew we would be good friends. (No sooner …)
7 Maryam never felt she had to live up to her family's expectations. (At no time …)
8 I didn't realise she was feeling insecure or I'd have been more tactful. (Had …)
9 Gaming is fun but can also develop transferable skills. (Not only …)

5 Complete the text with the words and phrases below. Sometimes more than one answer is possible.

> at no time little never no sooner not only
> should so under no circumstances

Many young people are nervous about taking part in sport. [1]_____ can it be difficult if you aren't a natural athlete, it can also be embarrassing and sometimes lead to teasing. [2]_____ this happen, some kids decide never to play sport again. [3]_____ do people who are good at sport realise how difficult it can be for the rest of us! For me it was running races at school. [4]_____ slow was I that I nearly always came last and was given the nickname 'tortoise'. At the age of ten, I decided that [5]_____ would I ever enter a running race again. Recently, that changed when some of my friends decided to run a 10 km race for charity and persuaded me to join them. [6]_____ had I agreed than I regretted my decision. However, I needn't have worried. [7]_____ did they let me lag behind or make me feel embarrassed. We finished together and raised over 500 euros for charity. [8]_____ will I underestimate my ability to run again!

6 Complete the sentences so they express your ideas about participating in sports.

1 Rarely do I …
2 Little did I know that …
3 At no time have I ever …
4 Under no circumstances should anyone …
5 Never could I imagine …
6 Not only do I …

1 What can you remember from the Student's Book? Choose the correct alternative.

1 The film *The Invention of Lying* is set in a world where **everybody** / **nobody** lies.
2 White lies are lies which attempt to **avoid** / **create** difficult situations.
3 White lies allow us to be **honest** / **tactful** and are often relatively harmless.
4 Blatant lies are used by someone to pursue their **affirmation** / **self-interest**.
5 Blatant liars rarely **succeed** / **fail** because they have to remember two versions of everything.
6 **Blatant** / **White** lies perform a useful social function.

2 Think about the questions.

1 Why do people become victims of fraud?
2 What attributes do you think make a good fraudster?

fraud *[noun]* the crime of cheating somebody in order to get money or goods illegally
fraudster *[noun]* a person who commits fraud

3 Read the article quickly. What is the writer's overall message?

A Fraud is basically a victimless crime because it only affects large institutions.
B People who commit fraud are criminals who cause harm to ordinary people.
C People who are victims of fraud share the responsibility for their own bad luck.

4 5.04 Read the article again. Which paragraph (A–E) …

1 expresses the view that fraud is not a 'victimless crime'? ___
2 explains some of the techniques used by fraudsters? ___
3 refers to crimes committed by a real fraudster? ___
4 describes some of the attributes of fraudsters? ___
5 says what happened after the fraudster was released from prison? ___
6 suggests why fraudsters are often portrayed positively in films? ___

STRATEGY Recognising hedging

Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:
verbs: *appear*, *indicate*, *seem*, *suggest*, *tend to*
modal verbs: *could*, *may*, *might*
adverbs: *conceivably*, *likely*, *perhaps*, *possibly*, *presumably*, *probably*
that clauses: *it is thought that*, *it is generally agreed that*

5 Read the strategy above. The statements below are all about things mentioned by the writer. For which of them does the writer use hedging? Find the phrases in the text that are used to hedge them.

1 Films and books about fraudsters are popular because people find them fascinating. _____
2 Fraudsters often have similar characteristics and are able to make people like them. _____
3 The portrayal of fraudsters as intelligent and sympathetic leads people to believethat fraud is a victimless crime. _____
4 When people are defrauded, they are usually behaving like most members of society by showing trust in what other people say. _____
5 We generally like people who seem similar to us and are more likely to trust them. _____
6 People are more likely to give personal details if they believe the person asking is from an institution they know. _____



NEWS
Home | World | Business | Tech | Science | Money | Health | Entertainment | More

Why are so many people the victims of fraud?

A In the film *Catch Me If You Can*, Leonardo DiCaprio plays a real-life fraudster call Frank Abagnale. It appears that while successfully pretending to be an airline pilot, a doctor and a lawyer, he cheated people and companies out of millions of dollars. Little did his victims realise Frank was actually an ordinary teenager with no qualifications.

B Fraudsters have always fascinated people. This is perhaps why films and books about them are popular. According to Jerri Williams, a former FBI agent, most fraudsters share similar qualities: they are often outgoing, sociable and charming. So convincing are they that people admire their ability to use these attributes to persuade others. This could be why fraudsters are often portrayed in films as intelligent, likeable characters, not 'real criminals'.

C This favourable presentation of fraudsters is problematic. It suggests that their crimes are 'victimless', especially if the victims are banks or large organisations. Rarely is this the case, however. If anything, most victims of fraud are ordinary people who have been cheated out of their savings or pension, and who may also feel ashamed or worthless because of what has happened to them. Most people rely on trust and on others telling them the truth. Presumably, people who have been defrauded are no different from anyone else – they are usually just unlucky.

D According to the American psychologist Robert Cialdini, we like people who appear similar to us and are more willing to trust what they say. It seems likely that fraudsters exchange personal information with victims in order to win their trust. Second, if someone does you a favour, it's natural to want to return that favour. Fraudsters are good at seeming to give their victims something, as long as they can gain useful information in return. Thirdly, it is generally agreed that people are more likely to give personal details to someone they believe is a credible authority, so fraudsters often provide affirmation by pretending to be from institutions known to the victim. Once someone has answered a few simple questions, they may give fraudsters more sensitive information, such as bank account details, even if that is a risk.

E So what about Frank Abagnale? He spent time in prison for his crimes, but later started a business advising people how to avoid fraud. He also wrote a book, on which *Catch Me If You Can* was based. The film was hugely successful – it seems our fascination with fraudsters continues.

5.7 GLOBAL SKILLS

Identify my own unconscious bias.

1 What can you remember from the Student's Book? Choose the correct definition: A, B or C.

1 an unreasonable dislike of (or preference for) a person, group, custom, etc., especially when it is based on their race, religion, sex, etc.
A prejudice **B** stereotype **C** ignorance

2 the quality of being willing to accept somebody / something, especially opinions or behaviour that you may not agree with, or people who are not like you
A bias **B** discrimination **C** tolerance

3 a strong feeling for or against one group of people, or one side in an argument, often not based on fair judgement
A tolerance **B** bias **C** ignorance

4 a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality
A ignorance **B** discrimination **C** stereotype

5 a lack of knowledge or information about something
A ignorance **B** prejudice **C** tolerance

6 the practice of treating somebody or a particular group in society less fairly than others
A tolerance **B** discrimination **C** stereotype

2 Complete the text with words from Ex 1.

The term 'unconscious [1]_____' refers to our attitudes or beliefs about others that we're often not aware of. These are based on information or past experiences that affect how we think of things now, and may reduce our [2]_____ of people we see as different. This may cause us to feel [3]_____ against certain groups of people, affecting our decisions or behaviour. Misinformation and [4]_____ about the attributes of these groups can also influence our attitudes negatively. Although these are often caused by [5]_____ of the true facts, they can lead to active [6]_____ against certain individuals.

3 Read the questionnaire and decide if you agree or disagree with the statements.

Check whether you have unconscious bias with our questionnaire. Do you agree or disagree with the following statements? Be honest!

1 I am more comfortable working and socialising with people who are similar to me in terms of background and education.
☐ **Agree** ☐ **Disagree**

2 In general, I see younger people as having better skills and more up-to-date knowledge than older people. ☐ **Agree** ☐ **Disagree**

3 I like to fit in with the group, so I usually agree with my friends' attitudes or decisions. ☐ **Agree** ☐ **Disagree**

4 Someone with a physical disability may find it more difficult to succeed in education and work than someone without a disability. ☐ **Agree** ☐ **Disagree**

5 If someone is attractive and well dressed, I often assume they will be intelligent, approachable and enjoyable to be with.
☐ **Agree** ☐ **Disagree**

6 Once I have made up my mind about something or someone, I tend to find more evidence that my perception is correct.
☐ **Agree** ☐ **Disagree**

7 Men are better at being assertive and proactive than women.
☐ **Agree** ☐ **Disagree**

8 If someone is often late for class, it's because they don't care about their studies, and this means they are lazy.
☐ **Agree** ☐ **Disagree**

4 Match the advice A–H for avoiding unconscious bias with statements 1–8 in the questionnaire.

A You can't judge people by their appearance. Try to judge everyone equally, by how they act, not how they look. ___

B It's sometimes hard not to give in to peer pressure. But if you really don't believe or want to do something, say so, calmly and firmly. ___

C Younger people should have more contact with older people. This will show them how much knowledge and experience their elders have. ___

D Stereotypes about male and female attributes are common. Employers and institutions can address this by treating men and women equally. ___

E It's natural to look for ways to confirm our opinions or decisions, but keep an open mind about new or different ways of thinking. ___

F We often make assumptions about other people's abilities based on their physical appearance. Avoid this by getting to know the person. ___

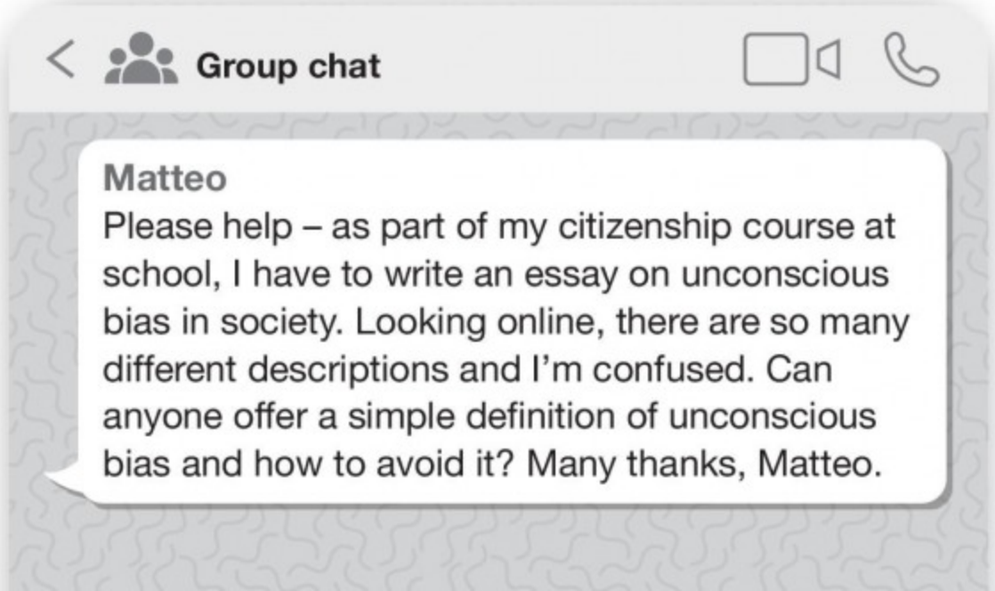
G Don't make negative assumptions about someone based on one characteristic. Be objective and look at the evidence. ___

H We're naturally drawn to people from a similar background, with similar experiences, but to encourage diversity be proactive about meeting people from different social or cultural groups. ___

5 5.05 Listen to two students discussing how to avoid unconscious bias. Number the strategies in the order they are mentioned.

A ___ Look for opportunities to meet people you may feel biased against.
B ___ Keep an open mind about new ideas or different ways of thinking.
C ___ Be self-critical and own up to your biases.
D ___ Don't judge by appearances.
E ___ Don't be afraid to think for yourself and stand up to peer pressure.
F ___ Think about where your biases come from.
G ___ Don't rush to make judgements – take time to get to know people.
H ___ Be more objective – look at the facts and evidence.

6 MEDIATION You have just read the following message from one of your friends on an international WhatsApp group. Use the information in this lesson to send them some advice.



1 Look at the photos. Think about the questions.





1 What kind of image of old age does each one show?
2 What are the main similarities and differences between the photos?

2 a Complete the comparison of the photos with the phrases below.

A one noticeable difference is that
B In contrast, photo B
C What the situations in the photos have in common is that
D These two photos have a few things in common
E in comparison with
F The most obvious similarity is that they both show
G whereas photo B shows

[1]___, although there are also significant differences. [2]___ people who are elderly, possibly retired. However, they present clearly contrasting images of what life in old age can be like. For example, [3]___ there seems to be a big disparity in the circumstances of the people concerned.

In photo A we see a group of elderly people, [4]___ an old person on their own. Both photos look as if they have been taken in western countries, probably in Europe or North America. As I said before, [5]___ photo B, the people in photo A look quite wealthy. They are well dressed and it seems as though they have comfortable lives and are happy and healthy. They could be friends or possibly two married couples, sharing a relaxing time together. [6]___ portrays an image of someone who appears to be playing music in the street to earn money. It isn't easy to tell if he's happy or not, but the fact that he's doing this suggests his situation is quite insecure compared to the others. He might have had quite a difficult life.

[7]___ they represent how different people's experiences of old age can be. The group in photo A shows how people who are fortunate can still have friendships and enjoy life in a comfortable retirement. For others, like the man in photo B, old age can be a time of isolation and relative poverty which means they have to continue working in some way to make enough money to live.

b 5.06 Listen and check.

3 5.06 Listen and read again.

1 What is the most obvious difference between the two photos?
2 What conclusions does the speaker come to about the people in each photo?
3 What does the speaker think the photos say about life in old age?

STRATEGY Making deductions

When we talk about photos, we often guess or make deductions about the situations they illustrate and how they have come about. We use our real-world knowledge to say what we think the reasons for a particular situation might be.

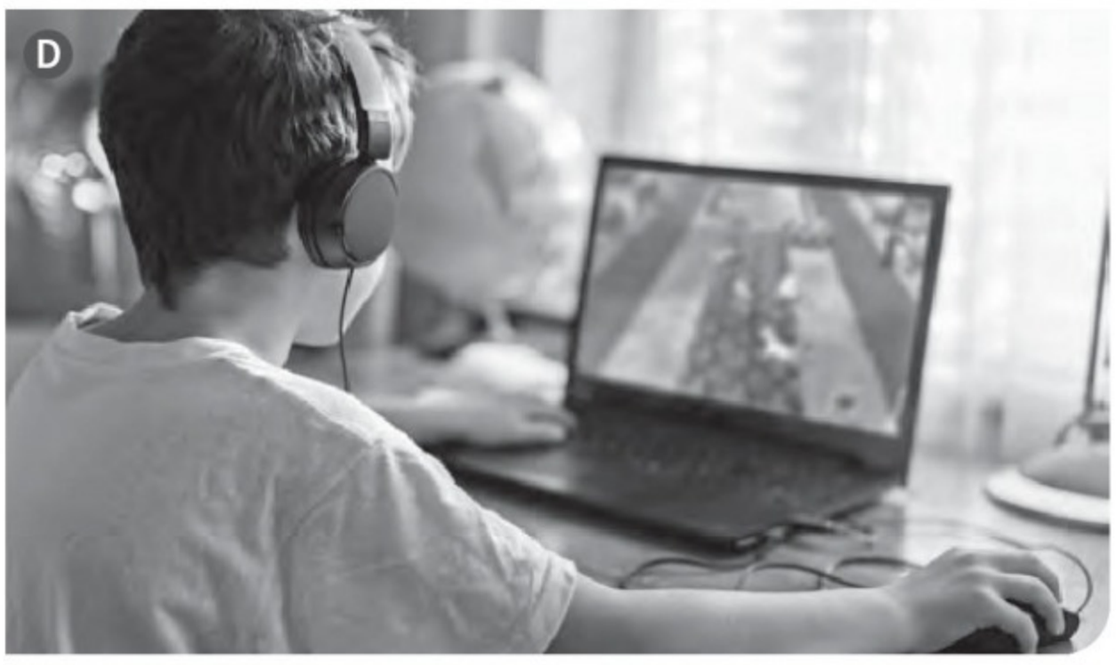
4 Read the strategy above. Find examples of deductions in the script in Ex 2 using *appear*, *look*, *seem* or a modal verb.

5 Rewrite the sentences to make deductions using the words in brackets. More than one answer may be possible.

1 She is very lonely. (look)
2 I don't think they are very rich. (can't)
3 It is some sort of shelter. (seem)
4 I think she has been robbed. (might)
5 They've forgotten their key. (appear)
6 That is a city in the USA. (must)

6 Make notes of the similarities and differences between the photos below.





7 Write a description of the photos, comparing and contrasting them. When you have finished, check that you have …

- used a variety of phrases for comparing and contrasting from the Phrasebook.
- used a variety of words and phrases to make deductions.

5.9 WRITING

Use forceful vocabulary to write an email of complaint.

1 Look at the photo and think about the questions.



1 What are the people protesting about?
2 Do you think protests like this can be effective?

2 Read the email, ignoring the gaps. Choose the correct answer: A, B or C.

1 The writer is complaining about …
   A a new road.
   B a news report.
   C an environmental protest.
2 The writer believes that …
   A the report gives both sides of the argument.
   B the news channel is in favour of the new road.
   C the reporter shows bias against the demonstrators.

Dear Sir / Madam,

Having watched your news item on local people protesting against the cutting down of trees in our neighbourhood, [1]___ the incredibly biased nature of the reporting. Not only was this item broadcast at 6 p.m., it was repeated in later programmes and is widely available to be further viewed online and on social media.

Although I am a firm believer in giving both sides of any argument, rarely have I been so appalled by a news item. The report presented a legitimate and peaceful demonstration in a way that was wholly negative and totally inaccurate. [2]___ the demonstrators described as 'snowflakes' and 'dangerous trouble-makers'. It seemed as if the reporter wanted these concerned local residents to conform to the stereotype of environmental activists so often portrayed in the media. If so, [3]___ sensitivity to the concerns of local residents, or any real awareness of the issue.

While I accept that an email from one angry resident is highly unlikely to enforce changes in your editorial policy, [4]___ under no circumstances will local people be willing to tolerate such blatant prejudice. [5]___, and an online petition asking the media regulator to thoroughly investigate your reporting has been set up.

[6]___ how you plan to reassess your reporting strategy.

Yours faithfully,

Eliza Walton

3 In which order does the writer do the following?

A say what action she and others propose to take ___
B say what she would like the news channel to do ___
C make a general statement about the issue ___
D express how she feels about the news report ___

4 Complete the email with phrases A–F.

A your report displays an incredible lack of
B I feel I must write to complain about
C As a result, a further protest is currently being organised
D I would appreciate it if you could let me know
E It is all the more disappointing to hear
F I can assure you that

5 Match phrases A–F in Ex 4 with functions 1–4.

1 Making an opening statement _____
2 Expressing disappointment _____
3 Outlining action _____
4 Signing off _____

STRATEGY Using vocabulary to sound more forceful

Select vocabulary that is appropriate for the context and objective of your writing, e.g. that makes more impact and that will impress the reader.

6 Read the strategy above. Find synonyms in the email for the following words and phrases.

1 put up with _____
2 look into _____
3 looked at _____
4 make something happen _____
5 shocked _____
6 think about again _____
7 fit _____
8 strong _____
9 clear _____

7 You are going to write an email of complaint. Choose one of the following situations and make notes about why the person or organisation is wrong.

1 A social media company has allowed someone to spread false information about one of your friends on its platform, and will not take down the posts.
2 A popular musician made negative and insulting comments about people with disabilities at a concert, and has not apologised.
3 Your local town council has refused to improve sports and entertainment facilities for young people.

8 Plan your email. Make sure that you follow the paragraph structure in Ex 3. Decide which phrases from the Phrasebook you will use. Where possible, use vocabulary to sound more forceful and also inversion for emphasis.

9 **CHECK YOUR WORK** Did you …

- use the correct paragraph structure?
- make sure the reason for your complaint was clear?
- use phrases from the Phrasebook?
- use vocabulary to sound more forceful?
- use inversion for emphasis?
- check your spelling, punctuation and grammar?

Grammar

1 Choose the correct alternative.

Sima Have you managed to reduce your screen time and do more reading, like you planned to? And [1]**if not** / **but for**, what's the reason?

Will No, I've recently started writing online book reviews. [2]**If so** / **If anything**, my screen time has increased.

Sima Hmm. It seems to me if you [3]**don't start** / **hadn't started** writing reviews, you'd spend less time on your laptop. And you [4]**would have** / **would've had** more time for reading.

Will Actually, writing the reviews has expanded my reading. And if it [5]**isn't for** / **wasn't for** the reviews, I wouldn't have discovered some really great books.

Sima Do you ever think about writing fiction yourself?

Will I'm not sure. I think if I was more confident, I [6]**had tried** / **would have tried** writing by now. But I'm too self-critical.

2 Rewrite the sentences using inversion.

1 It's rare that we meet someone with so many positive attributes.
Rarely _____.

2 I will never forget my first day at school.
Never _____.

3 Ada's friends didn't realise she was a successful gamer.
Little _____.

4 If Bea hadn't been so determined, she wouldn't have succeeded.
Had _____.

5 He was so charming that everyone believed his lies.
So _____.

6 Sofia is good at sport and is also a brilliant mathematician.
Not only _____.

7 I couldn't find their email address anywhere.
Nowhere _____.

Vocabulary

3 Complete the sentences with one word from A and one word from B.

A alternative perspective contributor grassroots novice pursue my interest

B civic life empowered fan base mentoring signed up to

1 It doesn't matter if you're a _____ at gaming – there are lots of experienced players who will provide _____.

2 Beth is a regular _____ to an online film review website – she's so popular she's started to develop her own _____.

3 I've decided to _____ in creative writing, so I've _____ an online course.

4 Community volunteering is a _____ movement that lets young people contribute to _____ in their local area.

5 The success of women's football has given fans an _____ on the game and _____ more women to take up the sport.

4 Choose the correct answer: A, B or C.

1 Jamal is very ____ and is good at making things happen.
A considerate **B** tactful **C** proactive

2 Alisha has a lot of ____ and is always willing to give her friends a helping hand.
A empathy **B** potential **C** perception

3 If someone asks your opinion, try to be ____ and avoid hurting their feelings.
A assertive **B** worthless **C** tactful

4 My parents have very high ____ and it's sometimes hard to live up to them.
A flaws **B** expectations **C** affirmations

5 If you really get to know someone, you may find that your ____ of them changes.
A affirmation **B** perception **C** empathy

Cumulative review

5 Complete the comment and reply from an advice forum. Write one word in each gap.

Soraya J I always seem to lag [1]_____ my friends in maths. My maths teacher has very high expectations and it isn't easy to [2]_____ up to these. Today, he made a joke about my poor grades, which made me feel [3]_____. If I [4]_____ more assertive, I would have explained that I didn't understand and asked him for help, but I don't think he has much [5]_____. I know I'm rubbish at maths, but now I'm feeling quite [6]_____ about my abilities generally. Am I a failure?

JamieLee @Soraya J Don't [7]_____ your abilities or be too self-critical. However, I agree you need to be more [8]_____ and ask for help. If [9]_____, suggest to your friends that you do your maths homework together. Get them to advise you – [10]_____ feedback is a great way to improve your learning. Also, your teacher may not realise the effect of his joke – try to find a [11]_____ way to tell him how it made you feel.

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about communities and self-esteem?
4 What can you do to become more aware of unconscious bias?

Understand a vlog and use vocabulary about migration.

6 Human nature



1 a What can you remember about the vlog? Match the sentence halves. Are the sentences true (*T*) or false (*F*)?

1 Amira's sister has decided not to emigrate ___ ___
2 Amira's dad was an economic migrant ___ ___
3 According to Amira, London ___ ___
4 Amira's parents found it easy ___ ___
5 Human beings have always wanted ___ ___
6 A lack of food in Ireland caused ___ ___
7 Being an immigrant often involves ___ ___
8 Immigrants contribute very little ___ ___

A a spike in the number of emigrants to the USA.
B in the 1990s was a melting pot.
C a decision to uproot your family and make them move elsewhere.
D as she will have better career prospects if she stays in the UK.
E to the fabric of the society they move to.
F to settle in the UK at first.
G to the UK, where he met her mother.
H to control their own destinies.

b 6.01 Watch or listen again and check.

2 Match the quotes with the words and phrases below.

cutting-edge displace get out of control go-getter
innovation migrate trace your ancestry

1 My cousin is really good at coming up with ideas and thinking of new ways of doing things. _____
2 There was a complete lack of order during the protest and eventually the situation became impossible to manage. _____
3 Sometimes people have to leave their homes because of natural disasters. _____
4 I want to know more about my family history, so I've signed up to a website that helps you do that. _____
5 Kaheem really wants to succeed and he takes every opportunity to learn and improve himself. _____
6 The technology in this device has only just been developed – it uses the newest, most advanced technology available. _____
7 My grandparents moved around a lot in search of a better life. _____

3 Complete the social media post with the correct form of the words and phrases in this lesson.

Your feed Favourites Recent

It's a big decision to [1] _____ yourself and your family from your home. But if you're experiencing hardship or disasters, you may decide that your only option is to leave, to [2] _____ and find a new home somewhere safe. That's the sign of someone who's a real [3] _____. Of course, some people are against allowing foreigners to [4] _____ into Sweden. They worry that every time there is a [5] _____ migration, the situation is getting [6] _____. They claim that most people who come here just want to enjoy the benefits of a western lifestyle, and are a threat to the [7] _____.

I disagree with this view. Many of the people who have [8] _____ here have brought energy and new ideas, and we need that kind of [9] _____ to move forward. Look at all the successful businesses in this city run by immigrants – they're evidence of real [10] _____. I'm glad Malmö is a real [11] _____ – somewhere that welcomes everyone! **Lucas J, Malmö, Sweden**

4 REAL ENGLISH Complete the dialogue with the phrases below.

got out of bed on the wrong side rags to riches
rubbed you up the wrong way up sticks
when the going gets tough, the tough get going

A What's up? You look as if you [1] _____ this morning.
B No, it isn't that.
A Well, someone has definitely [2] _____.
B It's my big sister, Ellie. She's decided to [3] _____ and move to France to pick grapes. She says the money is good and they provide accommodation.
A I don't see this story having a [4] _____ ending.
B Nor me. But meanwhile, she's left me to look after the garden here all by myself.
A Well, you know what they say: [5] _____. You'll just have to manage somehow!

5 VOCABULARY BOOSTER Now practise **Migration** vocabulary on page 109.

1 Read the social media post about a TED talk and answer the questions.

1 What was the main issue discussed in the talk?
2 Why is this a problem?
3 What are some of the consequences?



New post • 2 hours ago

I recently watched a fascinating TED talk by a woman called Kristen Wenz, who works in international development. Early in the talk, she referred to the UN Universal Declaration of Human Rights. [1]This says that everyone should have the right to be recognised as a person before the law. In other words, the right to a legal identity. That seems obvious, right? But Kristen also shared a personal story about her two younger brothers. [2]When they were adopted from Ethiopia 20 years before, her mother said that they didn't have birth certificates. So their family didn't know exactly how old they were. [3]She told the audience that over one billion people around the world have no birth certificate and therefore no legal identity. Of course, the majority of them are in poorer countries. [4]She explained that without a birth certificate, officially these one billion people don't exist. If you are not officially recognised as a person, you can't control your destiny. You can't easily get a passport or a SIM card, or open a bank account. In many cases, you don't even have access to basic medical care, education or protection from persecution. [5]Kristen's argument was that ensuring everyone has a legal identity leads to better development outcomes – from helping the victims of natural disasters to providing support for migrants. Anyway, this talk really made me think and I'd recommend anyone to watch it.

Comment

2 Look at the underlined sentences. Which one …

A uses a change in tense when reporting what was said? ___
B uses a reporting verb other than *say* or *tell*? ___
C includes a modal verb and a reporting verb in the present tense? ___
D reports what was said about a situation that hasn't changed? ___
E uses a noun to report what was said? ___

3 Rewrite the examples of direct speech as reported speech. Sometimes more than one answer is possible.

1 'People with no legal identity should not be treated as second-class citizens.'
The aid worker argued that _____
_____.

2 'Injustice anywhere is a threat to justice everywhere.'
Martin Luther King's view was that _____
_____.

3 'During the 19th century, millions of people emigrated from Europe to America.'
The lecturer explained that _____
_____.

4 'Vancouver is a city I always enjoy visiting because it's such a melting pot.'
Bea told us that _____
_____.

5 'We think you should prepare for a spike in cases of flu next winter.'
Scientists advised people _____
_____.

6 'The situation could easily get out of control.'
She warned that _____
_____.

4 Report the sentences with the words in brackets and *whether*.

1 'It's possible that the government will decide to introduce new regulations.' (discuss)
The article _____
_____.

2 'Do you think the number of economic migrants will increase? Or do you think it won't increase?' (ask her)
The journalist _____
_____.

3 'More people might be displaced – we aren't sure yet.' (talk about)
The aid worker _____
_____.

4 'The situation may or may not change. It's of no interest to me.' (not interested in)
The politician _____
_____.

5 'Would you describe yourself as a go-getter, or not?' (ask me)
The interviewer _____
_____.

6 'It doesn't matter if the fabric of society is damaged. That isn't important to me.' (not care)
The activist _____
_____.

5 6.02 Read and listen to a short news item and report what was said using reported speech structures and a variety of verbs (e.g. *explain*, *describe*, etc.).

News > Top stories

LIVE

This is Lindsay Walker reporting from the scene of serious flooding after the recent storms. Hundreds of homes have been damaged and many families have been displaced. The town is vulnerable to flooding because it is in a deep valley. I spoke to one local resident who told me, 'The local authorities should do more to prevent flooding.' I don't know if there is a solution, but I suspect it involves sealing off whole areas of the town. Floods like these could happen more often in future – and that is very worrying. It isn't clear if people will be able to return to their homes soon.

I've just watched a report by the journalist Lindsay Walker from the scene of serious flooding after the recent storms. She said …

6.3 LISTENING

Listen for opinions and facts in conversations about dystopian fiction.

1 What can you remember about dystopian novels according to the Student's Book? Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

1 Dystopian novels often take place in imagined worlds and create worst-case scenarios for current issues. ___
2 In moments of national or global anxiety we tend to read fewer dystopian novels. ___
3 Dystopian fiction warns us not to ignore what is happening in society and to get involved in civic life. ___
4 Dystopian fiction often treats social issues in an extreme way in order to make us think about them. ___

2 Look at the pictures. Have you seen either of these films? Complete one of the statements below.



WHAT WILL HAPPEN WHEN AN EX-COP COMES UP AGAINST KILLER ROBOTS?
Blade Runner

1 I've seen … I enjoyed / didn't enjoy it because …
2 I would like to see …, because …

3 Read the extract from a podcast home page.

1 Why are science-fiction films often set in an imaginary future?
2 What are podcast subscribers being asked to do?



In our next podcast, we'll talk about science-fiction films. Like the dystopian novels we discussed last time, these are often set in an imaginary future and explore important ideas and concerns of the time in which they are made. It's often easier to probe into these issues if they seem to be happening to other people in another time and place.

This is a chance for you to take part in the podcast. Choose a sci-fi movie you haven't seen before, read some reviews, then watch it and send us a voice message telling us what you thought.

4 6.03 Listen to two students talking about the films they chose and tick (✓) the correct option. Which film …

	Blade Runner	*Interstellar*
1 was made in 1981?	☐	☐
2 was made in 2014?	☐	☐
3 is set in a dystopian future?	☐	☐
4 is set in Los Angeles in 2019?	☐	☐
5 involves a police officer and robots?	☐	☐
6 involves space travel?	☐	☐
7 is like a crime drama?	☐	☐
8 includes a lot of scientific discussion?	☐	☐
9 deals with concerns about human survival?	☐	☐
10 raises important moral questions about artificial intelligence?	☐	☐

STRATEGY Distinguishing between opinions and facts

When we listen, we sometimes need to distinguish between facts and opinions. Listen out for phrases that indicate that someone is giving an opinion (*In my view*, *The way I look at it*, etc.) or speculating (*It might be considered*, *I guess the idea is*, etc.).

5 6.03 Read the strategy above. Listen again and decide which of the statements are the speaker's opinions (*O*) or facts about the film (*F*).

Layla

1 *Blade Runner* is about a retired police officer searching for some human-like robots who have acted illegally. ___
2 The film has many of the characteristics of a typical crime story. ___
3 It isn't a problem that the film raises certain questions without answering them. ___
4 The film asks some difficult questions about what it means to be human. ___
5 The film was ahead of its time in terms of the questions it raises. ___

Amol

6 *Interstellar* is set in the near future at a time of extreme food insecurity. ___
7 The film is intended to reflect people's worries about environmental disasters. ___
8 The main character has been given the task of finding a way for humans to survive. ___
9 The amount of scientific detail in the film is sometimes difficult to understand fully. ___
10 Some elements of the story are believable, but others are not. ___

6 Imagine you have to take part in a discussion about the questions below. Think about what you might say and the reasons you could give to support your opinion.

1 In the future, if we create robots that can think and have feelings, should they have the same rights as humans?
2 If some countries experience long-term food insecurity in the future, what effect will that have on the rest of the world?

1 Match the words to make phrases.

1 fight ___	A basic necessities
2 offer ___	B solidarity with
3 organise ___	C epidemics
4 provide ___	D malnutrition
5 raise ___	E rescue missions
6 show ___	F emergency relief
7 stand up for ___	G awareness
8 suffer from ___	H a person or idea

2 Complete the sentences with phrases in Ex 1. Change the form when necessary.

1 The charity is campaigning to _____ of the situation of asylum seekers.
2 We ensure that children _____ receive emergency food supplies.
3 Medical services are _____ of cholera in the refugee centre.
4 The charity exists to _____ to people affected by natural disasters.
5 Our organisation _____ the rights of minorities experiencing persecution.
6 Local businesses helped to _____ like food and clothing following recent heavy flooding.
7 Sometimes charities can _____ to help save vulnerable people.
8 Emma's taking part in a charity 'sleep out' to _____ homeless people.

3 Choose the correct alternative.

What we do Get involved About us Search

ABOUT US

Our organisation provides humanitarian [1]**aid** / **awareness** / **necessities** to people around the world. We specialise in [2]**healthcare** / **emergency** / **disaster** management – that means we go into an area after an earthquake or severe storm, and deal with the problems it has caused. In the [3]**relief** / **aftermath** / **fight** of an event like that, people are often homeless and need someone to provide shelter and food. It's important to get people and resources [4]**at** / **of** / **on** the ground as soon as possible. Our [5]**fieldworkers** / **missions** / **management** are highly trained and know exactly what to do to help. We also have medical teams who offer preventive [6]**solidarity** / **healthcare** / **epidemics** to protect people from the effects of disease.

FIND OUT MORE

4 Rewrite the sentences using the correct form of the words and phrases below.

aftermath of disaster management
fight an epidemic humanitarian aid on the ground
organise rescue missions provide basic necessities
raise awareness stand up for suffer from malnutrition

1 We need to show people the importance of entrepreneurship among migrants.
2 The charity's work in the areas where help is needed is essential.
3 One of our roles is to supply the things that people need in order to survive.
4 There was widespread unemployment in the period immediately following the financial crisis.
5 Extra medical staff are usually needed to deal with a large number of cases of a disease.
6 It's important to support and defend the rule of law.
7 Marc's job is to make arrangements for saving people from dangerous situations.
8 Following the disaster, many children were badly affected by not having enough to eat.
9 In 2020, over 150 million people received assistance because they were affected by conflicts or disasters.
10 Lexi is a specialist in dealing with the effects of dangerous situations affecting people in different parts of the world.

5 Complete the texts with words and phrases from this lesson. Sometimes more than one answer is possible.

Henry Dunant was a Swiss businessman who witnessed the [1]_____ the Battle of Solferino in 1859. Determined to [2]_____ for thousands of sick and injured soldiers, he organised local people to [3]_____ like water, food and medical care. Dunant went on to co-found the Red Cross, considered by many people to be the first modern [4]_____ organisation.

Amnesty International [5]_____ the human rights of people around the world. It works globally to [6]_____ of injustice and persecution. Through its various investigations and publicity campaigns, it aims to [7]_____ people who are suffering for their religious, political or ethical beliefs. Its [8]_____ are mostly volunteers who provide support and training to local and national human rights groups.

The **International Rescue Committee** specialises in [9]_____, helping people whose lives have been threatened by conflict or who have been displaced by natural disasters. Its staff work [10]_____ in over 40 countries, where they supply food, shelter and clean water. They also provide [11]_____ to ensure that serious diseases don't develop, and specialised treatment for children [12]_____.

6 Think about something that has happened in your country or a place you know about, for example, a big storm or a flood. Prepare to discuss what happened. Make notes using as much of the vocabulary from this lesson as possible.

Local charities provided basic necessities like food and drinking water.
People showed solidarity with victims by giving them a place to sleep.

7 VOCABULARY BOOSTER Now practise **Coming to the rescue** vocabulary on page 109.

6.5 GRAMMAR

Use emphasis to talk about important information.

GRAMMAR BOOSTER SB P143

1 Match the sentence halves.

1 What impressed me about the refugees I met ___
2 It was a social media campaign ___
3 What local people did ___
4 It was fieldworkers on the ground ___
5 What I like about London ___
6 It is in the developing world ___
7 What the organisation does ___

A who made a difference in the aftermath of the storms.
B is provide information and advice for people who want to emigrate.
C was their willingness to control their own destiny.
D where the greatest need for humanitarian aid exists.
E was set up a charity to provide basic necessities for homeless people.
F is that it is a real melting pot of cultures.
G that raised awareness of the need to help refugees.

2 In each sentence in Ex 1, what is the important information being emphasised?

3 Complete the sentences with the phrases below. Sometimes more than one answer is possible.

fact is | people who | place where | problem is | question is | reason why | thing that | truth is

1 The _____, no one knows how to solve the problem.
2 The _____ is causing these storms is global warming.
3 The _____: why is there so much suffering in the world?
4 The _____ I'd like to settle is Canada.
5 The _____, we don't have enough resources on the ground.
6 The _____ really need our help are economic migrants.
7 The _____ they left their home was to avoid persecution.
8 The _____, providing humanitarian aid is expensive.

4 Rewrite the sentences so that they have the same meaning. Use the words in brackets.

1 People stood up for the right to protest. (was)
What _____.
2 Ignorance causes a lot of discrimination. (that)
It _____.
3 The government underestimated the power of social media. (did)
What _____.
4 Mostly poor children suffer from malnutrition. (who)
It _____.
5 Some people are worried about a spike in the cost of living. (is)
What _____.
6 A lot of immigrants decided to settle in New York. (where)
It _____.
7 Preventive healthcare protects people from disease. (does)
What _____.
8 A quick response is important in a humanitarian crisis. (that)
It _____.

5 Complete the text with phrases A–H.



I've been a supporter of a charity called Sightsavers for several years. [1]___ is treat eye conditions that can cause sight loss or blindness. [2]___, many of these conditions are easily treated with surgery or the right medication. Unfortunately, [3]___ that often leads to them developing. Sightsavers works in over 30 countries, focusing mainly on Africa and Asia. Inevitably, [4]___ are in poorer regions with limited access to good medical services.

[5]___ was that it stands up for the rights of people with disabilities. This is very important as disabled people in low- and middle-income countries are often denied basic human rights. [6]___, along with medical care, they are often unable to gain access to education and work opportunities.

[7]___ was my uncle, who is a doctor and volunteers with Sightsavers for two weeks every year. It was hearing about the charity's incredible work [8]___. When I finish school, I hope to spend some time volunteering with Sightsavers on the ground.

A the places where the need is greatest
B The reality is that
C that made me want to support it
D it is the lack of preventive healthcare
E The person who introduced me to Sightsavers
F What the charity does
G What also impressed me about Sightsavers
H The fact is

6 Think about a charity or a global issue that is important to you. Complete the sentences so they reflect your opinion.

1 It is … that I find really impressive.
2 What we need to raise awareness about is …
3 What the most successful charities do is …
4 The people who inspire me the most are …
5 The most important issue for me is …

1 What can you remember about the article in the Student's Book? Complete the text with the words below.

cause cultural norms imitating mechanisms
shifts tipping point trigger vital

One person's yawn is often a [1]_____ for others to yawn too, in a ripple effect. One theory about why yawning is so contagious is that our mirror neurons react powerfully when we see someone yawn, making us copy them. Mirror neurons have a [2]_____ role in learning, as well as influencing changes in human behaviour and [3]_____ over long periods of time. [4]_____ others is how we learn, not only as children, but also as adults and as a whole species. When the minority stand up for a [5]_____, they can influence many others until a [6]_____ is reached and social change occurs. Thus the actions of individuals can bring about huge [7]_____ in public opinion, resulting in lasting social changes seen in [8]_____ such as education.

2 Read the definition. Which of the actions below do you think are examples of altruistic behaviour?

al·tru·ism /ˈæltruɪzəm/ *noun* [U] (*formal*) the fact of caring about the needs and happiness of other people and being willing to do things to help them, even if it brings no advantage to yourself ▶ **al·tru·is·tic** /ˌæltruˈɪstɪk/ *adj.*: *altruistic behaviour*

From *Oxford Advanced Learner's Dictionary*, 10th edition

- doing someone a favour and expecting something in return
- giving blood at a medical centre
- giving money to a homeless person
- risking your own safety to help someone
- taking more than your fair share of something
- volunteering for a charity

3 Read the questions and think about the possible answers.

1 Are humans the only altruistic animals?
2 Is altruism learned or something we all have in us?
3 What is altruism?
4 How can people learn to be altruistic?
5 What else might make us behave altruistically?
6 What are the social benefits of altruism?

4 Read the text quickly. Match the questions in Ex 2 with the paragraphs which answer them (A–E). There is one question you do not need.

STRATEGY Recognising paraphrasing

Writers often need to repeat ideas in a text in order to emphasise or develop them. Paraphrasing allows them to do this without repeating the exact language they have already used.
Look out for synonyms and antonyms used in paraphrasing, as well as nominalisation – forming nouns or noun phrases from previously used verbs and adjectives. These are often placed at the beginnings of sentences.

5 6.04 Read the strategy above. Read the text again and choose the best phrases to complete the paraphrasing in sentences 1–5: A, B or C. Then listen and check.

1 **A** This system **B** Assisting others **C** Such generous and unselfish behaviour
2 **A** Such kindness **B** This process **C** Getting paid for doing good
3 **A** diminish **B** increase **C** influence
4 **A** activity **B** beings **C** characteristics
5 **A** needing assistance from others
B demonstrating altruistic behaviour
C helping other species

Altruism: helping others, helping yourself

A ___ When did you last do something to help someone else? Perhaps you did some shopping for an elderly neighbour, raised money for a good cause or helped a friend with their homework. When people see others who are in difficulty, they often experience feelings of empathy and put themselves forward to help. [1]___, which seems to benefit only the person who receives help or support, is referred to as altruism. But is altruism really selfless, or is there a selfish element too?

B ___ The answer may be both. What many psychologists believe is that altruism plays a vital role in maintaining connections within families and social groups, helping them to co-operate and survive. People in a group who do something positive to help others often receive something in return later, such as respect or admiration from the group, or a material reward such as food or money. [2]___ helps to ensure that the whole group is stronger.

C ___ Not only does altruism strengthen our connection to other people, it also makes us feel better. It's likely that, when you last did something altruistic, you experienced a positive feeling of happiness. Psychologists believe this is one of the main reasons for unselfish behaviour in humans. Research suggests that things like volunteering or spending money on others can increase our happiness and reduce feelings of depression. Conversely, purely selfish actions may [3]___ our sense of well-being. So as well as making us feel good, altruism may also do us good.

D ___ Putting the needs of others before yourself seems to be part of human nature. Like all human [4]___, however, it varies. It does seem as though most people will naturally help out family members or intimate friends. They also respond with empathy when they see others in need or are asked for assistance. Even very young children show a willingness to share, and there is evidence that this makes them feel good. And of course, culture and social customs also play a part in influencing altruistic behaviour.

E ___ In Antarctica, two marine ecologists observed a family of orcas hunting a seal that was sheltering on a piece of ice. As they watched, two large humpback whales surged into the middle of the hunt. What these whales did was to protect the terrified seal from the orcas and allow it to escape. There was no benefit to the humpback whales. It appears that they were simply helping the seal. Biologists have long recognised that animals of the same species sometimes help each other, by sharing food, for example. However, in cases where there is no obvious benefit to the helper, such as the whales, or when dolphins save swimmers at sea, scientists have suggested that animals may experience feelings of empathy and a willingness to help other creatures in distress. Apparently, humans are not alone in [5]___.


orca

6 When was the last time someone did something altruistic for you? When was the last time you did something altruistic for someone else? How did you feel on each occasion? Write a short paragraph.

6.7 GLOBAL SKILLS

Analyse what makes a successful presentation.

1 What can you remember from the Student's Book? Complete the tips for a great presentation with the words below.

background knowledge chunks cluttered concise
draft feedback jargon pace rehearsed slides

Studentlife

Help and advice > In the classroom > Presentations

How to give a 'killer' presentation

Tip 1 Good preparation is essential

Do your research, make notes and write a [1] _____ of your talk. Practise with family or friends and ask for their [2] _____ – practise a lot!

Tip 2 Don't read from your notes

Don't worry if you don't say everything exactly as you [3] _____ it. Your presentation will engage your audience more if you come across as natural, feel confident and sound competent.

Tip 3 Don't talk too much

Be [4] _____. To help you do this, organise your material into [5] _____ – short clear sections that will make it easier for you to remember and easier for your audience to follow.

Tip 4 Don't speak too fast

You want to sound knowledgeable and enthusiastic, but you need to allow your audience time to take in what you've said. Try to speak at a steady [6] _____ and use pauses to separate the chunks of information.

Tip 5 Think of your audience

Remember that not everyone shares your [7] _____ of the topic. Avoid using too much [8] _____ or specialist vocabulary which may not be familiar to your audience.

Tip 6 Maintain eye contact

Look at the audience when you're speaking, not your slides. Make sure your [9] _____ are clearly connected to your subject and help you get your message across. Avoid [10] _____ slides that are full of text – you want your audience to be listening to you, not trying to read the slides!

Tip 7 Finish with something memorable

Make sure your audience know what the key issue of your presentation is. In your conclusion, repeat the main points so that these are what people remember.

2 6.05 Listen to two students discussing a presentation by their classmate, Jamal.

1 Which of the things in Ex 1 did Jamal do well?
2 Which ones did he do less well?

3 6.06 You are going to read Jamal's self-evaluation report on a presentation he gave. Listen to him talking about the presentation and note down …

- the topic of the presentation
- the structure
- the key points

4 6.06 PRONUNCIATION Listen again and look at the audio script. Mark where Jamal pauses. How do his pauses help you to follow what he says?

5 Read the self-evaluation report.

1 Why did Jamal speak quickly during the first part of the presentation?
2 What did he hope to achieve by using photos rather than text on the slides?
3 How did he use the slides in the second part of the presentation?
4 What does Jamal think he did well?
5 What does he think he could improve?

Notes

The first part of my presentation was on the historical context of humanitarian aid, and I supported it using a series of photos. It's really important to keep the audience engaged, and photos are a powerful tool. I wanted to avoid having text on the slides, and explain my points directly to the audience instead in order to make it more interesting. I wanted them to listen to my words rather than reading the information from a slide. I didn't have much time and there was a lot of information to get across, so I had to speak quite quickly.

In part 2, I talked about aid spending by different countries, and the difficulty of ensuring that it gets to the right people. There were three main points that I wanted to make and I used the slides to summarise them. Each one was supported by diagrams and charts rather than photos. I only used a small amount of text as, again, I wanted the audience to listen to me, not read the slides.

I was pleased with how it all went, but I now know what I need to work on ahead of my next presentation. I did my research and was well prepared and I was careful about the design and content of the slides. Some people suggested that I had included too much information for a 20-minute presentation. They did say it was really engaging and gave them lots to think about. I think, overall, I should probably have shortened my presentation. I was quite nervous and I think I spent a little too much time explaining some points. On balance, I think the audience clearly understood the most important points.

6 MEDIATION A friend has given a student presentation. The feedback she received from the audience and her tutor said she …

- spoke well and didn't read from her notes or her slides.
- made the key points clear.
- tried to include too much information.
- had too many slides which were cluttered with a lot of text.
- sometimes spoke too fast and took longer than fifteen minutes.
- repeated herself too often.

Write a message mentioning the good points of her presentation and advising her on how to improve the less good points.

7 Think about presentations you have given in the past. What did you do well? What could you improve?

8 Imagine you have to give a ten-minute presentation on one of the subjects you are studying. Complete the sentences.

1 I would need to ensure that I …
2 What I would be good at is …
3 It is … that I would need to be careful about.

1 Look at the photo and think about the questions.

1 What do you know about the World Food Programme?
2 What do you think are the main causes of world hunger?
3 What can humanitarian aid organisations do to tackle hunger?



Food distribution in Afar, Ethiopia

WFP
World Food Programme

2 6.07 Read the tips for a good presentation. Listen and tick (✓) the things that the speaker does.

1 Tell your audience what you're going to talk about at the start. ☐
2 Use surprising facts or statistics to get the audience's attention. ☐
3 Avoid making assumptions about the audience's background knowledge. ☐
4 Don't use too much jargon – if you do use jargon, explain it. ☐
5 Speak at a steady pace so that your audience can take in what you're saying. ☐
6 Don't use too many informal words and phrases. ☐
7 Include a key takeaway at the end of your presentation. ☐

3 6.07 Listen again and complete the text with the phrases you hear.

Good morning. [1] _____ the global issue of hunger. [2] _____ some of the causes of hunger and the work of the UN's World Food Programme in reducing it. Enough food is produced to feed everyone in the world. But making sure it is shared equally is a huge challenge.

So, what are the facts? [3] _____ some information about global hunger. The WFP website says over 800 million people across the world experience food insecurity. In simple terms, this means they don't have enough to eat. Suffering from malnutrition can have serious consequences for people's health and life prospects. What we know is that hunger is more common in more unequal societies. [4] _____ in the fact that life expectancy in developing countries is significantly lower than in richer Western countries.

[5] _____ why this is the case. Sadly, in 80% of the worst hunger crises, the main cause is conflict – in other words, war. Events related to climate change, such as floods and drought, also affect millions of people, increasing poverty and creating instability. Furthermore, other disasters like storms or earthquakes can cause sudden food emergencies requiring immediate humanitarian aid. Finally, [6] _____, inequality also drives hunger because it limits people's access to education, employment and healthcare.

So, how can the WFP address this problem? [7] _____, there is enough food, but it isn't distributed equally. [8] _____ national governments cannot solve this problem alone, without the necessary expertise. The point I'm trying to make is, in emergency situations, it is aid organisations that provide basic necessities like food, water and shelter. As well as support on the ground, the WFP provides early warnings of climate-related events. It ensures that in the aftermath of disasters people have access to energy and cooking facilities. And it provides financial support to communities and businesses to improve longer-term food security. [9] _____ without the work of the WFP, global hunger would be much worse.

4 Match the phrases 1–9 in Ex 3 with functions A–E.

A Giving examples _____
B Referring back _____
C Introducing the topic _____
D Concluding _____
E Changing focus _____

STRATEGY Reformulating

When you give a presentation, you will sometimes need to return to a point that you have just mentioned and explain it in a different way. You can use the following phrases to do this:
In other words …; In short …; In simple terms, this means …; What I mean by this is …; The point I'm trying to make is …

5 Read the strategy above. Underline three examples of reformulation in the script.

6 Look back at the questions in Ex 1. How accurate were your answers?

7 You are going to prepare slides for a presentation. Choose a topic you are familiar with and make notes about …

- the background knowledge you think your audience will have, and you will need.
- how you will organise your material and introduce your main points.
- any jargon you might need to explain.
- the key takeaway that you will emphasise at the end.
- the phrases you will use to perform the functions in Ex 4.

8 Use your notes to prepare your slides – do not write too much! If you wish, you can also write a script of what you will say. If you do this, check that you have …

- organised your presentation clearly.
- used a variety of phrases from the Phrasebook.
- used reformulation.
- checked your spelling, grammar and punctuation.

6.9 WRITING

Evaluate a novel, film or series.

1 When you read a review of a novel, film or TV series, which of the following questions do you want it to answer?

1 What is the basic plot?
2 What does the reviewer think are the main themes?
3 Where and when is it set?
4 What does the reviewer think is the writer's / director's intentions?
5 Who wrote / directed it?
6 Who are the main characters?
7 What happens in the end?
8 What does the reviewer like and dislike about it?

STRATEGY Evaluating

When you write a review, you are usually asked to evaluate a novel, film, etc. in relation to a particular aspect of the story. What is the theme that the film focuses on? Does it have a message for the audience? You might also consider how well it meets the conventions of the genre it belongs to and how suitable it is for its target demographic.

2 Read the strategy above and the review from Mina's movie blog below. What is her overall opinion of the film?

MINA'S MOVIE BLOG •••

★ NEW REVIEW >

(A) *Children of Men* is a dystopian film directed by Alfonso Cuarón. The film reflects the concerns of the early 21st century about the future of humanity. The film is set in the UK in the near future. For unexplained reasons, no children have been born for eighteen years. Meanwhile, the UK has been overwhelmed by migrants whose freedom is limited by the authorities.

(B) The main character, Theo Faron, is a civil servant who used to be a political activist. An immigrant-rights group demand that Theo use his position to acquire travel documents for a young woman called Kee. When he learns that Kee is pregnant, Theo agrees to help her get to safety. The plot moves at a fast pace and describes what happens on the journey. While being pursued by the authorities, Kee has her baby in a refugee camp. At great personal risk, Theo then takes her to the coast, where a boat is waiting.

(C) The film focuses on the loss of hope: only children represent hope for the future. Kee and her baby are a metaphor for a possible better world. The director's intention is to raise the audience's awareness of the importance of hope for the future. The issue of what can happen to society when hope disappears is undoubtedly thought-provoking. However, one criticism is that it is sometimes violent.

(D) To conclude, what I enjoyed most about the film was the way Cuarón allows the viewer to reach their own conclusions and doesn't try to dictate how they should feel. Although I don't share his vision of a dystopian future, the story did make me consider how society views migrants and the importance of treating them with empathy. Overall, I think *Children of Men* warns us about what can happen when we lose hope; in my view, that makes it a film worth watching.

★★★★☆

3 In which paragraph(s) does Mina provide the following?

1 a description of the basic plot ___
2 background information about the film and its director ___
3 her personal opinion about the film ___
4 the context in which the film is set ___
5 an evaluation of the main themes the director wants to get across ___
6 information about the main character ___

4 Underline any phrases that Mina uses to provide the information in Ex 3.

5 Read the message from Mina. Think about a film or TV series you could write about and make notes about the information she mentions.

MINA'S MOVIE BLOG •••

Hi guys. If you enjoy reading my reviews, why not send me one of your favourite films? Especially one dealing with human nature. Let me know what you think about the plot, the characters and the main themes, and say why you would recommend it. I'll post the best reviews on my 'guest blog'!



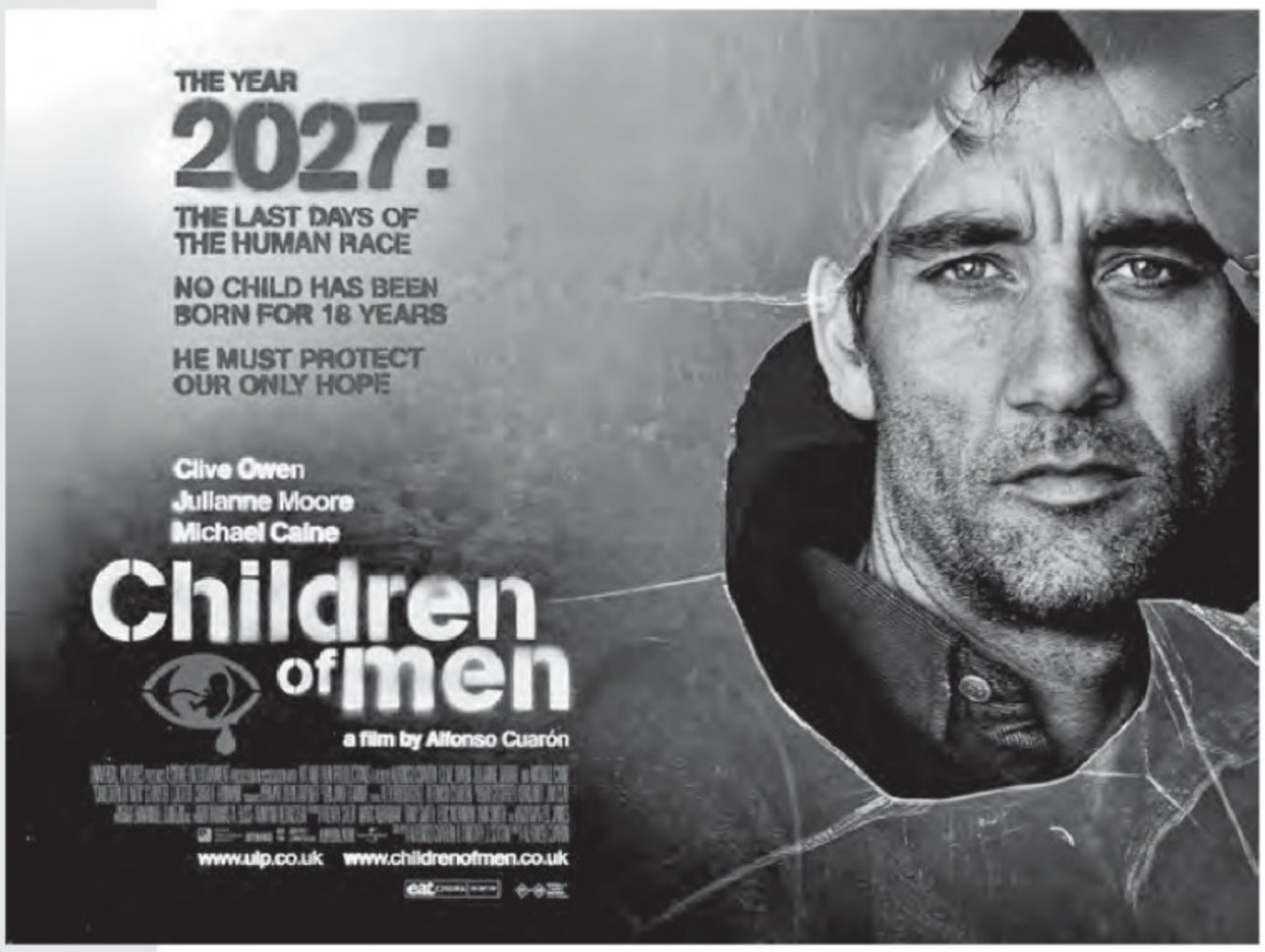
6 Plan your review.

- Use the information in Ex 3 to organise your ideas into paragraphs.
- Decide which of the phrases you underlined in Ex 4 to use.

7 Write your review.

8 ✓ **CHECK YOUR WORK** Did you …

- provide background information and describe the setting?
- describe the plot, characters and main theme?
- use phrases from the Phrasebook?
- check your spelling, punctuation and grammar?



Grammar

1 Rewrite the sentences as reported speech using the correct form of the words in brackets.

1 The report said, 'The epidemic is not over.' (explain)
The report _____
_____.

2 Joe said, 'Economic migrants bring new energy and ideas to a community.' (argument)
Joe's _____
_____.

3 Kaya said, 'I'm not sure if I should donate to the charity or not.' (wonder)
Kaya _____
_____.

4 Pria said, 'Local politicians don't stand up for the rights of migrants.' (claim)
Pria
_____.

2 Complete the sentences with the words below. More than one answer may be possible.

did that was what where who

1 I enjoyed the film, but _____ impressed me most was the music.
2 It was the pictures from the disaster zone _____ really upset her.
3 What Tom and his friends _____ was organise a charity fun run.
4 The place _____ I feel most comfortable is at my grandparents' house.
5 The person _____ inspired Dina most as a kid was her mother.
6 They wanted to help with the aid effort, but the problem _____ that they had no experience.

Vocabulary

3 Complete each text with one of the groups of words and phrases below.

disaster management, fight epidemics, preventive healthcare
migrants, emigrated, entrepreneurship
humanitarian aid, on the ground, provide basic necessities

A Dealing with outbreaks of disease is a key part of [1] _____. The best way to [2] _____ is by using vaccines and other methods of [3] _____, such as nutrition and good hygiene.

B Global charities often work together to deliver [4] _____ following major disasters. Aid workers [5] _____ can co-ordinate the relief effort and [6] _____ like food and water.

C I suppose you would call my great-grandparents economic [7] _____. After WW2, they [8] _____ from Italy to the US. Their hard work and [9] _____ created our family's successful pizza restaurant business.

4 Choose the correct alternative.

Nazir Did you see the news report about the [1]**aftermath** / **emergency** / **epidemic** of that hurricane?

Kurt Yes, there seems to be a [2]**disaster** / **spike** / **cutting-edge** in events related to climate change. It feels like it's [3]**getting** / **going** / **showing** out of control.

Nazir It's all the people [4]**emigrated** / **settled** / **uprooted** from their homes that I feel sorry for. And if there are problems with food supplies, people will start to [5]**show** / **stand** / **suffer** from malnutrition – especially children.

Kurt What can we do to help? I mean, we can't exactly [6]**offer** / **organise** / **provide** a rescue mission ourselves, can we?

Nazir Well, obviously organisations like the Red Cross and UNICEF have [7]**fieldworkers** / **go-getters** / **missions** to do that. But what about holding a school concert to raise [8]**aid** / **awareness** / **solidarity** of the situation? We can ask people to send money to the agencies that are offering emergency [9]**management** / **necessities** / **relief**.

Nazir That's a good idea, and it would [10]**offer** / **provide** / **show** solidarity with the victims too.

Cumulative review

5 Choose the correct answer: A, B or C.

London is considered a typically British city, but [1]___ many people don't realise is that it has always been a [2]___. Almost one in six Londoners were born outside the UK and have chosen to [3]___ in the city and can trace their [4]___ to many different countries in Africa, Asia and Europe. The influence of immigrants from around the world has enriched the [5]___ of society, and many people would argue that [6]___ is this diversity which makes London so unique. [7]___ or not that is true, there is no denying that the city is an exciting place to live, where anything seems possible. Famous as a financial centre, it is also a centre for [8]___ in technology, science and the arts. Perhaps the person [9]___ summed it up best is the English writer Samuel Johnson. He famously [10]___ that when a person is tired of London, they are tired of life.

1	**A** which	**B** what	**C** that
2	**A** society	**B** solidarity	**C** melting pot
3	**A** settle	**B** immigrate	**C** uproot
4	**A** migrant	**B** awareness	**C** ancestry
5	**A** awareness	**B** fabric	**C** aftermath
6	**A** it	**B** what	**C** which
7	**A** Why	**B** If	**C** Whether
8	**A** solidarity	**B** awareness	**C** innovation
9	**A** who	**B** has	**C** was
10	**A** reported	**B** claimed	**C** encouraged

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about migration and humanitarian aid?
4 What can you do to ensure that you are able to give a successful presentation?

Listening

EXAM STRATEGY

When you have a matching listening task, listen carefully to everything each speaker says. The information you need may be at the beginning, middle or end of what they say.

1 6.08 Read the strategy above. Then look at statements A–H in the exam task in Ex 2. Listen to the first speaker. Is the information you need at the beginning, middle or end of what they say?

2 6.09 You will hear five short extracts in which people are talking about lying. For speakers 1–5, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

1 **Speaker 1**: ___
2 **Speaker 2**: ___
3 **Speaker 3**: ___
4 **Speaker 4**: ___
5 **Speaker 5**: ___

A I find it easy to get carried away with telling lies.
B I can usually tell when someone is being dishonest with me.
C I feel especially resentful when certain people tell lies.
D I find it extremely difficult to know when someone isn't being truthful.
E I sometimes tell the truth at the expense of someone's feelings.
F I could never forgive a friend if they lied to me on purpose.
G I appreciate a personal lesson about honesty from my past.
H I would rather be honest than risk having to tell more lies.

Use of English

EXAM STRATEGY

When you do a key word transformation task, check that your answers are not only grammatically correct but also match the meaning of the first sentence.

3 Read the strategy above. Then look at the example below. Why is the answer incorrect? What is the correct answer?

You should tell someone about this.
KEEP
You should keep this to yourself.

4 For each question 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1 I wouldn't lie to you under any circumstances.
WOULD
Under _____ lie to you.

2 It didn't state the price anywhere in the advert.
DID
Nowhere _____ state the price.

3 Mia bought this car because her parents encouraged her.
HER
Mia's _____ this car.

4 Without his help, they would have got lost.
HADN'T
If _____ his help, they would have got lost.

5 We felt happy and we also felt lucky.
FEEL
Not _____ happy, but we also felt lucky.

6 Theo and Anna don't have a good relationship.
TERMS
Theo and Anna are on _____ each other.

Reading

EXAM STRATEGY

In *true / false / doesn't say* tasks, the information you need to look for is in the same order as the information in the text. Remembering this will help you to focus on the relevant parts of the text.

5 Read the strategy above. Then read the exam task in Ex 6. Underline the key words in statements 1–8 and identify the parts of the text that you should focus on.

6 Read the article about a woman called Mary Wollstonecraft. For each statement 1–8, write *T* (true), *F* (false) or *DS* (doesn't say).

Mary Wollstonecraft

Mary Wollstonecraft is probably best known as the mother of Mary Shelley, who was the wife of the poet Percy Bysshe Shelley and of course most famous for her novel *Frankenstein*, regarded as an early example of science-fiction writing. But Mary Wollstonecraft was herself also a writer and a thinker, and she is considered an important political philosopher because of her advocacy of equal rights for women in 18th-century English society. Among her many works are a children's book, novels, essays and a history of the French Revolution, but her most well-known publication, in which she outlined her progressive beliefs, is today considered a classic of the women's rights movement.

Born in 1759 as the second of seven children, Mary Wollstonecraft had a difficult childhood. After eventually leaving her family home to work for an older lady, Mary did not get on with her employer and returned home to look after her mother. She then spent a short period teaching the young daughters of a rich family in Ireland, but again found it difficult to get along with the woman she was working for – the girls' mother, Lady Kingsborough. After just a year of teaching, Wollstonecraft decided to quit her post and try to make a living as a writer.

Mary's decision to become a professional author stood in stark contrast with contemporary society's expectations of women, but in 1792, she produced her most famous and influential book, *A Vindication of the Rights of Woman*. Among other topics, the book discussed inequalities in education. At the time, it was rare for families to send

their daughters to school, and some male philosophers claimed that women were not capable of complex or abstract thought. By contrast, Wollstonecraft argued women of her time only appeared to be less clever than men because they were denied the same standard of education. She believed that, as human beings, women deserved the same basic rights as men, and with a proper education would have a much greater chance of becoming capable workers in many professions. This would not only benefit women themselves, and the children that they educated, but society as a whole. She hoped for a day when women were not seen purely as decoration or property to be traded through marriage, and for a system based on reason, which treated both men and women as rational members of society.

Mary Wollstonecraft was one of the first people to suggest that political change could improve the social status of women by making major changes to the educational system, but it was not until the women's rights movement gained a real foothold in the early 20th century that her alternative perspective on life achieved the recognition it has today.

1 Mary Wollstonecraft was married to a well-known author. _____
2 She specialised in writing books about English philosophers. _____
3 Her works included both fiction and non-fiction. _____
4 Her most important plan for the future failed because her mother was unwell. _____
5 Mary had a positive relationship with the young girls she taught in Ireland. _____
6 Mary chose a career which was not typical for women of her time. _____
7 She was convinced that educational equality with men was impossible. _____
8 It wasn't until a century later that Mary's ideas about education were implemented. _____

Speaking

EXAM STRATEGY

When you have to discuss pictures showing people in different places and doing different activities, you should describe what is happening in each picture and talk about their similarities and differences.

7 Read the strategy above. Then read the exam task in Ex 8. Think about the three points and how the two pictures are similar or different for each one.

8 These pictures show two different ways of protesting. Look at the pictures and talk about …

- how the people are protesting.
- how the people may be feeling.
- how successful this type of protest is.





Writing

EXAM STRATEGY

When you write a formal email, make sure you use appropriate language and include formal phrases.

9 Read the strategy above. Then read the exam task in Ex 10. Rewrite the sentences in a more formal style.

1 I'm writing because I'm not happy.
2 The stuff I bought the other day doesn't work.
3 Please let me know what you're going to do about it.
4 I hope you'll get in touch with me.

10 You recently bought a product online which you want to return because of a problem with it. Write an email in which you …

- describe what you bought.
- explain what the problem is.
- say that you wish to return the product.
- suggest what action you think is appropriate.

Talk about cultural and natural heritage.

7 Cultural and natural heritage





1 a What can you remember about the vlog? Match headings 1–3 with texts A–C.

1 UNESCO's Intangible Cultural Heritage list
2 The Castellers
3 Kumiodori

A

___ The performances **recount legends** and other events, and are **characterised by** traditional music, dance and costumes. It **originated** in Japan, and its future has been **under threat** due to lack of new members.

B

___ It **safeguards** and **revitalises** cultural traditions that otherwise might have **died out**. By **keeping** these traditions **alive**, it aims to develop **mutual respect** between the world's cultures.

C

___ This tradition has been **passed down** through the generations since the 18th century. The **practitioners** have built up a **wealth of knowledge** and experience – this means not just anyone can take part!

b 7.01 Watch or listen again and check.

2 Amira and Darius asked their followers to send them more examples of cultural events, preferably on UNESCO's Intangible Cultural Heritage list. Complete the comments with the words and phrases below.

die out mutual respect originated
passed down practitioner safeguard
under threat wealth of knowledge

Comments

Jose I'm a [1] _____ of capoeira. It's a Brazilian martial art that also has elements of dance. It [2] _____ as a form of self-defence, and the techniques were [3] _____ through the generations. What I like is that capoeira teaches self-discipline and encourages [4] _____.

Elif There is a movement in Turkey to [5] _____ Kuș dili, a language made up of whistles used by people to communicate across distances in the mountains. Since mobile phones, the language has been [6] _____ as fewer people use it. To ensure it doesn't [7] _____, it's been given protected status and is now being taught in some schools. Without this effort, it's likely that a [8] _____ would be lost.

characterised by keep these traditions alive
large-scale event procession recount legends
revitalised traditional ritual

Daud In Indonesia, traditional Wayang puppet shows are still very popular. They are [9] _____ performances that tell traditional stories and [10] _____ from ancient Indonesian culture. Although we live in an age of technology, I think it's really important to [11] _____ and I'm glad Wayang is on UNESCO's list.

Meera It isn't on the list, but Holi is an Indian festival celebrating the arrival of spring. In India it's a [12] _____, but in the UK we celebrate it by meeting friends and eating together. Sometimes people bring instruments and form a musical [13] _____ around the town. There's also a [14] _____ of throwing water and coloured powders at each other. It can get messy, but it's fun, and afterwards everyone feels [15] _____.

3 REAL ENGLISH Complete the dialogue with the phrases below.

going strong kitted out right up your street
turn to jelly when it's at home

A So is your dangerous sports club still [1] _____?
B It certainly is – we have 20 members.
A Is that why you're wearing trainers, a helmet and a wetsuit?
B Yep. We're all [2] _____ to go coasteering.
A Coasteering? What's that [3] _____?
B Well, it mainly involves jumping off cliffs into the sea. You should come – it'd be [4] _____.
A No, thanks. Actually, my legs [5] _____ if I have to climb a ladder.

4 Complete the sentences so they are true for you.

1 The culture of my area is characterised by …
2 A large-scale event that takes place in my area is …
3 I would like to keep alive / pass down / revitalise / safeguard …
4 In my country, … is / are under threat from …

5 VOCABULARY BOOSTER Now practise **Saving our traditions** vocabulary on page 110.

Use *it* in different ways to talk about cultural activities.

7.2 GRAMMAR

1 Complete the sentences with the phrases below.

a good idea to appreciate it if expected that
love it when necessary for regard it as
view it as important vital to

1 I _____ you see all the locals kitted out in traditional costumes.
2 It's _____ visitors to read the safety guidelines for large-scale events carefully.
3 I don't _____ a problem that our festival isn't very well known.
4 It was _____ UNESCO World Heritage status would revitalise our city's fortunes.
5 We'd _____ you told us how you managed to safeguard the festival's future.
6 Most people _____ to preserve key aspects of our natural heritage.
7 It's _____ keep these traditional practices alive.
8 The monument can be crowded in high season, so it's _____ reserve tickets in advance.

2 Complete the second sentence so that it means the same as the first.

1 To enter the monument without a ticket is not permitted.
It _____
_____
_____.
2 Visiting the museum early in the morning is always better.
It _____
_____
_____.
3 The fact that some traditional rituals are dying out is well known.
It _____
_____
_____.
4 For some events to obtain a place on UNESCO's list is difficult.
It _____
_____
_____.
5 To get tickets for the Glastonbury Music Festival is almost impossible.
It _____
_____
_____.
6 That a wealth of knowledge would be passed down to future generations was accepted in the past.
It _____
_____
_____.

3 Complete the sentences with *it* and one other word.

1 I used to love _____ we all took part in the parade.
2 The government accepts that _____ inevitable that some traditions may die out.
3 The artists see _____ a great help when they get government support.
4 They would appreciate _____ you offered to help with the selection process.
5 I hate _____ people don't show respect for local customs.
6 Visitors often regard _____ an honour to be invited to take part.

4 Complete the text with phrases A–H.

A it's always enjoyable to be part of
B regard it as a privilege to have
C it's a year-round commitment that
D think it's important for
E I found it inspiring that
F it isn't easy to prepare for
G it certainly looks like
H It was interesting to learn

Ana



I went to London last week, and it happened to be the weekend of the Notting Hill Carnival, the Caribbean festival that takes place every August. Judging by the number of people participating, [1]___ Britain's biggest street festival is more important to the local West Indian community than ever! In fact, [2]___ so many people work so hard to keep the carnival tradition going. [3]___ how much work goes into making the event a success. The carnival is much more than a weekend event, although everyone says [4]___ the procession and they all love the music, the colourful clothes and the traditional food. In fact, [5]___ depends on the hard work of hundreds of people designing and making the stunning costumes, rehearsing the music of the various bands and decorating the trucks that carry people in the parade. Obviously, [6]___ such a large-scale event, so anyone who wants to take part must be willing to commit quite a bit of their free time. Speaking to Londoners, they seem to [7]___ such an important cultural event right on their doorstep. In fact, several people said they [8]___ members of all the different local communities to be involved to show how festivals like this can bring people together.

5 Write three sentences about an aspect of the culture of your town, region or country. Say …

- what is entertaining / exciting / inspiring about it.
- what is worth seeing / exploring / finding out about.
- what actions are important / necessary for people who want to keep the tradition alive.

7.3 LISTENING

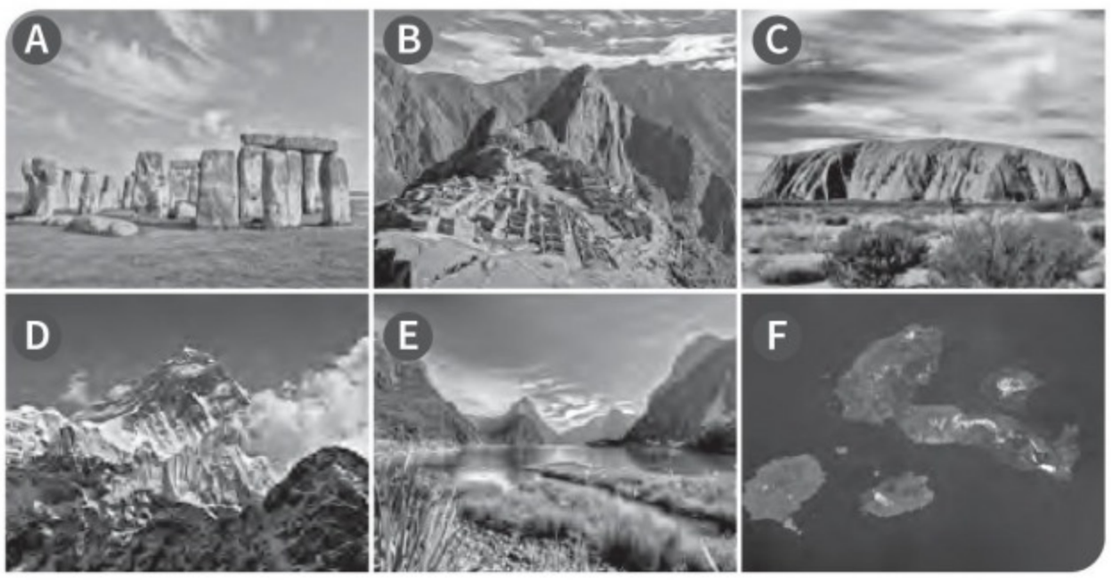
Recognise a speaker's point of view in a conversation about underground cities.

1 What can you remember about underground cities from the Student's Book? Match the sentence halves.

1 Early underground cities were ___
2 Future underground cities will need ___
3 People would also ___
4 Underground homes in Coober Pedy ___
5 Matmata in Tunisia was ___
6 Montreal's underground city has ___

A shops, restaurants and cinemas.
B need natural light.
C built to protect people from other humans.
D used as a setting for the original Star Wars film.
E to provide open spaces.
F have managed to keep the town alive.

2 Match countries 1–6 with photos A–F. What do you know about these places?



1 Nepal ___
2 New Zealand ___
3 the UK ___
4 Peru ___
5 Ecuador ___
6 Australia ___

3 Read the podcast listing. Answer the questions.

1 What is happening at some popular tourist locations?
2 What might be the reasons for this?

PODCASTS

In recent years, an increasing number of the world's best-known and most popular tourist locations – some of them UNESCO World Heritage Sites – have started to limit the number of visitors that are allowed access to the site. And in a few cases, visitors are banned altogether. So the topic for today's podcast is how we safeguard these important sites so that they can be passed down to future generations, but at the same time allow people to have access to them. Our experts today are James Anderson, lecturer in the Economics of Tourism at London University, and the writer and conservationist Hannah Morgan.

0:00/28:30

4 7.02 Listen to the discussion and answer the questions according to the main speakers.

1 What is the main reason for limiting visitor numbers to Stonehenge and Machu Picchu?
2 Why have people been banned from climbing Uluru?
3 What effect would banning visitors to Mt Everest have?
4 What are some of the negative consequences of visitors to Mt Everest?
5 Why are restrictions in place in New Zealand and the Galápagos Islands?

STRATEGY Recognising point of view

The words we choose when we are agreeing or disagreeing with someone vary according to the situation, and how polite we want to be. Listen for clues from the statements that follow polite phrases such as *That's true*, *You have a point*, etc. to decide if a speaker completely agrees, agrees but adds their own point of view, or completely disagrees with the other speaker.

5 7.02 Read the strategy above. Listen again. Choose the correct answer: A or B.

1 When James says it was probably the right decision to limit access to Stonehenge, Hannah …
A agrees and adds supporting information.
B disagrees and gives an example as a reason.
2 When Hannah says restricting access out of respect for local people is always justified, James …
A agrees and repeats her argument in different words.
B agrees with the general point but doesn't think it applies in all situations.
3 When James says limiting visitor numbers to Mt Everest could have serious negative consequences, Hannah …
A agrees and adds supporting information.
B accepts the general point, but doesn't agree entirely.
4 When Hannah says people must accept that they can't go wherever they want, whenever they want, James …
A generally agrees and repeats her argument in different words.
B completely disagrees and introduces an opposing point of view.
5 Overall, James and Hannah seem to …
A generally agree.
B generally disagree.

PRONUNCIATION Recognising weak vowels

Half of the vowel sounds that speakers of English produce are weak, and they often use a schwa. Any vowel letter or syllable formed by a vowel letter + *r* can be pronounced as a schwa if it isn't stressed, e.g. *the*, *mother*.

6 7.03 PRONUNCIATION Read the Pronunciation box. Read the sentences and circle the vowels you think will be weak. Listen and check. Then practise saying the sentences.

1 Until the 1980s, anyone could approach and walk around the stones.
2 Conservationists were worried it was under threat.
3 … and fewer than that for some areas of the site.
4 It seems to me that restricting access out of respect for local people is always justified.
5 But there are still too many climbers trying to reach the summit.
6 But obviously we have to be aware of the impacts.

7 Think of similar measures that have been taken in your country or at a place you know. Complete the sentences.

1 The authorities have restricted access to …
2 This is because …
3 … is banned because …
4 Restricting access to … could …
5 In …, visitor numbers are limited …

1 Match the words below with the definitions.

anniversary booth cherish commemorate observe recitation re-enactment reunion

1 a meeting with people you haven't seen for a while _____

2 an activity in which people recreate an event from the past _____

3 to remind people about a person or event from the past _____

4 an exact number of years after an important event _____

5 a temporary structure where you can buy things like food or souvenirs _____

6 the act of saying a piece of poetry to an audience _____

7 to celebrate a festival or to obey certain rules _____

8 to keep a positive idea or memory in your mind for a long time _____

2 Match the phrases below with the sentences.

dressed to kill instil a sense of pride latch on to let your hair down light-hearted spring up

1 My cousin comes from Texas, and she says when her community celebrates Juneteenth, it makes her feel very pleased and satisfied to be an American. _____

2 Most of the time Ben stays at home and studies, but occasionally he likes to go out and really enjoy himself. _____

3 That new house wasn't there last week – it just appeared from nowhere in a few days. _____

4 You look really great in those clothes – are you going to some kind of posh celebration? _____

5 I really enjoyed the speech you made at your sister's wedding – it was really fun and entertaining. _____

6 Some businesses are taking a strong interest in the idea of selling T-shirts and other souvenirs associated with the event. _____

3 Complete the comments with words and phrases from Ex 1 and 2.

New page +

2012 – a year of celebrations

The year of the last London Olympics was very important for the UK. It was also the year Queen Elizabeth celebrated 60 years since becoming queen. Share your 2012 memories with us!



Amber Hosting the Olympics was something that [1] _____ in Britain. We got tickets and I still [2] _____ the memory of the opening ceremony. Near the stadium, stalls had [3] _____ selling souvenirs and street food. There was music, famous actors gave [4] _____ from literature and there were [5] _____ of events from British history. Later, there were fireworks and a procession of the athletes. I remember my dad insisted that we [6] _____ proper etiquette and stand up when they played the national anthem. It's funny the things your memory [7] _____.



Magdi It was the year of the 60th [8] _____ of Elizabeth II becoming queen. My street organised a massive party to [9] _____ the occasion. People I hadn't seen for ages all came – it was like one big [10] _____. Everyone was [11] _____, wearing their best clothes. There were [12] _____ all along the street serving amazing food. The atmosphere was great – people sang songs and made [13] _____ speeches, and later there was dancing. Even my grandmother [14] _____ and got on the dancefloor.

4 Complete the second sentence so that it means the same as the first, using a word or phrase from this lesson. Add any other words you need.

1 We watched a group of local people recreate a famous historical event.
We watched _____.

2 It was very moving to hear the young poet read her own work at the ceremony.
Hearing _____.

3 Tomorrow is the date when we celebrate our country's independence.
Tomorrow is _____.

4 Every 4 July, Americans hold a ceremony to remember the signing of the Declaration of Independence.
Americans _____.

5 It made us very proud to see our home team win the trophy.
Seeing our home team win the trophy _____.

6 It was an important event so everyone was wearing their best clothes.
Everyone was _____.

7 Ade has recently developed a strong interest in the idea of artificial intelligence.
The idea of artificial intelligence is something _____.

8 Every year, my dad meets up with his old school friends.
Every year, my dad _____.

5 Answer the questions using complete sentences. Use at least one word or phrase from the lesson in each answer.

1 What anniversaries are particularly important in your country? How do you celebrate them?

2 When is it necessary to be serious on special occasions, and when can you let your hair down?

3 What important event instils a sense of pride in you and your friends? What do you cherish about it?

6 VOCABULARY BOOSTER Now practise **Celebrating freedom** vocabulary on page 110.

7.5 GRAMMAR

Use articles and quantifiers to talk about the past.

GRAMMAR BOOSTER SB P145

1 Look at the photo. Who is the sportsperson and what do you know about her?

2 Read the text and answer the questions.

1 Who is Serena Williams and how is she using her fame?
2 Which social issue is she trying to improve and how?
3 What effect has she had on some other rich and famous people?

News **Sport** Culture Lifestyle More

Football Cricket Rugby Cycling **Tennis**



To say that [1]sportspeople have nothing to do with politics is to ignore reality. US tennis star Serena Williams is one of many athletes who have used their fame and influence to draw attention to the inequalities present in society. Williams has attracted attention from [2]the media for her constant activism, speaking out about gender and racial inequality. In 2017, Williams protested the gender pay gap, not only between men and women but between white men and black women. She argued that this problem was present not only in tennis but also in [3]the wider sports community. She has recently stepped back from tennis to focus on other projects such as business investment, after she learned that less than 2% of investment funds went to women. She explained that rather than investing in [4]the elite, she aims to support black- and female-owned businesses. Although some people think [5]a tennis player should stick to playing sport, she is inspiring others to use their wealth and fame to address the inequalities of black women in society.

3 Look at underlined words and phrases 1–5 in the text. Which one …

A generalises about a group (of people), with no article? ___
B generalises about a group of people using one example? ___
C refers to a form of technology? ___
D refers to the environment in which the events took place? ___
E generalises about a specific group of people in society? ___

4 Choose the correct alternative.

1 Most people agree that **a** / **the** / **–** internet has had a huge impact on our lives.
2 We need to study **a** / **the** / **–** history in order to learn from it.
3 When Nelson Mandela was released from prison, **a** / **the** / **–** whole world was watching.
4 Sometimes the actions of **an** / **the** / **–** athlete have influenced a whole generation of people.
5 Economic migrants face problems **an** / **the** / **–** average westerner doesn't have to deal with.
6 Sometimes **a** / **the** / **–** celebrities can help to raise awareness of social issues.

5 Complete the sentences with *a* / *an* or – (no article).

1 From an early age, Dina had _____ potential as an athlete, but she also showed _____ willingness to work hard.
2 Despite leaving school at fifteen, he has _____ good knowledge of _____ history and several other important subjects.
3 Marcus was able to show _____ solidarity with disadvantaged kids because he had _____ awareness of the problems they face.
4 The boxer Muhammad Ali developed _____ strong rapport with the media which helped overcome _____ prejudice against him.
5 There's _____ perception that some politicians don't have _____ empathy with ordinary working people.
6 Rosa had _____ ambition to improve social justice, but she also had _____ self-motivation.

6 7.04 Choose the correct answer: A, B or C. Then listen and check.

Mia Dad, did you see that link I sent you to a YouTube documentary about the history of protest music?
Dad Yes, but I haven't had [1]___ time to watch it yet. Is it good?
Mia Really good. Obviously, there are [2]___ musicians now writing about poverty and racial discrimination. You know, rappers like Jay-Z and Kendrick Lamarr. But I didn't realise so [3]___ old music was about social issues too.
Dad Did you recognise [4]___ of the musicians' names?
Mia I'd heard of [5]___. People you listen to, like Bob Dylan. But I didn't know he was a protest singer.
Dad Oh yes. He caused [6]___ controversy, especially singing anti-war songs. But [7]___ of the musicians who were around in the 1960s were doing the same thing. Some people say the [8]___ decade was a golden era for protest songs.
Mia Yeah, I'm quite interested in the 1960s civil rights movement. I only know [9]___ about it, but it feels like stuff that's still happening in America.
Dad That's right. And singers like Beyoncé and Ariana Grande are writing about those same issues too.
Mia Really? I didn't know you listened to them!
Dad Of course. Ask your mum – she knows the words to [10]___ one of Beyoncé's songs.

1	**A** a little	**B** lots of	**C** enough
2	**A** loads of	**B** every	**C** a little
3	**A** many	**B** much	**C** little
4	**A** a few	**B** a lot	**C** any
5	**A** some	**B** a few	**C** few
6	**A** much	**B** a good deal of	**C** a few
7	**A** many	**B** all	**C** much
8	**A** all	**B** enough	**C** whole
9	**A** a little	**B** little	**C** loads of
10	**A** many	**B** all	**C** every

7 Write a sentence about each of the following, and a sentence using your own ideas. Use articles and quantifiers.

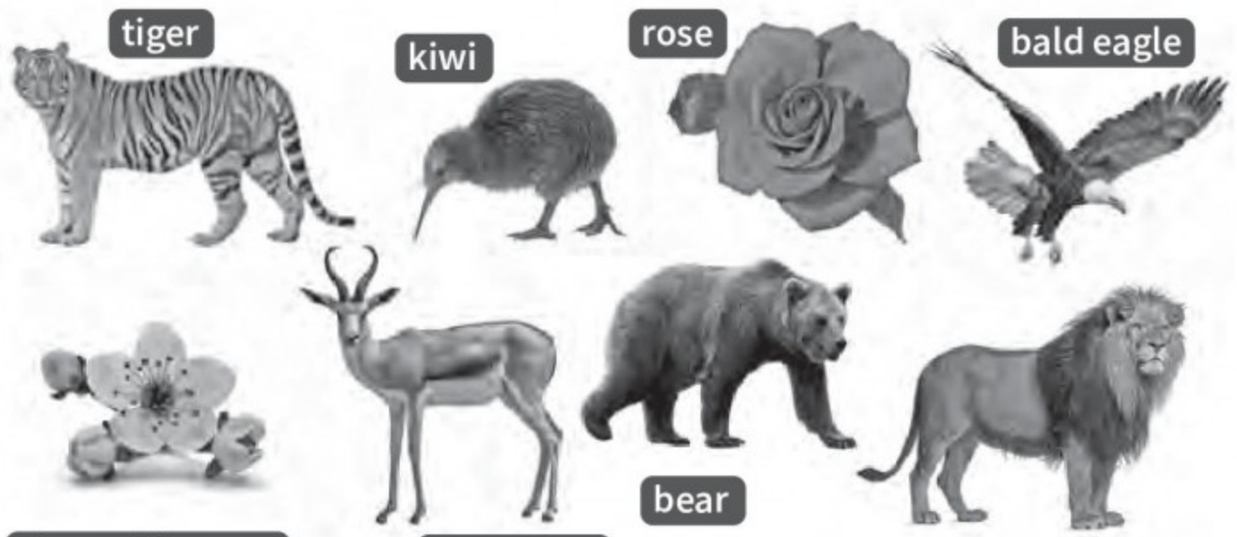
1 Teachers …
2 The internet …
3 The natural environment …
4 Politicians …
5 (Your own ideas)

1 What can you remember from the Student's Book lesson? Complete the summary with the words below.

beloved coats of arms embrace eyesore
nostalgia quintessential succinctly unity

Cultural icons are objects, buildings and other things that people all over the world associate with a particular country. In many cases, they do a better job at communicating what is unique about a country than official symbols such as flags, anthems or [1] _____. Like certain [2] _____ traditions or festivals, they can bring people together and create a sense of [3] _____. Buildings can have a similar role. The Eiffel Tower is a [4] _____ symbol of Paris and France, although when it was built, many considered it to be a(n) [5] _____. It took years for Parisians to [6] _____ it as a symbol of the city's greatness in the late 19th century. Never underestimate the power of [7] _____.

2 Match the birds, animals and plants with the countries they are associated with.



1 South Africa _____
2 Finland _____
3 India _____
4 Japan _____
5 the USA _____
6 New Zealand _____
7 Ethiopia _____
8 England _____

STRATEGY Identifying the writer's focus

Writers often use the first paragraph of a text to outline the main topic and give an indication of its focus. Use your knowledge of text structure, linking words and discourse markers to identify the topics the writer intends to discuss later on in the text.

3 Read the strategy above and the first paragraph of the article. Will the writer's focus be on …

A a discussion about why countries have national symbols?
B a description of alternative national symbols from nature?
C how to interpret and understand national symbols?

4 7.05 Read the complete article and check your answers to Ex 2 and 3.

5 Complete the sentences with up to six words.

1 Traditional symbols like flags don't always communicate national identity clearly because you need to be able to interpret them _____.
2 Choosing a national animal that symbolises human characteristics like strength and bravery can send a message about _____.
3 The tiger, the kangaroo, the kiwi and the bald eagle are all examples of animals that are _____.
4 The national flowers of England, Indonesia and Japan represent _____.
5 Alternative national symbols allow a country to communicate how it sees itself in ways that are _____.

6 Think about the following questions.

1 What is your country's national animal, bird or flower?
2 Why do you think it was chosen as a national symbol?
3 What qualities or values does it communicate?

ALTERNATIVE NATIONAL SYMBOLS

Symbols are an important part of communicating a country's national identity to the world. These include its flags, national anthem and often a coat of arms. These have a strong connection to the country's history and culture, but may need a lot of interpretation to be understood. However, many countries also have alternative symbols taken from nature: an animal, bird or plant. It is widely recognised that they can be more effective than traditional symbols in communicating a country's identity.

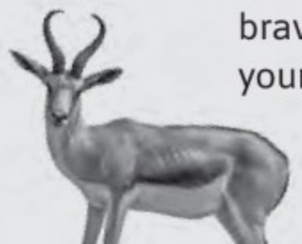
So why have a national animal or bird? One reason is that we often attribute human characteristics to certain animals which may symbolise the values or qualities the country wishes its citizens to have. The lion is the national animal of several African countries, including Ethiopia, Kenya and Liberia. It isn't difficult to see why. The lion is characterised by strength and bravery, so if you want to send a message that your people are powerful and courageous, what better animal to choose? Other countries have adopted similarly strong and fierce native predators – Finland has the bear, Guyana has the jaguar and Estonia has the wolf.



Sometimes a national animal is simply a native species that is unique to or strongly connected with an individual country. The tiger will always be associated with India. Inevitably, the national animal of Australia is the kangaroo. South Africa has adopted the springbok, a fast, agile member of the deer family – and the country's rugby team are nicknamed the Springboks. And the national animal of New Zealand is the kiwi, a small flightless bird which is so strongly associated with that country that New Zealand people are known the world over as 'kiwis'. The cherished symbol of the United States is the bald eagle, so called because of its white head. Associated with values of strength and independence, it has appeared on many American coins and bank notes; historically, an 'eagle' was a $10 gold coin in circulation in the US from 1792 until 1933.







Flowers and trees are also important national symbols. England's national flower, the rose, dates back to the 15th century and commemorates the end of a civil war between the two opposing sides, bringing unity to the country. In Indonesian culture, the melati, a small white sweet-smelling flower, represents simplicity and sincerity and is often included in wedding ceremonies. Japan's beloved national flower is the *sakura* (cherry blossom), representing renewal. It is a quintessential symbol of Japanese culture and every spring when the blossom arrives, Japanese people regard it as essential to gather to enjoy the festival of hanami.



Flags, national anthems and formal, large-scale events may be the official way a country presents itself to the world. However, it's important for a country to succinctly communicate how it sees itself in other ways through the choice of alternative symbols: strong and brave, fast and agile or simple and sincere. It's worth thinking about your own country's national symbols. What do they say about you?

7.7 GLOBAL SKILLS

Learn from your mistakes.

1 What can you remember from the Student's Book? Match everyday mistakes 1–4 with situations A–D.



1 Carelessness ___
2 Over-stretching ___
3 'Aha' moments ___
4 The big-time ___

A You organised a surprise party for your parents' wedding anniversary and invited all their friends. Your parents appreciated what you did, but you found out later – to your surprise – that they would have preferred a quiet family dinner.

B You arrived for an important exam at 2.30 p.m., then discovered you had got the time wrong. The exam was actually at 10.30 a.m., and you had missed it.

C You connected your smartphone charger, but forgot to switch the power on. Your phone battery died and you missed lots of messages.

D You decided to take up running and immediately entered a 10 km race. You injured yourself and couldn't exercise for weeks afterwards.

2 Complete the presentation handout with the words below.

feedback goals mind mistake
perspective problem time

REDUCE THE RISK OF MISTAKES

For any task that you are planning to do, try to set realistic [1] _____ that you think are achievable.

It's important to think your plans through – take your [2] _____ and don't rush things. Trying to finish quickly increases the risk of mistakes happening.

Consider the consequences of your plans carefully – keep an open [3] _____ about the possible outcomes. Could your actions result in a situation that you didn't intend or anticipate?

It's a good idea to get constructive [4] _____ on what you're trying to achieve. This will give you the opportunity to see your actions from a different point of view and help you to learn and improve.

During the task, if you face a [5] _____, try to avoid distractions so that you are able to focus 100% on what you are doing.

It's OK to push your boundaries, but don't be afraid to ask for help from a more experienced person – allowing someone to guide you through your work will reduce the possibility of something going wrong.

If something does go wrong and it's your responsibility, keep calm. Accept your [6] _____ and take the time to work out how to fix it.

After the task has been completed, pause and reflect on how it went. Put your mistakes into [7] _____ and think about what you did right as well. Ask yourself what you could change in future to do better next time.

3 Look back at the situations in Ex 1. Which pieces of advice in the handout do you think would be helpful in each situation?

4 7.06 Listen to a student, Joel, talking to his mentor about avoiding mistakes.



1 What careless mistakes does Joel mention?
2 Why does he say he sometimes makes careless mistakes?
3 What example of overstretching does he give?
4 What was his 'aha' moment?
5 Why does he really want to learn from these mistakes?

5 7.06 **Listen again and complete Joel's notes on what the mentor advises.**

Avoiding mistakes

Carelessness

- Try to [1] _____ to what you're doing.
- [2] _____ and don't try to finish quickly.

Over-stretching

- Stop and [3] _____ before taking on new project.
- Talk to teachers – get [4] _____ on ideas – will help to [5] _____ others' eyes.

'Aha' moments

- Check and see if others think [6] _____.
- Think about the [7] _____ of plans / actions.

The big-time

- [8] _____ properly.
- Make sure to [9] _____.
- Don't be [10] _____, and check progress.

6 Imagine you are Joel. Write a message to your mentor thanking them for their advice and saying what you plan to do in future to learn from your mistakes.

1 Think about the questions.

1 What kind of things can you do on a gap year between finishing school and continuing your education or starting a job?

2 Would you want to take a gap year? Why? / Why not?

2 Which of the following are reasons to take a gap year (+)? Which are reasons not to (–)?

1 It might not live up to your expectations. ___

2 It gives you a break from traditional education. ___

3 It gives you the opportunity to work and save some money. ___

4 It's easy to lose your focus if you don't have a clear plan. ___

5 It may feel like your friends are moving on without you. ___

6 It gives you time to pursue other interests. ___

7 Future employers may see a gap year as a vacation. ___

8 You can work out what you really want to study. ___

9 It's a great way to learn some new skills. ___

10 You could waste valuable time. ___

3 7.07 Listen to a student talking to his teacher and check your ideas in Ex 2. Which reasons do they mention?

STRATEGY Active listening

To listen to someone actively:

- make sure you face the speaker and keep eye contact
- don't interrupt them and listen without judging
- show that you're listening by nodding and smiling
- ask relevant questions
- reflect and summarise at the end.

4 7.07 Read the strategy above. Listen again and complete the extracts.

Extract 1

Charlie So [1] _____ next year. I'm going to take a gap year. I need a break from studying.

Teacher Really? Why? You've got the chance to go to university and everyone expects you to do well in your exams. You might find it hard to come back to studying if you stop now. I think, [2] _____, it could be a risk.

Extract 2

Charlie That's true, and it's worth thinking about. [3] _____ I've had enough of studying for a while. I want to pursue other interests. It's a chance to stop and consider my options. [4] _____?

Teacher Yes, I suppose [5] _____. But you don't have to take a gap year to develop new skills, or meet people, or have new experiences.

Extract 3

Charlie I'm sorry, [6] _____.

Teacher OK, well, [7] _____. Those are all things that will happen naturally at university. If you pause your studies for a year, you might find it hard to get started again.

Extract 4

Charlie You may be right, but [8] _____ I need to be sure that I'm making the right choices about the future – what to study, what kind of career I want … [9] _____, I want to get some life experience – gain a wider perspective on the world.

Teacher [10] _____. But it's important to remember that the experience might not live up to your expectations.

5 Match phrases 1–10 in Ex 4 with functions A–E.

A Introducing an explanation _____

B Clarifying an explanation _____

C Checking understanding _____

D Showing understanding _____

E Asking for clarification _____

6 Match phrases 1–7 with functions A–E in Ex 5.

1 What I'm getting at is … ___

2 Are you with me? ___

3 Well, whatever happens, I really want to … ___

4 I'm sorry, I don't follow. ___

5 That makes perfect sense. ___

6 In view of the situation, I've decided to … ___

7 Do you see what I'm getting at? ___

7 You are going to write a similar dialogue. Choose one of the situations below or use your own idea. Make notes about the arguments for or against it. Use the dialogue plan to structure your script.

1 A student is deciding what to study at university – there is conflict between what their parents want them to study and what they are interested in.

2 A student is deciding whether to continue their studies after leaving school or to get a job to earn some money.

3 (Your own idea)

Student A **Student B**

Introduce an explanation.

↘ Respond with a counterargument. Introduce a supporting explanation.

↙ Clarify the original explanation. Add supporting details / arguments. Check understanding.

↘ Show understanding. Add a counterargument.

↙ Ask for clarification.

↘ Clarify. Add supporting details / arguments.

↙ Respond and clarify.

↘ Show understanding. Add further details / a further argument.

↙ Agree / Show understanding.

8 Write your dialogue. When you have finished, check that you have …

- used a variety of phrases from the Phrasebook to give and respond to explanations.
- used a variety of phrases for active listening.
- checked your spelling, grammar and punctuation.

7.9 WRITING

Build strong arguments to support an objective.

1 Read the statements. Which one do you agree with?

A 'Statues of people from history who did things we don't approve of in the 21st century should be taken down and destroyed.'

B 'Statues are important reminders of historical events that everyone should know about. Removing them just promotes ignorance.'

2 Read the proposal. What does the writer think should happen to the statue, and why?

A PROPOSAL TO REMOVE BUT SAFEGUARD A STATUE

A The main objective of this proposal is to suggest why the statue of 18th-century businessman Sir William Johnson in our city centre should be removed but not destroyed. Although Johnson's wealth was gained from the suffering of enslaved Africans, it will help our understanding of history to safeguard his statue.

B The background to this proposal is the fact that the statue was put up in the 18th century, at the height of the Atlantic slave trade. At this time, millions of Africans were kidnapped and transported to the Americas. The statue was originally intended to honour Johnson for the schools and hospitals he built; however, it is now a powerful reminder of a crime against humanity in which he played a part.

C Currently, the situation is that for years there has been a campaign to pull down the statue; however, it has been impossible to persuade the city authorities to agree to remove it. As a result, it is clear that if something is not done soon to resolve the situation, local protesters may take independent action.

D It is highly recommended that everyone knows about the suffering faced by enslaved Africans and how the wealth that benefited Britain was gained. It would be advantageous to move the statue to the city museum so that it can form part of an exhibition allowing visitors to learn more about the city's role in the slave trade. In order to inform people about this shameful period in our history, this exhibition could form part of a wider campaign to encourage mutual respect.

E Supposing these recommendations are carried out, we will have an opportunity to acknowledge our past mistakes, not simply trying to remove the evidence. By finding an educational use for this and other similar statues, we would be tackling prejudice and improving community relations across our whole society.

STRATEGY Building a strong argument

It is easier to organise our material into a successful proposal if we have a clear objective. Once we know our aim, we can organise our supporting arguments to build as strong a case as possible.

3 Read the strategy above. Which paragraph (A–E) …

1 outlines the current situation? ___
2 states the writer's conclusion(s)? ___
3 introduces the aim of the proposal? ___
4 provides some historical context? ___
5 suggests what should happen, and why? ___

4 Review the text again. Underline …

1 one phrase that introduces the proposal's aim.
2 two phrases that refer to background information.
3 two phrases that make recommendations.
4 one phrase that states the writer's conclusions.

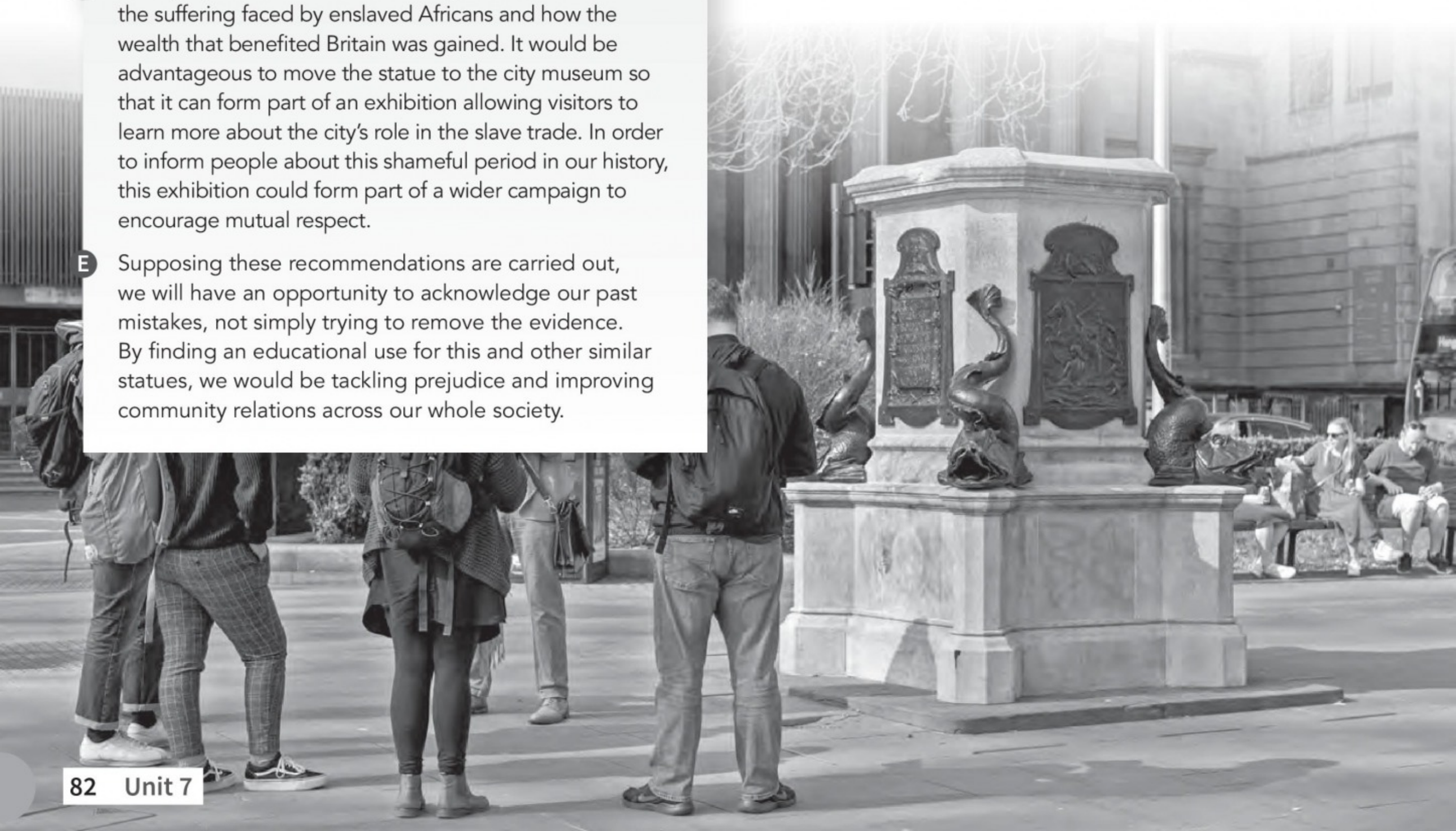
5 Plan a similar proposal to save a part of your country's heritage. Decide on …

- your aim in making the proposal.
- what background information you will include.
- what reasons you can use to support your proposal.
- what recommendations you would like to make.
- which Phrasebook phrases to use.

6 Write your proposal. Use the same five-paragraph structure as the model proposal.

7 ✓ **CHECK YOUR WORK** Did you …

- state your aim and describe the current situation?
- provide background information and historical context?
- include your recommendations?
- use phrases from the Phrasebook?
- check your spelling, punctuation and grammar?



Grammar

1 Complete each second sentence using *it*.

1 Having so many public holidays is regarded by some people as unnecessary.
Some people _____
_____.

2 That many traditional languages are under threat is well known.
It _____
_____.

3 To instil a sense of pride in our country's history is increasingly difficult.
It _____
_____.

4 When people don't respect other cultures, that's something I really hate.
I _____
_____.

5 For young people to participate in these traditional rituals has been really valuable.
It _____
_____.

6 Watching re-enactments of old battles is not something that is viewed as interesting by young people.
Young people _____
_____.

7 I really enjoy the events your brother organises.
I love it _____
_____.

2 Choose the correct alternative.

1 The Greek poet Homer's works recounted **the** / **–** legends about ancient heroes and gods.
2 Jess speaks Spanish and also has **a** / **–** good knowledge of German.
3 There isn't **many** / **a lot of** enthusiasm for a change to the existing plan.
4 Harry plays **a** / **the** saxophone and has started a band with his friends.
5 When I first visited India, I had very **few** / **little** understanding of the culture.
6 It takes **enough** / **a good deal** of practice to become good at gaming.
7 Younger people often have less respect for tradition than **the** / **an** older generation.

Vocabulary

3 Complete the text with the correct form of the words and phrases below. There are two words or phrases you do not need.

> characterised by die out keep alive mutual respect
> originate pass down practitioner revitalise
> safeguard wealth of knowledge

Most cultures have traditional songs which [1] _____ in the distant past and are often [2] _____ similar themes such as long journeys or lost love. It has always been important to [3] _____ these songs for future generations. Before the arrival of recording technology, they were [4] _____ from parents to children to ensure they didn't [5] _____.
In the UK, a number of young musicians have taken the [6] _____ held by previous generations and [7] _____ it with their own style of singing and playing. By doing this, they have found a way of [8] _____ a valuable tradition of songs and music dating back hundreds of years.

4 Choose the correct answer: A, B or C.

1 Thanksgiving is a holiday to ___ the survival of the earliest settlers in the US.
A commemorate **B** cherish **C** safeguard
2 In France, 14 July is Bastille Day, the ___ of an important event in the French Revolution of 1789.
A reunion **B** practitioner **C** anniversary
3 At the ceremony, a young poet gave a moving ___ of a poem she had written.
A re-enactment **B** recitation **C** procession
4 In November, many Mexicans ___ the tradition of celebrating the lives of loved ones who have died.
A pass down **B** recount **C** observe
5 In the last year, street food booths have started ___ all over the city.
A latching on **B** springing up **C** passing down

Cumulative review

5 Complete the dialogue with one word in each gap.

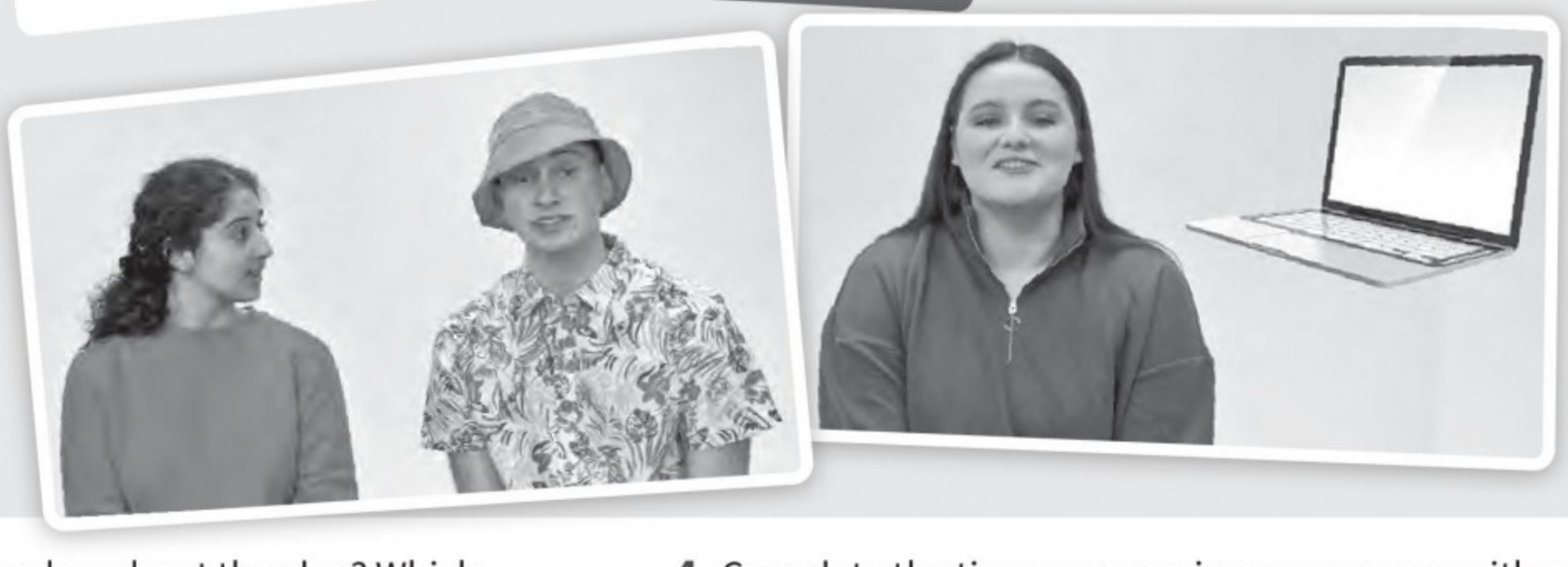
Anya You look very smart. What's the occasion?
Milo My friends and I are having a big party. It's the tenth [1] _____ of our high-school graduation.
Anya Well, you're certainly dressed to [2] _____. Do you do this every year?
Milo Yes, usually a [3] _____ of us meet up for a small [4] _____. But this year is special, so we hope that [5] _____ of people will turn up.
Anya Do you think they will?
Milo Well, we didn't want to [6] _____ it to chance, so we sent invitations to everyone in our year.
Anya So what happens at these events?
Milo We have dinner. Sometimes there are speeches afterwards, but they're very [7] _____, not too serious. Then there's music and dancing.
Anya I see – so it's a chance to [8] _____ your hair down?
Milo Exactly. And I think it's important [9] _____ everyone to stay in touch. So far, most people have shown [10] _____ willingness to do that.
Anya Well, I hope you have a great time.

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about heritage and celebrations?
4 What strategies could you use to help you avoid making mistakes?

Talk about managing money.

8 Money talks



1 a What can you remember about the vlog? Which person, Darius (*D*) or Kaya (*K*), …

1 **put aside** enough money to **splash out** on a **costly** trip, even though they were **broke**? ___
2 is **putting aside** money from their **allowance** to buy a laptop, instead of borrowing the money and **paying it off** monthly? ___
3 **pays their way** with a part-time job and puts their **earnings** straight into their **current account**? ___
4 decided to put a limit on their **debit card** and **live on** 30% of their wages? ___
5 saved money by **tightening their belt** and not being **extravagant**? ___

b 8.01 Watch or listen again and check.

2 Complete the definitions with the words and phrases below.

allowance broke current account
debit card extravagant

1 You can take money out of your _____ at any time.
2 If you're _____, you probably spend more than you can afford.
3 Being _____ means you have no money.
4 Your _____ is an amount of money given to you each week or month, for example, by a parent.
5 You can use a _____ instead of cash to pay for goods and services.

3 Match the sentence halves.

1 I **went through** all my wages in two weeks, ___
2 Everyone needs to **tighten their belts** because ___
3 Having to **live on** just a few dollars a day ___
4 I think it's important to **pay your way** ___
5 You'll save money if you **pay off** ___
6 I'm trying to **put aside** some money each month ___
7 It's always tempting to **splash out** ___

A your debts as quickly as possible.
B and not expect other people to pay for you.
C if you need new clothes for a special occasion.
D the cost of living is increasing.
E because I want to buy a new tablet.
F so I had no money left for the end of the month.
G is the reality for millions of people.

4 Complete the tips on managing your money with words and phrases from the previous exercises.

How to manage your money

✓ Open a [1] _____, but don't use your [2] _____ for every purchase – you'll [3] _____ less money if you use cash.

✓ Decide how much you need to [4] _____ each week – check if any [5] _____ from your parents and any [6] _____ from part-time work will cover it.

✓ Try to [7] _____ any spare cash.

✓ Always [8] _____ when you go out.

✓ Don't be [9] _____ – avoid [10] _____ on [11] _____ items.

✓ Owing money can be expensive – [12] _____ any loans as soon as possible.

✓ If you're worried about running out of money, try to [13] _____ and spend less – it's better to be [14] _____ than in debt.

5 REAL ENGLISH Complete the dialogue with the phrases below.

cost a bomb do the trick let you in on
sounds like a plan under way

A Are the plans for the end-of-term celebration [1] _____?
B Definitely. It's going to be great.
A I hope so – the tickets [2] _____!
B I'll [3] _____ a secret – members of the organising committee get free tickets. And actually, we need someone to handle ticket sales.
A I'm very good at handling money …
B That should [4] _____. Can you come to the committee meeting this evening?
A I'll be there with my spreadsheet all ready.
B Great – that [5] _____!

6 MEDIATION A friend has sent you the following message. Use the information in this lesson to write a reply.

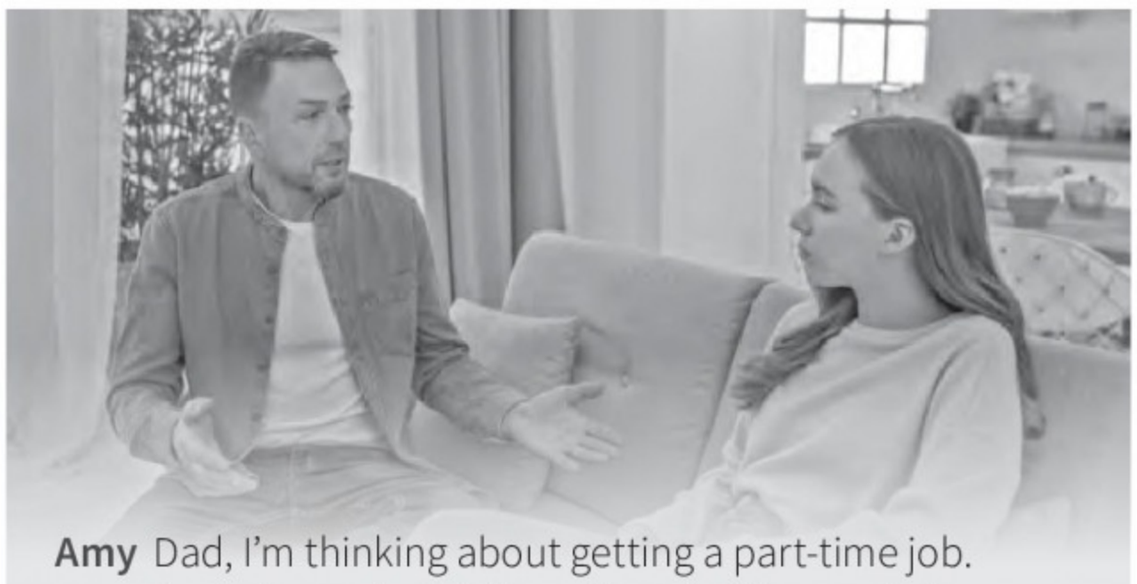
← Messages

'I've just got a part-time job, but I'm hopeless with money. I always spend it as soon as I get it, then don't have enough for the rest of the month. Is there anything I can do?'

7 VOCABULARY BOOSTER Now practise **Money management** vocabulary on page 111.

1 Complete the dialogue with the verbs below.

discover do expect have invest
know look for sum up work



Amy Dad, I'm thinking about getting a part-time job. And please don't tell me I'm not old enough to [1]_____ – I'm fifteen, OK?

Dad OK. But we already give you an allowance. I'm just interested to [2]_____ why you need to work as well.

Amy Because I want to [3]_____ enough money to pay my own way.

Dad Well, that's certainly a good reason to [4]_____ a job.

Amy And I'm going to start putting aside some money for the future. You know, in a savings account. I don't want to get to university in a few years, only to [5]_____ I don't have enough to live on.

Dad Amy, you haven't even started work yet!

Amy I know that. But I'm not so naïve as to [6]_____ you and Mum to pay for everything. The best thing to [7]_____ is start planning now.

Dad It sounds like you've already started!

Amy That's right. Now I just need to find an account to [8]_____ in.

Dad So to [9]_____, you want to get a job so that you can be independent and invest for the future. Sounds like a plan!

2 Match the sentences you completed in Ex 1 to the rules. Which sentence uses an infinitive …

A after *too* or *enough*?
B after a noun?
C after an adjective?
D to replace a relative clause after a superlative?
E to replace a relative clause after a noun?
F after a verb + object?
G after *only* to express a disappointing outcome?
H in a linking phrase?
I after *so* + adjective + *as*?

3 Match the sentence halves.

1 I'm afraid it will be too expensive ___
2 Getting a job will give you the chance ___
3 At the moment, it's difficult ___
4 To manage your money, the first thing ___
5 I'm looking for a savings account ___
6 Sahib loves clothes and he's decided ___
7 We arrived at the bank early, only ___
8 I'm trying to pay off the money I owe, ___
9 Maryam is not so stupid ___

A but to be honest, it isn't that easy.
B to do is open a current account.
C to spend all his earnings on a designer suit.
D to repair my old laptop.
E as to lend money to her younger brother.
F to believe we'll be leaving school next month.
G to put aside some money for college.
H to find that our appointment had been cancelled.
I to put some of my earnings into.

4 Complete the sentences with the continuous, perfect or negative infinitive form of the verbs in brackets.

1 Our financial plans are confidential, so can you please _____ anyone? (try / not tell)
2 All my family are really successful, but I'm the _____ a place at university. (first / gain)
3 I thought there was a problem with my Wi-Fi, but it _____ perfectly now. (seem / work)
4 I sent Sonya a text message, but she _____ it. (pretend / not receive)
5 If you're tightening your belt, it's _____ on unnecessary purchases. (best / not splash out)
6 Lucas and I just _____ the same book at the moment. (happen / read)

5 Complete the comments with the infinitive forms below.

not to consume not to spend to advise to be paying
to be working to buy to give to have asked
to have bought to know to live on to put aside

What are your money-saving tips? Tell us about the things you've done.

Comments

Matt My smartphone contract was costing a bomb. I think it's sensible [1]_____ more than necessary on your phone, so I went online and found a cheaper option. Result! It's also given me a chance [2]_____ a bit extra each month, so I have some cash to splash out on other things. So far it seems [3]_____. If I have any more bright ideas, you'll be the first [4]_____!

Yasmin I get an allowance from my mum, but I know she can't afford [5]_____ me much, and I'd really prefer [6]_____ my own way. I didn't have a financial expert [7]_____ me, so I just went on social media and asked, 'How can I make my money go further?' I got loads of replies saying, 'I did this,' or 'Try this.' I can't be the first person [8]_____ for help like this, but it really did the trick.

Evie As long as I have enough money [9]_____, I'm happy. For me, it's important [10]_____ more resources than necessary. So I try [11]_____ things like clothes and books second-hand and recycle as much as I can. It isn't always easy. I saw a beautiful jacket the other day and I'd love [12]_____ it, but I didn't really need it.

6 Complete the sentences so they are true for you.

1 In my view, you're never too young to …
2 I would like to have the opportunity to …
3 The best place to … is …
4 I sometimes find … difficult to …

8.3 LISTENING

Understand sentence stress in different extracts discussing alternatives to money.

1 What can you remember from the Student's Book about Daniel Suelo, the Chiemgauer and Auroville? Write a sentence about each. Use some of the words below.

> cave charities community currency exchange experiment finance local economy modern life nature volunteer

1 Daniel Suelo …
2 The Chiemgauer …
3 Auroville …

2 Read the statements. Which ones do you agree with? Why?

1 Supermarkets should give away food that is out of date, not throw it away.
2 It is OK to take something that someone else has thrown away.
3 Most people spend money on things they don't need.

3 8.02 Listen to the podcast interview. Which is the best summary of freeganism?



A Freeganism campaigns to reduce food waste and persuade supermarkets, restaurants and food producers to give away unsold or unwanted food to people who can't afford it. It's suitable for people with an alternative perspective on society who don't mind taking risks.

B Freeganism is only concerned with spending less money, and finding ways to get food and other basic necessities without paying for them. It's popular with students because they don't have much money.

C Freeganism is a lifestyle choice that aims to find alternatives to the consumer economy, reduce consumption, save money and cut down on waste, especially food waste. It's suitable for anyone with these values and is easy to get involved in.

4 8.02 Listen again and choose the correct answer: A, B, C or D.

1 How does Ashu justify taking food that supermarkets have thrown out?
A Someone else has paid for it.
B The supermarkets don't want it.
C It's fine to eat and shouldn't be wasted.
D It has cost a lot to produce and transport.

2 Which of the following is NOT a feature of being a freegan?
A reducing the amount of food that is wasted
B paying the real cost of food
C being less involved in the consumer society
D finding alternative methods of getting the things you need

3 How have Ashu and her friends furnished their student house?
A by foraging in waste bins
B by buying second-hand furniture
C by recycling things other people have left on the street
D by swapping their old furniture for new things

4 Why is freeganism becoming popular with students?
A They usually have very little money to live on.
B They prefer to spend their money on books.
C They are not very good at managing their money.
D They have more time for foraging.

5 Which of the following is NOT advice for someone interested in freeganism?
A Go online and find a local freegan group.
B Look for foraging opportunities in your local area.
C If possible, ask permission before you take something.
D If you see something you want, just help yourself.

STRATEGY Sentence stress

The way we stress words in a sentence can affect the whole meaning of the sentence. We choose to stress certain words to indicate what is important, to make a contrast or to correct what someone has said.

5 8.03 Read the strategy above. Listen to the following extracts from the discussion and mark the word or words that are stressed. For each extract, decide if the stressed word is used …

A to indicate what is important.
B to make a contrast.
C to correct what someone has said.

1 Supermarkets throw away a huge amount of food every day. ___
2 **Presenter** So Finn, is freeganism just about getting a free meal?
Finn No, freeganism isn't only about getting a free meal. ___
3 But if you do have to spend money, buy things second-hand, not new. ___
4 A freegan lifestyle will make your money go further. ___

6 Think about the questions.

1 Would you ever consider being a freegan? Why? / Why not?
2 Under what circumstances would you take food from a supermarket waste bin?
3 What do you think of the idea of buying second-hand clothes or books? Why?
4 Would you prefer to repair an old device or replace it with a new one?

1 Match the words and phrases below with the definitions.

billing bundle notification nudge profit margin promotion shopping basket

1 an activity done to increase sales of a product or service _____

2 to push someone in a particular direction _____

3 a group of several items sold together _____

4 the place an online retailer stores your purchases before you pay for them _____

5 the act of sending a request for payment to a customer _____

6 the amount of money a retailer makes by selling something _____

7 automated information (e.g. about a purchase) that is sent to you directly _____

2 Complete the phrases that match the comments people posted about their online shopping experiences.

1 'I really enjoy just going online and looking for bargains – it's amazing what you can find.' b_____

2 'Several people were trying very hard to buy the same item as me – I was lucky to get it with my last offer.' f_____ c_____

3 'What I like about this website is that they never charge for delivery.' f_____ s_____

4 'I was a bit extravagant this weekend – I spent about two hours online buying clothes and shoes.' s_____ s_____

5 'The website said "only one left in stock" – I know this is a strategy to encourage people to buy, but it still made me feel anxious.' t_____ an e_____ r_____

6 'I hate it when sellers do obvious things to make you buy more than you need, like offering a discount if you buy several items.' m_____ a_____

7 'I don't really need it, but I thought it looked nice so I just clicked on the "buy now" button.' i_____ b_____

3 Complete the second sentence so that it means the same as the first. Use words and phrases from this lesson.

1 I didn't mean to splash out on this expensive jacket – but I liked it so I thought, why not.
This jacket _____.

2 The amount of money retailers are making has fallen because of the cost of raw materials.
The price of raw materials _____
_____.

3 Using specific words to make you feel a certain way is just one of the sales strategies used by online retailers.
Online retailers use a variety of sales strategies, including _____.

4 Visiting their websites and buying lots of things all in one go at the click of a mouse, is something online retailers are keen to encourage.
Online retailers want _____
_____.

5 A reduction in the average price of smartphones is the result of producers being determined to do better than each other.
_____ has led to a reduction in the average price of smartphones.

6 Companies employ UX designers to ensure that their websites offer a positive user experience to customers.
In order to _____
_____, companies employ UX designers.

4 a Complete the dialogue about online shopping with words and phrases from this lesson.



A Cool shoes!
B Thanks. Actually, they were an [1] _____.
A Oh dear. What happened?
B I was [2] _____ online and just saw them. There was a special [3] _____ – 30% off. And there was no delivery cost either; it was [4] _____. So obviously I had to buy them.
A Obviously! Did you get the bag at the same time?
B Yeah, they were in a [5] _____ together. You know, the site says 'you might like this' and makes it really [6] _____ to buy both things. I'm vulnerable to little [7] _____ like that.
A Oh, I get it. Before you knew it, they were both in your [8] _____ and – click! Up goes the company's [9] _____.
B Come on, you buy nice stuff online too.
A Yes, but I'm better at resisting those email [10] _____ telling you to buy stuff. And messages like 'only one more in stock' don't [11] _____ in me like they do in you.
B That's true.
A Anyway, were the shoes expensive?
B See for yourself – here's the [12] _____ information.
A How much?! Seriously, any more [13] _____ like that and you'll be completely broke.

b 8.04 Listen and check.

5 What do you particularly like or dislike about shopping online compared to shopping in town? Write three sentences using vocabulary from this lesson.

6 VOCABULARY BOOSTER Now practise **Online shopping** vocabulary on page 111.

8.5 GRAMMAR

Use advanced *-ing* forms to talk about shopping experiences.

GRAMMAR BOOSTER SB P147

1 Complete the sentences with the verbs below. There is one verb you do not need.

opening paying realising reducing shopping understanding visiting working worrying

1 You ought to think about _____ a current account.
2 _____ how much I was spending on bus fares, I started cycling to college instead.
3 Competition is fierce so retailers have started _____ their prices.
4 On the whole, I prefer _____ online to going into town.
5 My _____ of the contract is that we get a 10% discount and free shipping.
6 You can't change the situation so there's no use _____ about it.
7 _____ from home has become normal for many people.
8 I see my grandparents once a month and I always look forward to _____ them.

2 Which *-ing* form in Ex 1 is used …

A after a verb? ___
B after a preposition? ___
C after a phrase with *have*, *it* or *there*? ___
D as the object of a verb? ___
E after a verb + preposition? ___
F as the subject of a verb? ___
G after a possessive adjective? ___
H to express a reason in a participle clause? ___

3 Complete the sentences with the words in brackets and an *-ing* form. Use no more than five words.

1 I try never to make impulse buys. (avoid)
I try _____ impulse buys.
2 Competing with online retailers is what worries many small businesses. (about)
Many small businesses are worried _____ online retailers.
3 The online retailer gave me free shipping on my order when I asked for it. (succeed)
I _____ on my order when I asked for it.
4 When they send me unwanted notifications, I really don't like it. (their)
I hate _____ unwanted notifications.
5 It's useless to complain you're broke if you've been extravagant. (good)
It's _____ you're broke if you've been extravagant.
6 As soon as he left university, Jack began the process of paying off his loan. (started)
Jack _____ as soon as he left university.

4 Match words from A and B to make the correct participle form to complete the sentences.

A being having (x2) having been not (x2)

B knowing opened persuaded searched told wanting

1 _____ to appear rude, we accepted the invitation.
2 We decided to visit the museum, _____ it was free to enter.
3 _____ a current account, I started saving money every month.
4 _____ by the reviews, she decided to buy the product.
5 I deleted the notification, _____ who it was from.
6 Abe found the trainers at a lower price, _____ for hours online.

5 Match 1–6 to A–F to make pairs of sentences. Then rewrite the pairs as a single sentence using a participle form.

I checked the details. I clicked 'buy'.
Having checked the details, I clicked 'buy'.

1 I didn't have my phone. ___
2 They told us it would cost a bomb. ___
3 Sami was broke. ___
4 Amina was invited to give her opinion. ___
5 We arrived late. ___
6 Luke doesn't enjoy going to parties. ___

A He had got through all his money.
B He isn't very sociable.
C We found the event had already started.
D I couldn't call you back.
E She submitted a review.
F We decided not to buy it.

6 Complete the comments with the *-ing* or infinitive form of the verbs in brackets.

2 comments

Like Comment Share

Maya I definitely find [1] _____ (buy) stuff online more convenient than going into town. [2] _____ (not have) a lot of free time during the day, I prefer [3] _____ (do) most of my shopping in the evening. Also, I have difficulty [4] _____ (find) clothes I like in our local shops, so going online gives me the opportunity [5] _____ (browse) a wider range of styles.

Artem I'm amazed at the things people choose [6] _____ (spend) their money on. One of my friends bought a used smartphone [7] _____ (see) it advertised cheaply online – only [8] _____ (find) that it didn't work properly. I tried to warn him against [9] _____ (waste) his money, but he didn't listen. The problem is, if you don't have someone who knows about tech [10] _____ (advise) you, it's always a risk.

7 Complete the sentences on the theme of money so they are true for you.

1 I find …*-ing* quite / very …
2 I would advise everyone against …
3 Not …*-ing*, I rarely …

1 What can you remember from the Student's Book? Choose the correct alternative.

1 The low-cost economy has driven rapid growth in **consumerism** / **manufacturing**.
2 Fashion is **one of many industries** / **the only industry** to have joined the low-cost revolution.
3 Global distribution of goods is now much **easier and cleaner** / **faster and cheaper** thanks to automated processes.
4 An effect of the low-cost digital economy is a reduction in **revenue from taxes** / **employment opportunities**.
5 The World Trade Organization is helping to develop labels to **raise consumer awareness** / **change the rules** about how products are manufactured.

2 Decide if you agree or disagree with the statements.

1 When I see an item of clothing I like, I buy it – I'm not worried about the environmental cost.
2 Buying fewer clothes might help reduce my carbon footprint, but everyone else needs to do the same.

STRATEGY Using prior knowledge

We use titles, captions and images to make predictions about what we are going to read. Furthermore, as we begin reading a text, we use the new information to review and adapt our predictions about what to expect in the following sections or paragraphs. By constantly revising our predictions, we improve our understanding of the text.

3 Read the strategy above. Look at the photo and read the title and the subheading of the article. What information do you think will be in the text?

4 Now read the first paragraph of the article. Is the environmental impact of clothing a) higher than, b) lower than, or c) about the same as you thought it was?

5 8.05 Read the rest of the article. Choose the statement which best sums up its message.

A The fashion industry is one of the world's biggest polluters and action needs to be taken in order to reduce its impact.
B Producing clothes has a major impact on the environment, which will get worse unless consumers change their shopping habits.

6 Read the article again and complete the sentences with up to five words.

1 The aviation and shipping industries together produce _____ than the fashion industry.
2 Producing a single item of clothing made of cotton generates CO_2 and requires _____.
3 Unfortunately, synthetic fabrics such as polyester are no better for the planet than _____.
4 Clothing manufacturers hope to cut emissions by _____.
5 Consumers need to change the way they _____ their clothes.
6 Unless we change our clothes-buying habits, the fashion industry's _____ will increase.

7 Think about the following questions.

1 Did anything in the article surprise you?
2 Did you change your mind about anything while reading the article?
3 Will you change how you buy clothes in future?



The environmental footprint of our clothes

The real cost of cheap clothing is higher than most people realise. Fortunately, there are things we as consumers can do to reduce the environmental impact of our clothes-shopping habits.

A Most of us have more clothes than we need. Consumers in the UK buy an average of 26.7 kg of clothing every year. A typical US consumer buys an item of clothing every 5.5 days. But what is the real price of so-called 'low-cost' clothes – especially their impact on the planet? It's a well-known fact that the fashion industry accounts for about 10% of total global carbon emissions, more than aviation and shipping combined.

B Both natural and synthetic materials have their own impacts. About 1 kg of cotton is needed to make a typical pair of jeans. It takes about 10,000 litres of water to produce that kilo of cotton – enough drinking water for one person for ten years! According to one manufacturer, a single pair of its jeans will generate 33.4 kg of CO_2, 60% in production and transportation, 40% by consumer use. In comparison, a single cotton T-shirt may take up to 7,000 litres of water and 2.6 kg of CO_2 to make. And having been produced, cotton clothing transported by air rather than ship may generate 35% more carbon emissions.

C So if cotton is environmentally bad, is synthetic clothing better for the planet? Unfortunately not. While polyester clothing uses far less water, it is oil-based and making it uses around 70 million barrels of oil a year, meaning it produces 50% more CO_2 per kilo than cotton. Washing synthetic fabrics may be responsible for around a third of all microplastics found in the oceans. That's in addition to the high environmental cost of washing and drying both cotton and synthetic fabrics by consumers.

D It isn't all bad news, though. Clothing manufacturers have started researching ways to recycle denim and other fabrics, including developing materials that break down quickly in the environment. Using recycled polyester fabric can help to reduce carbon emissions; however, it still takes up to 200 years to decompose and the problem of microplastics remains.

E What can we as consumers do to cut our fashion footprint? Here are some tips.

- Ask yourself, do I need this? Buying fewer clothes is a great way to reduce your carbon footprint.
- Choose quality. Buy one good item rather than several cheap ones, and look after it.
- Wash less. Most clothes don't need a wash after one wearing. When you do wash, use lower temperatures.
- Repair clothing that has minor damage – don't just throw it away.
- Look for ways to recycle or donate unwanted items.

F By 2030, it is estimated that clothing consumption will have increased by 63% to over 100 million tonnes per year, the equivalent of 500 billion additional T-shirts. If we want to avoid this, it will be necessary to change how we buy clothes. After all, how many pairs of jeans do you really need?

8.7 GLOBAL SKILLS

Evaluate the rules of project management.

1 What can you remember from the Student's Book? Match the words to their meanings.

1 agile ___
2 constraints ___
3 delegate ___
4 keep track of ___
5 micromanage ___
6 milestones ___
7 postpone ___
8 scope ___
9 worst-case scenario ___

A stay informed about what is happening
B the things that are included in a project
C things that limit your freedom to do something
D important points in the development of a project
E able to move quickly and in a flexible way
F the worst situation that could happen
G control every detail of an activity, especially someone's work
H give part of your work to someone else
I delay something until a later date or time

2 Complete the article with the words in Ex 1.

THEWORKPLACE



SO YOU WANT TO BE A PROJECT MANAGER ... ? HERE'S HOW.

The first thing to do is define the [1] _____ of the project. Be clear about the goals, the key activities, people's roles and the overall timeframe. This will enable you to create a project plan. Then break the project down into stages and include some [2] _____ so everyone is clear what you need to achieve and when you want to achieve it by. Also, think about any [3] _____ – what are the things that could limit your ability to stick to the plan?

Having created the plan, you need to prioritise the most important tasks and make sure they are done first. Choose the people with the right skills and [4] _____ tasks to them. Don't be tempted to [5] _____ – show the project team that you trust them and value their expertise. Not doing this risks having an unhappy team.

Your job as project manager is just that – to manage. Once the project is under way, [6] _____ everything that's happening, get regular updates from your team and help them resolve any problems. Plan for the [7] _____, so that you know what you'll do if something goes badly wrong. If your plan has some flexibility built in, this will allow you to be [8] _____ and adapt to any unexpected changes. And if you have to take action, don't [9] _____ it – act quickly to avoid falling behind schedule. Good luck!

3 Read the article again. Answer the questions.

1 What four things do you need to be clear about in order to create a project plan?
2 Why is breaking the project down into stages useful?
3 What should you do with the most important tasks?
4 Why should you delegate tasks and avoid micromanaging?
5 What is the project manager's main role?
6 Why is it important to plan for a worst-case scenario?

4 8.06 Listen to Part 1 of a meeting between a group of students who are planning a project. Complete the notes.

< Notes

Customers' views on the current offer of snacks and drinks

They are [1] _____ and [2] _____.

The most popular ones [3] _____.

There's [4] _____ from packaging and nowhere to [5] _____.

Project goals

Offer [6] _____ such as fresh fruit, low-sugar energy bars, [7] _____, non-fizzy drinks like [8] _____.

A [9] _____.

Less waste and a(n) [10] _____.

We need to decide ...

[11] _____.

[12] _____.

5 8.07 Think about which tasks the team should plan to do next. Listen to Part 2 of the meeting and make a note of each person's responsibilities.

Daniela: _____

Jamie: _____

Layla: _____

6 8.08 Listen again if necessary. To what extent do the team follow the advice in the article in Ex 2?

7 MEDIATION A friend has sent you the following message asking for advice. Use the information in the text in Ex 2 and the audio to write a reply.

Leon

I've been asked to manage a project organising our school's unofficial end-of-year celebration. There's lots to think about, so I need to be very organised. I know you have some project-management experience, so I'm hoping you could give me some advice.

1 Read the advertisement. Which of the following are advantages or disadvantages of doing the challenge? Can you think of any others?

- You'd get through less money.
- Fewer resources would be used.
- Manufacturers might produce less.
- People might lose their jobs.
- Demand for recycling would increase.
- Competition for second-hand items might become fiercer.



2 8.09 Listen to two friends talking about the challenge and choose the best option to complete the statements.

1 Marc thinks that if enough people stopped buying new stuff, it would …
A harm the economy. **B** change the economic model.
2 Anya thinks it isn't sustainable to …
A recycle more and more stuff.
B keep consuming valuable resources.
3 The circular economy is described as …
A buy, use and throw away.
B buy less, repair, reuse and recycle.

STRATEGY Keeping a conversation going

You may sometimes need to help a conversation move forward. Do this by asking open questions (*when*, *where*, *why*, etc.) that will allow the other person to express opinions. Listen carefully to their answers and ask follow-up questions to move the conversation further forward.

3 8.09 Read the strategy above. Listen again and tick (✓) the questions you hear.

1 What's your view of *-ing* …? ☐
2 Who would it appeal to? ☐
3 What else can you tell me? ☐
4 Why do you say that? ☐
5 What do you think of the idea of *-ing* …? ☐
6 Why don't you like the idea of *-ing* …? ☐
7 How does that work exactly? ☐
8 What would be the consequences of *-ing* …? ☐
9 How do you feel about …? ☐

4 Which of the questions you noted are open questions and which are follow-up questions?

5 Complete the dialogues with questions from Ex 3.

Dialogue 1

A I need to get a new laptop, but the model I want is really expensive.
B [1] _____ buying a cheaper model?
A Not good. I really need a powerful one for gaming.
B OK, well, [2] _____ buying a refurbished one?
A It could have a virus or be badly repaired. I think it's too much of a risk.

Dialogue 2

A I've just been looking at your new blog.
B OK, great. [3] _____ it?
A Er, actually, I think you need to make it more appealing.
B [4] _____?
A Because there's a lot of text and no photos – it isn't that easy to get into.

Dialogue 3

A [5] _____ starting a swap shop in school?
B Interesting idea.
[6] _____?
A People bring in their old games, clothes or devices and exchange them for other things. There's no money involved.
B Hmm, I'm not sure.
[7] _____?

PRONUNCIATION Asking for or confirming information

We can use questions to ask for new information or to check that the information that we already have is correct. When we ask for new information, our voices usually go down at the end of the question. When we check, our voices usually go up.

6 a 8.10 PRONUNCIATION Read the Pronunciation box. Listen to the questions. Say which is asking for new information and which is checking information.

1 What's the problem with your phone?
2 What is it that you do?
3 Who do you think it would appeal to?
4 And is that a sustainable solution?
5 How do you feel about joining us?

b 8.10 Listen again and repeat the questions using similar pronunciation.

7 You are going to write a dialogue for a similar conversation on the topic below. Make notes about the arguments for or against it.

> We should make people pay more for drinks sold in plastic bottles and aluminium cans, and we should pay people if they recycle them.

8 Write your dialogue. When you have finished, check that you have …

- used a variety of open and follow-up questions from the Phrasebook.
- included one or two questions checking information.
- checked your spelling, grammar and punctuation.

8.9 WRITING

Write an opinion essay.

1 Look at the photo. Which of the following reasons for shops in town centres closing are the most significant? Can you think of any others?



- high local taxes
- competition from out-of-town shopping centres
- competition from online retailers
- charging high prices
- poor customer service
- bad reviews

2 Read the essay. Does the writer generally agree or disagree that online shopping is a threat to local shops?

Is online shopping a threat to local shops?

A *There is widespread agreement that online shopping is making life difficult for traditional shops. As proof of that, a recent report revealed that 75% of people say their online shopping has increased in the last two years, while the number of people who shop in town has not. That is to say, more people are choosing to shop from home rather than in local shops. But that may not be the only reason town-centre shops are closing and other businesses are suffering.*

B *Investigations show that shoppers are less likely to visit town centres that are congested, and where parking is difficult and expensive. They prefer to visit large stores located on the edge of towns which are easier to reach, have free parking and offer a more pleasant experience. This evidence supports the point that there may be other reasons why town centres are struggling – it isn't possible to blame it all on online shopping.*

C *Having said that, online retailers are aware that many people appreciate the personal service they receive in local shops. A case in point is the way online shopping is becoming more personalised as retailers use algorithms to track consumer preferences, and send notifications suggesting items they might like. Recent research among shop owners suggests customers often try expensive items in their store and then buy them online more cheaply. In other words, people want the convenience of online shopping, but also the personal service of in-person shopping.*

D *In conclusion, it seems that responsibility for preserving town centres lies with both local authorities and consumers. Perhaps the most effective way of improving the situation would be to make town centres more attractive and easier for shoppers to use. But also, shoppers have to support local businesses; otherwise these will disappear. We may all need to start shopping online less and learning to love our local shops again.*

3 Read the essay again. In which paragraph does the writer include …

1 information suggesting that online shopping is not the only threat? ___
2 their opinion and a suggestion of how to change the situation? ___
3 a statement summarising the general situation in relation to online shopping? ___
4 information supporting the idea that online shopping is a threat? ___

4 Look at the underlined phrases in the essay and match them to functions 1–4.

1 Making generalisations
2 Providing evidence
3 Restating a point
4 Making recommendations

5 Which underlined phrases in the essay could be replaced by the following phrases?

> A significant number of people think that …
>
> This point of view is supported by the fact that …
>
> To put it another way, …

STRATEGY Concluding

Conclude an opinion essay by summarising the information in the preceding paragraphs. Do not add new information. Make recommendations about what people can do and/or speculate about what might happen in the future.

6 Read the strategy above. Which sentences in the final paragraph of the essay …

1 summarise the information in the preceding paragraphs? _____
2 make a recommendation? _____
3 speculate about the future? _____

7 Choose one of the topics below and write an opinion essay. Use the same paragraph structure as the model text.

- Do online retailers have an unfair advantage over traditional shops?
- Is it a good idea to ban private cars from town centres?

8 ✓ **CHECK YOUR WORK** Did you …

- use infinitives and advanced *-ing* forms?
- use an informal / neutral style?
- use phrases from the Phrasebook?
- use the strategy and finish with a strong conclusion?

Grammar

1 Complete the sentences with the correct infinitive form of the verbs below. More than one answer may be possible.

discover go have learn pay worry

1 I can't be the first person _____ problems with this online retailer.
2 We were surprised _____ that he had made such a costly mistake.
3 I don't like asking my parents for money – I'd prefer _____ my own way.
4 We arrived at the museum, only _____ it was closed on Mondays.
5 Try _____ about the exam – I'm sure you'll pass.
6 Until last year, my mum was the only person in our family _____ to university.

2 Complete the second sentence so that it has the same meaning as the first. Use an *-ing* form and the words in brackets.

1 I hate that they use notifications to suggest products I might like. (their)
I really dislike _____ notifications to suggest products I might like.
2 She started spending money after her debit card arrived in the post. (received)
_____ her debit card in the post, she started spending money.
3 It's pointless to wish that the situation was different. (use)
There's _____ that the situation was different.
4 My grandparents don't own a car, so they always use public transport. (not)
_____ a car, my grandparents always use public transport.
5 Kai wanted to apply to university, so he asked his teacher for advice. (about)
Kai asked his teacher for advice _____ to university.
6 It annoys me when I get charged a lot for shipping. (object)
I _____ charged a lot for shipping.

Vocabulary

3 Complete the texts with the correct form of the words in the groups below.

allowance, broke, go through, pay off
costly, earnings, live on, tighten your belt

A My parents give me an [1] _____ of 50 euros a month, but this month I've already [2] _____ it. The problem is, I ran up some extras on my phone contract that I need to [3] _____, and I don't have the money. In fact, I'm completely [4] _____.

B My parents' [5] _____ are worth less because of rising prices. Although we have enough to [6] _____, things like food and electricity are much more [7] _____ than a year ago. We all need to [8] _____ and save money.

4 Complete the dialogue with the words below.

appealing browsing impulse buy notifications
nudge promotions trigger an emotional response

Ella Nice jeans. Are they new?
Sonia Yes, I was [1] _____ my favourite clothing website, and I just had to get them.
Ella So they were an [2] _____ – you weren't actually looking for new jeans?
Sonia That's right. It happens all the time.
Ella Yes, I always get [3] _____ about items I might like. It's annoying the way online retailers try to [4] _____ you into buying something.
Sonia But there are so many [5] _____ out there – you know, 'buy now and get 20% off'.
Ella They do that to [6] _____ – they want you to think you're saving money.
Sonia I know. But they make buying stuff very [7] _____. It's so easy just to click on something you like!

Cumulative review

5 Choose the correct answer: A, B or C.

When the cost of living increases, and [1]___ don't keep up with rising prices, people are often concerned about [2]___ enough money to live on. This means they are less likely to [3]___ more expensive items like clothes and tech devices. This can lead to [4]___ among retailers, whose main aim is [5]___ their business. Even companies that seem [6]___ well may have concerns about their long-term future. They often look for ways [7]___ their products appear cheaper and therefore more [8]___ to consumers. These can include special promotions and delayed [9]___, which allows people [10]___ the cost of their purchase over several months. However, [11]___ these steps, it is difficult for companies to later reverse the changes without [12]___ of prioritising their profit margins over their customers' well-being.

1	**A** allowance	**B** accounts	**C** earnings
2	**A** having	**B** have	**C** to have
3	**A** put aside	**B** go through	**C** splash out on
4	**A** free shipping	**B** fierce competition	**C** notifications
5	**A** to protect	**B** protect	**C** protected
6	**A** to do	**B** to be doing	**C** doing
7	**A** make	**B** to make	**C** making
8	**A** costly	**B** extravagant	**C** appealing
9	**A** billing	**B** margins	**C** notifications
10	**A** to spread	**B** spreading	**C** spread
11	**A** taking	**B** to take	**C** having taken
12	**A** accusing	**B** being accused	**C** accused

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to expand your vocabulary for talking about managing money and online shopping?
4 What strategies can you use in future to participate actively in a conversation in English?

Listening

EXAM STRATEGY

When you do a listening task based on a number of shorter texts, reading the questions and options can help you predict the topic and context of each text, or who the speakers are.

1 Read the strategy above. Then read the exam task in Ex 2. Think about the topic of each text you will hear and who might be speaking.

2 8.11 For each question 1–5, listen and choose the best answer: A, B, C or D.

1 You hear a man talking to a group of people in a gallery. What does he say?
- **A** They shouldn't go off on their own.
- **B** It's relatively easy to get lost there.
- **C** They can extend today's visit if they want to.
- **D** They should prioritise visiting certain areas.

2 You hear a woman telling a friend about a trip she went on. She says that the trip …
- **A** wasn't as enjoyable as she had anticipated.
- **B** might be better experienced at another time.
- **C** was ruined by the huge number of tourists.
- **D** didn't cost her as much as she'd expected.

3 You hear a boy leaving a phone message. How is he feeling?
- **A** embarrassed
- **B** resentful
- **C** inquisitive
- **D** assertive

4 You hear a woman talking to a group of students. What is she doing?
- **A** explaining why the title of her lecture series has been changed
- **B** justifying her plans for a future lecture series
- **C** introducing the subject of the lecture she is about to give
- **D** criticising what some people say about her lectures

5 You hear a man telling his friend about his holiday plans. What does he say he regrets?
- **A** not having saved enough money for his holiday
- **B** spending more money than he has
- **C** going on a shopping spree online
- **D** not realising how much money he had spent

Use of English

EXAM STRATEGY

When you do a multiple-choice cloze task, the options are often the same part of speech. Think carefully about the differences in meanings between the options, and look at the words before and after each gap.

3 Read the strategy above. Then read the exam task in Ex 4. Follow the advice in the strategy before you choose an option for each gap.

4 Read the text below and choose the correct answer (A, B, C or D) for each gap 1–10.

How to save money

From time to time, we all feel the pressure to spend less money. Even if you are in a safe and steady job and your earnings are sufficient to live [1]_____ comfortably, sometimes circumstances can change unexpectedly and you suddenly need to [2]_____ your belt. If you have existing debts that you need to [3]_____ off, it can be especially difficult to find a way to put money [4]_____. Being realistic about your needs and making a plan – and sticking to it – will give you a much greater [5]_____ of long-term success. One way to [6]_____ saving is to divide what you spend into three categories, with half of your income going on essentials such as bills and food, and so on. A quarter of it should be saved for the future, [7]_____ the rest of it is for luxuries like entertainment. Many of us are guilty of impulse-buying, so it's a good idea to give yourself a 'cooling-off' period – if you're [8]_____ buying a non-essential item, wait for a few days before you splash [9]_____ on it, and make sure you really want or need it. It may sound [10]_____, but not everything is always as appealing when you revisit it!

1	**A** for	**B** on	**C** through	**D** by
2	**A** secure	**B** strengthen	**C** restrict	**D** tighten
3	**A** get	**B** pay	**C** put	**D** make
4	**A** aside	**B** across	**C** through	**D** over
5	**A** option	**B** advantage	**C** chance	**D** opportunity
6	**A** apply	**B** process	**C** approach	**D** deal
7	**A** except	**B** while	**C** moreover	**D** nevertheless
8	**A** thinking	**B** regarding	**C** deciding	**D** considering
9	**A** out	**B** off	**C** down	**D** away
10	**A** plain	**B** apparent	**C** obvious	**D** clear

Reading

EXAM STRATEGY

When you have to match headings to the correct paragraphs, read each paragraph and summarise what it says, then see if any of the options match your ideas.

5 Read the strategy above. Then read the first paragraph in the exam task in Ex 6. What are the main ideas in each sentence? Which option A–J matches these ideas?

6 Read the article about London. Choose the most appropriate heading (A–J) for each paragraph 2–7. There are three extra headings which you do not need to use.

Free tourist attractions in London

1 ___

The British Museum is home to an incredible 8 million objects on display, making it one of the largest museum collections in the world. It has more than 50 galleries where you can explore 2 million years of human history and culture. If time is limited, why not go on a highlight tour of some of the most inspiring exhibits?

2 ___

The London Royal Parks include the better-known Hyde Park, but Richmond Park has the prestige of being the largest. Created as a deer park in the 17th century, it is of national and international importance for wildlife conservation and you can still spot deer wandering freely. There are special trails for youngsters and several places to buy refreshments.

3 ___

Trafalgar Square is on a site that has been a significant landmark for over 800 years. While probably most famous for its fountains and four stone lions, it is also a centre of national democracy and protest, with frequent political demonstrations taking place at weekends. Since 1999, it has also had a special area reserved for hosting contemporary art.

4 ___

If you're visiting Trafalgar Square, why not drop into the National Gallery? Open daily from 10 until 6 and with late-night opening on Fridays, it's the perfect venue to discover more than 2,600 paintings, dating from the Middle Ages to the early 20th century. It also hosts regular exhibitions and events.

5 ___

While a street may not be the most obvious tourist attraction, Abbey Road is the location of a pedestrian crossing made famous by The Beatles. Follow in their footsteps as you walk over it – the perfect opportunity for a selfie! It's also close to the home of cricket at Lord's Cricket Ground, although you will have to pay for a behind-the-scenes tour there.

6 ___

Not far from Lord's is the picturesque area of Little Venice, where two major canals meet. Enjoy a peaceful stroll through this neighbourhood's attractive streets and along its charming canals and check out the waterside cafés and pubs. It's also home to some of London's most interesting independent theatre venues – or why not take a relaxing boat trip to London Zoo?

7 ___

Holland Park is on the site of land originally attached to a castle. Open-air theatre productions and classical concerts are held here regularly in summer. The park offers many places where you can do a variety of sports, or you may prefer just to relax in the peace of the beautiful Japanese garden donated by the Kyoto Chamber of Commerce.

A A superb destination for art enthusiasts
B Not just somewhere for the grown-ups
C Celebrity hunters' heaven
D Too much to choose from? We can help!
E A location which offers an international flavour
F See the past meet the future in style
G Step back in time with your musical heroes!
H Your chance to become a star for the day
I Calling all walkers, diners, animal lovers – and more!
J Where the voice of the people can be heard

Speaking

EXAM STRATEGY

In a role-play task, encourage your partner to speak by asking appropriate questions. Listen to what they say and respond by agreeing or disagreeing or by adding a new point.

7 Read the strategy above. Then complete these questions and responses. Then think of one or two expressions with a similar meaning for each of 1–4.

1 How do you _____ about …?
2 What's your _____ of this idea?
3 _____ I just add another point?
4 What _____ also considering …?

8 Work in pairs. You are going to talk to each other about the ideas below. Imagine the following situation.

You want to encourage people where you live to take more interest in the past. Talk to your English-speaking friend about the benefits of each of these ideas.

- taking a course in local history
- joining a local archaeology group
- researching their family history

Writing

EXAM STRATEGY

When you write a report, remember to include an introduction and a conclusion.

9 Read the strategy above. Then look at the exam task in Ex 10. Complete these phrases for giving an introduction and conclusion.

1 The _____ of this report is to …
2 To sum _____, this report has …
3 _____ the whole, I think …
4 All _____ all, I don't think …

10 Write a report for your teacher about a place which is free to visit, or a free activity in your local area. Your report should explain what the place or activity is, who you think it would most appeal to and why, and your reasons for recommending it.

Prefixes and suffixes

1 Choose the correct alternative.

1 **Fore** / **Broad**casting future trends is not a simple process.
2 Some people feel **under** / **over**whelmed by unfamiliar situations.
3 If you want to be successful, you should set yourself goals that are achiev(e)**ment** / **able**.
4 I don't mind criticism, as long as it's construct**ion** / **ive**.

WORD SKILLS Prefixes and suffixes

Prefixes and suffixes are letters or groups of letters that are added to a word to change its meaning. Prefixes go at the beginning of a word and suffixes at the end of a word. Prefixes are often used to create words with opposite meanings, for example, *possible / impossible*. They can also make a word negative (*non-fiction*) or express a difference in time (*prehistoric*), place (*underground*) or quality (*extraordinary*). Suffixes usually change the original word to a different part of speech. Knowing the meaning of prefixes and suffixes can help you to understand the meanings of new words.

2 Read the information above. Complete the sentences with the prefixes and suffixes below.

-able -ent fore- -ful -ion -ment self- un-

1 You need to be quite _____-motivated to run your own business.
2 We can't _____see the future by just relying on our instincts. We need to look at data and look at past and current trends too.
3 Researchers have found that if someone smiles at us, we often smile back _____consciously, without realising.
4 I trust your judge_____ because you look at all the information and think about it carefully before you make a decision.
5 She doesn't think it's fair that she didn't get the job, and I know she feels angry and resent_____ about it.
6 Don't make an assumpt_____! Look at the facts and examine all the evidence thoroughly.
7 Dan is very persist_____. He doesn't take 'no' for an answer, and he doesn't give up when things get difficult or challenging.
8 Change is an inevit_____ part of life – you can't avoid it or prevent it. You need to learn to accept it, and even embrace it.

3 a Complete the table with the prefixes in Ex 2. Then add examples.

Prefix	Meaning	Example
1 _____	before	_____
2 _____	related to itself / yourself	_____
3 _____	not	_____

b Look at Ex 2 and complete the table with the parts of speech. Then add examples.

Suffix	Part of speech	Example
-able	1 _____	_____
-ent	2 _____	_____
-ful	3 _____	_____
-ion	4 _____	_____
-ment	5 _____	_____

LEARNING STRATEGY Noticing how adding a suffix changes the part of speech

Adding a suffix to a word usually changes the part of speech of the word. Some suffixes change verbs to adjectives (*-able*, *-al*, *-ent*, *-ive*, *-ful*). Some change verbs to nouns (*-ence / -ency*, *-ion*, *-ism*, *-ment*). Suffixes that are common in verbs include *-ate*, *-en*, *-ify* and *-ise*. Learning which suffixes go with which parts of speech can help you to understand the meaning of a sentence.

4 Read the strategy and the definitions. Write the words using the suffixes below.

-able (x2) -acy -ent -ency (x2) -ion -ism -ment

1 something you achieve: a_____
2 weak and easily hurt: v_____
3 the expression of opinions about someone's faults or bad qualities: c_____
4 able to recover quickly from something unpleasant: r_____
5 the quality of always behaving in the same way: c_____
6 the act or process of using numbers to find out an amount: c_____
7 easily changed or adapted: m_____
8 the quality of being likely to act in a particular way: t_____
9 the ability to do something with skill and without making mistakes: a_____

5 a Look at Ex 1, 2, 3 and 4 and complete the table.

Verb	Adjective	Noun
	accurate	1 _____
achieve	2 _____	achievement
consist	consistent	3 _____
construct	4 _____	construction
criticise	critical	5 _____
motivate	6 _____	motivation
resent	7 _____	resentment
_____	_____	_____
_____	_____	_____
_____	_____	_____

b Think of or research at least three other examples of words where a suffix alters the part of speech. Add them to the table.

Lexical sets

1 Match the use of the word *show* in sentences 1–6 to meanings A–F.

1 The ideal candidate will show willingness to learn on the job and through more formal training. ___
2 Thank you for coming. I'll show you to the room where the interviews will be taking place. ___
3 I've got a map here. Can you show me the quickest way to get to the station from here on it? ___
4 Our careers adviser showed us some great tips and techniques for writing a successful CV. ___
5 They wanted to go to the performance to show support for their friend, who was taking part. ___
6 Emily was really disappointed when she didn't get the job, but she tried not to let it show. ___

A lead or guide somebody to a place
B be seen or noticed
C make clear that you have a particular quality
D behave in a particular way towards someone
E teach or demonstrate the way to do something
F point to something so that somebody can see what or where it is

WORD SKILLS Lexical sets

New vocabulary is often taught in lexical sets. A lexical set is a group of words with the same topic (food), function (adverbs of frequency) or form (words with a particular vowel sound). Lexical sets may include words that you know already, but from another context with a different meaning. It's important to check and learn the meaning for the context it is used in.

2 Read the information above. Read the sentences and choose the best definition of the words in **bold**: A, B or C.

1 Tom thinks the fact that he speaks three languages fluently will give him a **competitive edge** when he starts applying for jobs.
   A the outside limit of an object, surface or area
   B a slight advantage over somebody / something
   C a sharp, often angry, tone of voice
2 Lucy and Zoe worked until very late practising their presentation. They really wanted to **make a successful pitch**.
   A how high or low a sound is, particularly a musical note
   B an area of ground used for playing sport
   C talk used to sell something or persuade people to do something
3 It's a good idea to **define your audience**, so that you can communicate your message to them as effectively as possible.
   A establish the essential character of somebody / something
   B show clearly a sharp line or edge
   C say or explain what a word or phrase means
4 If you want people to notice you, it's helpful to **keep a high profile** on social media.
   A having a lot of public attention
   B morally good
   C showing a lot of approval or respect

3 Read the definitions and complete the phrases with the verbs below.

build carve fulfil map stand think

1 work hard in order to have a successful career
   _____ a niche
2 be easily seen or noticed
   _____ out from the crowd
3 plan or arrange something carefully or in detail
   _____ out
4 achieve what was hoped for or expected
   _____ your potential
5 make people believe and trust you
   _____ your credibility
6 consider a new, different or imaginative way of doing something
   _____ outside the box

LEARNING STRATEGY Personalising lexical sets

Learning lexical sets can be challenging, particularly as your level of English becomes more advanced. As you learn more meanings for a word, the differences between them can become more confusing. Breaking down a large set into smaller sets with the same context can help. To help you remember them, try writing a short story or paragraph based on a context in which the words would be used.

4 a Read the strategy. Look at the words below from a lexical set around the topic of *work*. Split them into the three groups. Write them under each heading.

attributes engagement get out and about
hands-on experience internship networking
online presence push your boundaries
target demographic think outside the box
try something out word-of-mouth

Leaving your comfort zone

1 _____
2 _____
3 _____
4 _____

Finding your first job

5 _____
6 _____
7 _____
8 _____

Marketing yourself

9 _____
10 _____
11 _____
12 _____

b How could you divide the words in a different way?

5 Choose one of the groups in Ex 4a or b and write a short paragraph based on a context in which the words would be used.

3 HOW TO LEARN VOCABULARY

Deliberate and incidental learning

1 Look at the <u>underlined</u> words in the extracts. Match extracts 1–3 to ways of learning A–C.

1 People don't always like being asked directly about controversial topics. They might try to change the subject, or they may even <u>stonewall</u> the person asking the question. ___

2 <u>stonewall</u> *verb* (transitive / intransitive) – to delay a discussion or decision by refusing to answer questions or by talking a lot ___

3 <u>stonewall</u> – esquivar, evadir ___

A writing the definition in English
B translating the word into your language
C writing an example with the word in context

WORD SKILLS Deliberate and incidental learning

Deliberate learning refers to learning that is planned, for example, learning new vocabulary in class or recording the meaning, pronunciation and translation of new words in a vocabulary notebook. Incidental learning is the opposite of this. It is learning that happens by chance, often away from the classroom, for example, hearing a word in a song. Incidental learning can be more effective than deliberate learning because you have to work out the meaning of the word yourself.

2 a Read the information above. Look at the ideas below. <u>Underline</u> those which you think are examples of deliberate learning, and (circle) those which you think are examples of incidental learning.

- seeing a word in an advert
- looking up a word's meaning in a dictionary
- reading a word in a book
- hearing a phrase in a podcast
- learning new vocabulary with a language-learning app
- repeating a word to practise its pronunciation

b Read the statements below and decide how often you do these approaches while reading for pleasure. Write *XXX* if you do it very often, *XX* if you do it from time to time or *X* if you do not do it at all.

What do you do when you're reading an article or a book and you see words you don't know?

1 Translate them or write definitions of the new words. ___
2 Underline or highlight the words you don't know. ___
3 Ignore all the new words and instead focus on understanding the whole fragment of the text. ___
4 Only check the meaning of words which stop you from understanding something important. ___

LEARNING STRATEGY Deducing meaning from context

When you find a new, unfamiliar word, you can check its meaning in a dictionary, but you don't need to rely on a dictionary. Trying to work out its meaning from the context in which you find it can help you to understand and remember it. Look for clues, and ask yourself questions about how or when it's used, for example:

- What part of speech (verb, noun, adjective, etc.) is it?
- Does its position in the sentence tell you anything about it?
- Does the word sound or look familiar?
- Does the word resemble any other words you know?

3 Read the strategy and the blog post. Look at words and phrases 1–3 in the blog post and answer the questions.

BLOG

New post today by Xanthe

There are many reasons why we ask questions: to find out practical information, to clarify confusion or to [1]**probe into** something that needs further investigation. However, asking questions and listening [2]**attentively** also helps to [3]**build rapport** and strengthen relationships. It shows that we are interested in the other person and want to learn about them, and perhaps find [4]**common ground**. It also shows that we care about them – and, of course, it makes us seem more [5]**approachable**. No one wants to listen to someone [6]**drone on** about themselves endlessly.

1 What do you think *probe into* means? What noun in the sentence gives you a clue?

_____

2 What kind of word is *attentively*? How do you know?

_____

3 Do you think *build rapport* is a good thing or a bad thing? Why?

_____

_____

4 Match words and phrases 1–3 in the blog post in Ex 3 to definitions A–C.

A establish a friendly relationship ___
B ask questions in order to find out secret or hidden information about somebody / something ___
C carefully, in a way that shows a lot of interest ___

5 Look at words and phrases 4–6 in the blog post in Ex 3. Write what you think they mean, and clues which help you guess the meaning.

4 *common ground*: _____
Clue: _____
5 *approachable*: _____
Clue: _____
6 *drone on*: _____
Clue: _____

Separable and inseparable phrasal verbs

1 Choose the correct alternative.

1 Nick has been having some coaching in presentation skills to help **him come across** / **come him across** more confidently in presentations.
2 This puzzle is ridiculously difficult. I don't think I'm ever going to be able to **work it out** / **work out it**!
3 My parents are concerned about the amount of time my little sister spends gaming. They're trying all sorts of things to persuade her to **cut it down on** / **cut down on it**!

WORD SKILLS Separable and inseparable phrasal verbs

A phrasal verb consists of a verb (*take*) and a particle (*in*) or sometimes two particles (*come up with*). In some phrasal verbs, the verb and the particle can be separated (*he took the information in*), and in others they can't (*I got up at 7.30*). If you use a pronoun with a separable phrasal verb, you must separate the verb and the particle (*he took it in*). Phrasal verbs with two particles are always inseparable (*we came up with a brilliant idea*). Knowing whether a phrasal verb is separable or inseparable will help you to form sentences correctly.

2 Read the information above. Match the phrasal verbs below to the underlined phrases with similar meanings.

bear out call up get across go through
hold on to land in swot up on

1 How long did it take you to look carefully at all the online research to find the information you needed? _____
2 Do you know very much about the company? Are you going to study it very hard before your interview? _____
3 The initial results of their investigations appear to show that their predictions were right. _____
4 They got themselves into a difficult situation when they copied someone else's work. _____
5 It's a big hall, so you'll have to talk loudly and clearly to succeed in communicating your message. _____
6 Freddie isn't very good at throwing anything away. He keeps things for a long time. _____
7 The smell of that soap brings back to my mind memories of holidays at my grandparents' old house. _____

3 Complete the sentences by writing a pronoun in ONE of the gaps.

1 Using the correct words can help you to make your point clearly, but using gestures can really help you to get _____ across _____.
2 There were more than 100 entries in the photography competition. It took the judges all afternoon to go _____ through _____.
3 Those old magazines might be really valuable collectors' items one day – you should hold _____ on _____ to _____.
4 Understanding phrasal verbs isn't the problem – the issue is being able to call _____ up _____ when he needs to use them.
5 I'm not joking! We really did sit behind a famous singer when we were at the cinema. Katy was there too – she'll bear _____ out _____!
6 Alice can't come out at the weekend. She's got a science exam on Monday, and she finds some of the chemistry difficult, so she's going to spend all weekend swotting _____ up _____ on _____.
7 You won't get into trouble for not knowing the answers to the homework questions, but not attempting them will really land you _____ in _____!

LEARNING STRATEGY Learning separable and inseparable phrasal verbs

When you find new phrasal verbs, use a dictionary to find out not only their meaning but also whether they are separable or inseparable. If you record them in a vocabulary book, include an object (*sth* / *sb*) where appropriate, and add arrows if the position can change. For example:
to take sth ↔ *in* = to understand or remember something that you hear or read

4 Read the strategy. Then underline the phrasal verb in each sentence and record it using *sth* and *sb* and arrows if appropriate. Add a definition.

1 The project team had reached the point where they just needed to meet in one place to talk about the problem and try to thrash it out together.

_____

_____

2 The journalist had had a challenging experience in the jungle, but she was able to capitalise on it by writing a bestselling book.

_____

_____

3 Everyone knew that the company was in financial trouble, but the director's message really spelled it out. _____

_____

5 a Look at all the phrasal verbs in Ex 1–4 and complete the table.

Separable	Inseparable
Verb + particle	Verb + particle
_____	_____
_____	_____
_____	_____
_____	Verb + two particles
_____	_____
_____	_____
_____	_____
_____	

b Choose one phrasal verb from each group and write an example sentence.

_____

_____

_____

Etymology

1 a Look at the words below and underline the root (part of the word) they share.

innovate novel novice

b What do you think is the most likely possible meaning of the underlined root?

A now **B** not **C** new

WORD SKILLS Etymology

Etymology is the study of the origins of words, and how new meanings are created through combinations of words. Knowing their etymology makes words more interesting and therefore more memorable. In Unit 5, we saw the word *proactive* from the Latin *pro* (meaning 'forward, towards the front') and *activus*, from the older Latin word *actus* (meaning 'given to activity'). Despite its Latin roots, the word was first used in the 1930s, by a psychologist as an opposite to *reactive*. *Proactive* describes someone who is always looking to the future to imagine the problems they might face. It is often used with that same meaning, but its meaning has broadened to describe someone who takes the initiative and makes things happen.

2 Read the information above and 1–8 about word origins and match them with words A–H.

1 Latin *prosequi* (follow) ___
2 Latin *consideratus* (examined, thought carefully) ___
3 Latin *percipere* (understand) ___
4 Greek *stereos* (firm, solid) and *typos* (impression) ___
5 Latin *ex* (out) and *spectare* (look) ___
6 Latin *in* (not) and *securus* (free from care) ___
7 Old Norse *flaga* (a defect or imperfection) ___
8 Greek *Mentor* (the name of an advisor in the Greek epic poem *The Odyssey*, by Homer) ___

A flaw
B pursue
C insecure
D mentoring
E considerate
F expectations
G stereotype
H perception

3 Complete the sentences with words from Ex 2.

1 If you try to be _____ of other people's feelings, it can help you to understand your own feelings.
2 Joining the mountaineering club has given her a great opportunity to _____ her interests.
3 You're very supportive and encouraging. Have you thought about offering _____ to other students?
4 Reading that celebrity's comments on social media completely changed my _____ of him.
5 The speaker apologised for making a joke that reinforced, rather than challenged, a gender _____.
6 We feel much happier when we focus on our strengths instead of thinking about every _____.
7 I'm trying not to worry about living up to everyone's _____ – it's impossible to!
8 Constantly comparing yourself to other people can make you feel _____, so it's healthier not to do it.

LEARNING STRATEGY Understanding foreign roots, prefixes and suffixes

Looking at roots, prefixes and suffixes can help you understand some English words. Greek and Latin roots are particularly common in English words, but you don't need to know the root words. Often, you can work out the meanings by looking at other words containing the same root. When you see a new word and are unsure of its meaning, try to think of other words you know that contain the same root. For example, *tactful*, *tactless*, *contact*, *intact* and *tactile* all contain the root *tact*, from the Latin meaning 'touch'.

4 Read the strategy. Complete the sentences with the meaning of the roots or prefixes below. Use a dictionary or an online etymology website if you need to.

across feeling give heavy in judge know other powerful see

1 The Greek root *pathos* found in words such as *empathy* and *sympathy* means _____.
2 The Latin root *alter* found in words such as *alternative*, *alteration* or *alternating* means _____.
3 The Greek root *kritikos* found in words such as *critic*, *critical* or *criticism* means _____.
4 The Latin root *tribuere* found in words such as *contribute*, *attribute* or *tribute* means _____.
5 The Latin root *specere* found in words such as *perspective*, *spectacles* or *spectator* means _____.
6 The Latin root *potent* found in words such as *potent* or *potential* means _____.
7 The Greek prefix *em-* found in words such as *empathy* or *empower* means _____.
8 The Latin prefix *trans* found in words such as *transferable*, *transport* or *transatlantic* means _____.
9 The Latin root *gno* found in words such as *ignore*, *ignorance* or *diagnosis* means _____.
10 The Latin root *gravis* found in words such as *grave*, *gravity* or *grievance* means _____.

5 Read the information below about the meaning of roots, and give two more examples for each. Use a dictionary if necessary.

1 *judicium* – judgement
Examples: judge, _____, _____
2 *stabilire* – make stable
Examples: stabilise, _____, _____
3 *tolerare* – bear pain
Examples: tolerate, _____, _____
4 *civis* – citizen
Examples: civil, _____, _____

Human nature

1 a Complete the sentences with the same word.

1 Can you explain that again, please? I didn't take it ___ the first time.
2 They decided to take ___ the homeless man until he could find somewhere to stay.
3 She tried to take ___ every detail of the stunning landscape.
4 He's very convincing, but don't be taken ___ by his stories!

b Match sentences 1–4 in Ex 1a to definitions A–D. Underline the definitions which involve absorbing information.

A allow someone to stay in your home ___
B notice or observe something ___
C deceive someone ___
D understand or remember something ___

WORD SKILLS Particles in phrasal verbs

Phrasal verbs consist of verbs (for example, *come*) and particles (for example, *across*). Together, they form a new meaning. For example, *come across* can mean 'to communicate or be understood'. Sometimes, there are patterns in the meanings of the particles. For example, we can notice the same pattern of meaning in *get across* ('to succeed in communicating something') and *put across* ('to communicate your ideas successfully to somebody'). However, the same particle can have different meanings, for example, *through* can mean 'experience', as in *go through*, but it can also mean 'complete or succeed', as in *get through* or *sail through*. It's important to learn the particles together with the verbs.

2 Read the information above. Match the phrasal verbs below to the meanings.

fade away get away with

1 Here *away* means 'escape, avoid'. ___
2 Here *away* means 'disappear'. ___

bear out get out (of bed) get out of control
send out spell out thrash out work out

3 Here *out* means 'finish or complete'. ___
4 Here *out* means 'move outside or do something outside'. ___
5 Here *out* means 'produce, explain, make public'. ___
6 Here *out* means 'exceed or go beyond'. ___

LEARNING STRATEGY Identifying the meaning of particles in phrasal verbs

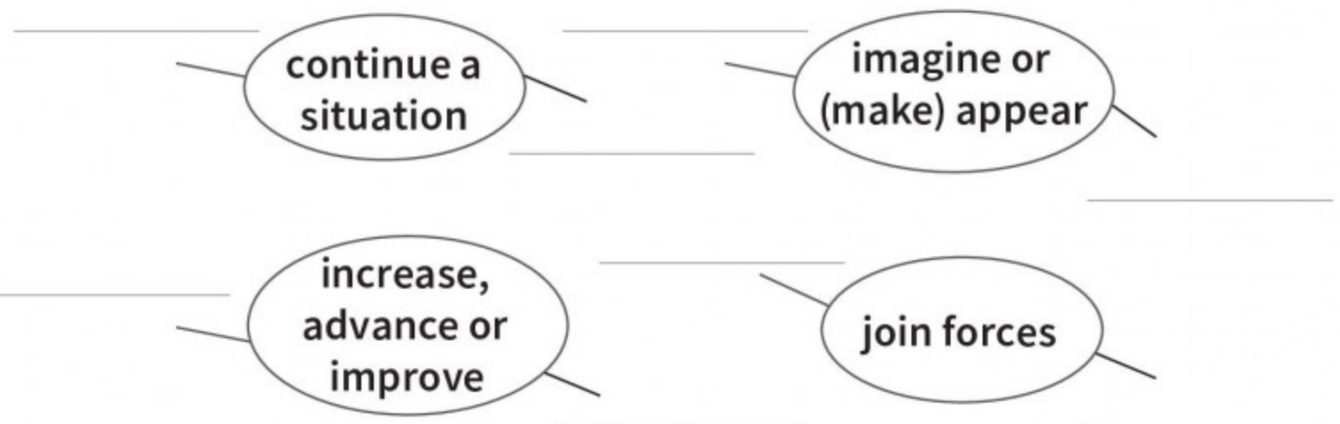
It helps to keep a record of the phrasal verbs you've learned. Dividing them into groups based on the particle they are followed by can be helpful. You can then try to categorise them further by grouping them according to the meaning of the particle. Sometimes the meaning is more figurative than literal, and you may have to use your imagination to see the link. For example, the meaning of *up* in *put up with* is 'continue a situation'. Recording the phrasal verbs using a more visual technique, like a mind map, can help you to do this.

3 a Read the strategy. Complete the sentences with the correct form of the verbs below.

brush up on call up come up with keep up with
live up to sign up to stand up for swot up on

1 UNICEF _____ the rights of children, especially in conflict zones.
2 When the new film was released, thousands of new users _____ the fan website.
3 The World Food Programme has _____ an app which enables users to donate money to provide meals for children suffering from malnutrition.
4 The smell of the soup _____ childhood memories of his grandmother's kitchen.
5 I need to _____ phrasal verbs tonight. I've got a test tomorrow, and I need to make sure I really understand them.
6 It's impossible to _____ the expectations created by social media, so I recommend not even attempting to.
7 Are you planning to _____ your Portuguese before you go to Brazil?
8 How do you prefer to _____ world news – through TV news coverage, websites or social media?

b Decide what meaning the particle *up* has in each sentence. Then write the phrasal verbs on the mind map.



4 Analyse phrasal verbs with *down*. Decide what patterns of meaning *down* has and give two or three examples of phrasal verbs with each meaning. Use a dictionary to find examples.

Pattern of meaning	Examples of phrasal verbs

Adjectives, nouns and verbs with dependent prepositions

1 Choose the correct answer: A, B or C.

1 Tom has been passionate ____ drumming for as long as I can remember.
A from **B** about **C** of

2 The painting was inspired ____ the artist's memories of childhood holidays by the sea.
A to **B** of **C** by

3 The organisers were really grateful ____ all the help they received from the volunteers.
A for **B** from **C** to

WORD SKILLS Adjectives, nouns and verbs with dependent prepositions

In English, many adjectives, nouns and verbs are followed by prepositions. In some instances, one preposition can be substituted directly by another preposition with no change in meaning, for example, *impressed with something* and *impressed by something*. In other instances, a different preposition changes the meaning significantly, for example, *apologise for something* and *apologise to someone*. You should pay attention to these subtle differences and try to learn the words and prepositions together with the contexts in which they are used.

2 Read the information above. Complete the sentences with the prepositions below. Then match the sentence halves.

at in of on through to

1 We need a meeting to discuss the different ideas that people **have** ____ **mind** ___
2 I've been thinking, and I've finally decided to **get rid** ____ ___
3 At first, we weren't sure how to cook paella, but luckily we had an expert to **guide** us ____ ___
4 The story is a classic tale of **rags** ____ **riches**, where ___
5 What's Intangible Cultural Heritage when it's ____ **home**? I've ___
6 Mistakes can be helpful because they give us a chance to **reflect** ____ ___

A never heard of it!
B all the stages step by step.
C how we could do things differently in the future.
D for a community event in the summer.
E the toy cars I used to collect when I was younger.
F someone from a poor background becomes very successful.

3 Rewrite the sentences using the words in brackets and suitable dependent prepositions, so that the second sentence means the same as the first.

1 I love Brazilian samba music – it's exactly my kind of thing. (street)

_____

_____

2 Hot, spicy flavours and fresh fruits, often combined in curries, are typical of Thai cuisine. (characterised)

_____

_____

3 After the carnival, the number of people signing up for dance classes increased dramatically. (a spike)

_____

_____

_____

4 Many organisations offered help immediately after the floods. (aftermath)

_____

_____

5 The futures of many ancient traditions are in danger. (threat)

_____

6 The charity works with people in dangerous situations to protect human life. (ground)

_____

_____

LEARNING STRATEGY Identifying patterns in meaning

Some dependent prepositions are more common than others. When you come across sentences which contain dependent prepositions, it can be useful to record adjectives, nouns and verbs which use the same preposition. The preposition may give you a clue to the meanings of the words and help you remember them, as they may have similar meanings or be used in similar contexts.

4 Read the strategy. Complete the sentences with the correct noun or verb form of the words below and *of*, *to* or *with*.

awareness dedicate draw attention engage latch on sense show solidarity wealth

1 **A** The volunteers have _____ a lot of time _____ organising the food stalls for the festival.
B It used to be a small event, but then a lot of groups _____ it as a publicity opportunity.
C What can we do to _____ some of our endangered traditions and rituals?

2 **A** Some of the older people in the village possess a _____ knowledge about the traditional crafts of the area.
B The end-of-year awards ceremony provided a great opportunity to instil a _____ pride in the football team's achievements.
C As well as raising money, the event will give us a chance to raise _____ some of the work that the charity does.

3 **A** The organisation sent a message of support to _____ the children who were protesting.
B We need to come up with some interesting ideas to encourage people to _____ the issue.

5 In your vocabulary notebook, record one more example for each preposition in Ex 4. Use a dictionary if you need to.

put something in perspective
You can put your worries in perspective when you remember that there are always people with bigger problems than yours.

Words with similar meanings

1 Choose the correct alternative.

1 My laptop was quite expensive, but I think it was definitely worth the **earnings** / **money** / **savings** I paid for it.
2 The last few years have seen a steady rise in average **cash** / **money** / **earnings** in many jobs and industries.
3 Emily took all her **earnings** / **cash** / **savings** out of the bank and put them towards her round-the-world trip.
4 Do you have any **cash** / **money** / **savings** on you? Could you lend me two euros for the vending machine?

WORD SKILLS Words with similar meanings

There are some words in English that have similar but slightly different meanings, for example, the words *money*, *cash*, *earnings* and *savings*. *Money* is the most general word. *Cash* is notes and coins. *Earnings* describes the money you earn for your work, while *savings* is money that you have saved, often in a bank. When looking at words with similar meanings, think about whether they can be used interchangeably, and, if not, which contexts are specific to each word.

2 Read the information above and the situations below. Match the phrases and phrasal verb to the questions. Use a dictionary if you need to.

| go through | live on | pay off | pay your way

Which phrase or phrasal verb would you use …

1 if you were talking to a bank about repaying money you had borrowed from them? _____
2 to explain to your parents that you were using up all your available money? _____
3 to explain how much money you need to pay for the basic things you need, like food and bills. _____
4 if you were offering to pay for everything yourself, rather than expecting someone else to pay for you? _____

| cut out | put aside | tighten your belt

5 if you were offering advice to someone on how to save regularly? _____
6 if you were suggesting that someone stop doing or using something in order to save money? _____
7 if you were explaining that you had had to stop spending money on certain things because you had less money available? _____

LEARNING STRATEGY Analysing differences between similar words

To make sure you use words with similar meanings correctly, you need to examine and understand the factors which contribute to the nuances – the subtle differences – in their meanings and the contexts in which they are used.
These can be differences in …

- meaning and usage.
- collocations.
- connotations.

3 a Read the strategy. Match the words below to the definitions.

| a bomb | costly | expensive | extravagant | splash out

1 _____ (adj): costing a lot of money
Usage and connotation: a widely used, general meaning
2 _____ (adj): costing a lot of money, especially more than you want to pay
Usage: rather formal
Connotation: slightly negative, as it's more than you wanted to pay
3 _____ (noun): a lot of money
Usage: very informal
4 _____ (adj): spending a lot more money or using a lot more of something than you can afford or than is necessary
Connotation: unusual, not ordinary (sometimes positive, sometimes negative)
5 _____ (phr v): to spend a lot of money on something
Connotation: often positive – used with things that are nice to have but not needed

b Brainstorm possible collocations for the words in Ex 3a. Complete the table.

	Collocations
a bomb	
costly	
expensive	
extravagant	
splash out	

4 Complete the sentences with the words in Ex 3a. Think about the collocations in Ex 3b.

1 I can't decide which phone to buy. This one is more _____, but it has a better camera.
2 We went to a fabulous restaurant at the weekend. Mum and Dad were feeling _____ because it was a special occasion.
3 She's never wanted to _____ lots of money on designer brands – she enjoys designing and making her own clothes.
4 They would like to avoid the _____ legal process if at all possible.
5 Have you seen Jake's car? It's brand new – it must have cost _____!

5 Look at the words below and add one or two words with similar meanings. Use a dictionary if necessary. Write the differences in meaning, usage, collocations and connotation in your notebook.

1 advert, notification
2 special offer, _____, _____
3 make appealing, _____, _____
4 workforce, _____, _____
5 plummet, _____, _____

1 VOCABULARY BOOSTER

Growing and learning

1 **PRACTISE** Choose the correct explanation of the words in **bold**: A or B.

1 My tutor is a firm believer in the **growth mindset**. She sees challenges as opportunities.
   - **A** belief that we can all increase the size of our brains
   - **B** belief that everyone can improve their intelligence

2 Amelie is hoping that her work experience with an online marketing agency will help her to **gain a foothold** in the industry.
   - **A** obtain a position from which she can make progress
   - **B** get support from the people she works with

3 Dan would like to earn a good salary, but not **at the expense of** his social and family life.
   - **A** with loss or damage to
   - **B** by spending a lot of money on

4 Everyone can feel **vulnerable** sometimes – especially if they don't succeed at something they expected to succeed at.
   - **A** angry about something they think is unfair
   - **B** weak and easily hurt

5 **Consistency** is really important to young children. Routines and structure help them to feel safe and secure.
   - **A** the quality of always behaving in the same way
   - **B** the act of offering helpful and useful advice.

6 I think you need to be very **self-motivated** to start your own business, because sometimes there won't be any other people to help you.
   - **A** capable of hard work and effort without pressure from others
   - **B** caring only about yourself, not others

7 We need to think about what we'll do if we **come up against** obstacles with the project.
   - **A** appearing before somebody in authority
   - **B** facing problems or in a difficult situation

2 Choose the correct alternative.

1 We're hoping that the interview process will give us a greater **insight** / **judgement** / **outlook** into the candidates' motivations for applying for the course.
2 How do you tend to make decisions? Do you like to look at all the available data and information, or are you guided more by your **outlook** / **insight** / **instincts**?
3 Even if you think you've planned something really carefully, you can never **contradict** / **foresee** / **judge** everything that might happen.
4 I always listen to that teacher's opinions, and I trust what she says because her **pundits** / **judgements** / **outlooks** are usually very reliable.
5 Some **instincts** / **insights** / **pundits** look at more evidence than others when they make predictions about future trends.
6 A 'black swan' event is an unexpected event than can quickly change the **outlook** / **pundit** / **instinct** of a situation.
7 Do you think that **foreseeing** / **forecasting** / **judging** the future using past and current data is a useful activity or a waste of time?

3 **EXTEND** Complete the phrases in the sentences with the words below.

achiever all bones coach
leader off person wire

1 Dan has got so much energy and he's always doing some kind of activity – he's a real **live** _____!
2 My sister is such a **high** _____ – she always gets excellent marks in her exams, she plays three musical instruments and she's good at sport!
3 Lots of people in the class get irritated when Oscar shouts out the right answers. They think he's a bit of a **know-it-** _____.
4 I think you'd make a great captain of the football team – you're a **born** _____, so everyone would listen to you and follow your instructions.
5 My family sometimes say I'm a **lazy**_____, but I just think there's no point in doing unnecessary work!
6 No one likes a **show**-_____, do they? It's annoying being around someone who is always trying to impress other people.
7 My brother's such a **slow**_____! We always have to wait for him when we're getting ready to go somewhere.
8 Anna is great to work with because she's a good listener and she's always interested in her co-workers. She's definitely a **people** _____.

4 Complete the article with phrases in Ex 3.

Do you find it challenging to describe your strengths and achievements without sounding like a [1]_____? Well, let's look at how we could reframe some everyday phrases into the language you need to succeed in an interview. Let's say, for example, that you're a friendly [2]_____ and you hate working on your own. You can say you are easy to work with and work well in a team. Or, if you're a [3]_____ who is more comfortable telling others what to do, you could say you would be an insightful manager who is not afraid to make decisions or have difficult conversations. If you're an ambitious [4]_____, why not say you have the drive to succeed? No one likes to be labelled a '[5]_____', but if you've been educated to a certain level or have obtained relevant qualifications, you should definitely mention these, along with your willingness to learn. If people always tell you you're a [6]_____, this could translate into the fact that you'd be willing and able to work hard and put a lot of energy into your projects. On the other hand, if you've been called a [7]_____ because you like to take your time to consider all the options in front of you, then you can emphasise your attention to detail and ability to analyse something thoroughly. Even if people think you're a bit of a [8]_____ because you don't appear to be very active or energetic, you could always make the point that you stay calm under pressure, and have the ability to remain level-headed in a crisis!

5 **a** Do some research on the growth mindset. Write two short paragraphs on …
- what a growth mindset is.
- advice for developing a growth mindset.

b Do a survey. Ask five friends or family members to describe a challenge they have faced and how they overcame it. Write a short report with your findings and add your own conclusion.

Finding your niche

1 **PRACTISE** Match the sentence halves.

1 If you got a job in the holidays, ___
2 I enjoyed working in a café over the summer, but there was no training – ___
3 There's an advert for a part-time job I'm interested in, so ___
4 It's important to study and get the right qualifications for the job you want, but ___
5 It's a great opportunity, but I'm not sure about it, because ___
6 If you really want to do well in your exams, ___
7 Have you spoken to anyone who is already doing the job you would like to do? Sometimes, ___

A you may need to **prioritise** studying over going out with friends for a while.
B I need to think about how to **make a successful pitch** for it.
C it would give you some extra cash, but it would also improve your **career prospects**.
D I had to **learn on the job** and pick everything up as I went along.
E there's no substitute for getting some **hands-on experience**.
F **networking** can really help you to find out useful information about your chosen career.
G like many **internships**, it's unpaid.

2 Replace the underlined parts of the sentences with the underlined words from other sentences.

1 The careers adviser helped us with networking our career plans, so that we could see what steps we needed to take to get where we want to be.

_____

2 Your CV is a great opportunity to list your achievements, experience and engagement.

_____

3 If you want people to recognise your brand, it's important to carve a niche across the different platforms you use.

_____

4 One of the reasons his business is so successful is that he is amazing at mapping out. He's great at talking to people and making new contacts.

_____

5 Creating a vlog about her work has helped her to be consistent for herself as a website designer for charities and community organisations.

_____

6 For me, it's really important to feel a sense of attributes with the work that I'm doing. I need my work to be interesting.

_____

3 **EXTEND** Match the words and phrases below with the definitions.

a burning ambition do well for yourself
get something off the ground leave your comfort zone
make your mark not my thing right up my street
show your potential

1 become successful or rich

_____

2 something you don't enjoy or aren't interested in

_____

3 something you have a strong desire to do

_____

4 become famous and successful in a particular area

_____

5 make something start happening successfully

_____

6 demonstrate that you have the necessary abilities or qualities to become successful in the future

_____

7 go away from a place or situation in which you feel safe

_____

4 Complete the text with the correct form of the phrases in Ex 3.

Grace Hopper was an American mathematician and computer scientist. As a child, she was very curious, and she [1] _____ at an early age by taking seven alarm clocks apart to see how they worked. Studying maths was [2] _____, and she graduated with degrees in maths and physics before completing a PhD in mathematics from Yale University in 1934. Grace believed that computers would become widely used, and she had [3] _____ to make them more user-friendly. At that time, there weren't many women working in computer science, but Grace still managed to [4] _____ in a heavily male-dominated field. She was a pioneer in computer programming. Not afraid to [5] _____, Grace proposed the idea of writing computer programs using words rather than numbers. Many people said this project wouldn't work, but eventually Grace managed to [6] _____. It made computers more user-friendly and accessible to people for whom maths was [7] _____. As well as being an exceptional mathematician and computer scientist, Grace was a talented teacher and communicator, and it was these skills that ensured she [8] _____.

5 Write a short questionnaire to find out how your friends and family feel about different jobs. Find out …

1 what kind of jobs would be right up their street.
2 what kind of jobs are not their thing.
3 who has made their mark on a field that interests them. Why was that person so successful?

Ask at least three people. Then write a short report and prepare to give a presentation to the class.

3 VOCABULARY BOOSTER

Influencing attitudes

1 **PRACTISE** Replace the underlined words and phrases with the words and phrases below.

accommodating collaboration
common ground confrontation dependence
non-negotiable side effect

1 When my friends argue, I try to remind them to think about the areas they agree on that they share. _____
2 I don't mind sharing a room with my brother, but there are some things that are not open for discussion – he can't play loud music before 8 a.m.! _____
3 The project aims to encourage working together between different community groups to produce a local food and music festival. _____
4 Lucy hates anger between people who disagree with each other, but she is getting better at dealing with it directly and calmly. _____
5 We found the staff at the station very kind and willing to do things for others. They went out of their way to help Emily with her wheelchair. _____
6 As well as being better for the environment, one unexpected result that happens as well as the result you were hoping for of cycling everywhere is that I'm much fitter. _____
7 One of the features of modern communication is its need for support from an internet connection. _____

2 Choose the correct explanation of the words in **bold**: A or B.

1 I thought it was really unfair that the journalist tried to **probe into** the actor's private life when she clearly didn't want to talk about it.
A start an argument about
B find out details about
2 My little sister is really **inquisitive**. She asks questions about absolutely everything, and she always wants to know why things happen.
A friendly and interested in helping
B curious and very interested in learning
3 We all listened **attentively** when the teacher started talking about our school trip. We didn't want to miss any important information.
A carefully, and showing a lot of interest
B successfully, and producing a good result
4 If you listen actively to what people are saying, and react with kindness and understanding, they are more likely to **open up** to you.
A ask interesting questions
B talk more honestly
5 People often talk to Sam about their problems because he's very **approachable**, and he's a really good listener.
A friendly and easy to talk to
B good at giving advice
6 Some people don't like asking questions because they worry that they might suffer **a loss of face**.
A being less respected or looking stupid
B not knowing enough about something

3 **EXTEND** Choose the correct answer: A, B or C.

1 The result of the ____ was very close – 48% voted 'yes' and 52% voted 'no'.
A republic B representation C referendum
2 We won't have a truly equal society till we have more equal ____ of minority groups.
A presidency B ministry C representation
3 Hospital staff are not happy about the latest changes that the ____ of Health has introduced.
A Ministry B Republic C Spin Doctor
4 This country doesn't have a king or queen. It's a ____.
A republic B presidency C referendum
5 I'd love to be ____ – you get to represent your country abroad and travel to a lot of different countries.
A a spin doctor B an ambassador C a revolutionary
6 Do you think the government is really doing a good job, or do you think that's just what the ____ is telling us?
A presidency B ambassador C spin doctor
7 After winning two consecutive elections, Barack Obama's ____ lasted for eight years.
A republic B presidency C representation
8 You can't change history without introducing ____ new ideas sometimes.
A revolutionary B ministry C presidency

4 Complete the sentences with the correct form of the words below.

ambassador ministry presidency referendum
representation republic revolutionary spin doctor

1 A _____ is a good example of democracy in action because groups which lack sufficient _____ in government can directly influence the decision-making process.
2 _____ are often skilled in public relations or journalism, with _____ ideas about how to communicate. That's why they are well qualified to advise on how to convey political messages.
3 The role of _____ is to maintain smooth relationships between different countries. They can spend a lot of time in meetings with foreign officials or representatives of government _____.
4 A _____ is a country where the leader and the government are all elected by the people. Although the leader is one elected man or woman, in practice, the _____ includes a much larger group of people, such as chiefs of staff, advisers and other officials.

5 **a** Do a survey to find out which examples of being inquisitive people think are acceptable and which they think are unacceptable. Try to add two more examples of your own to the list.

- asking lots of questions in class
- asking someone if they are well
- asking someone how old they are
- asking someone about their family
- asking someone what their job is
- asking someone how much money they have

b Ask as many family members and friends as you can. Then write a short report and add your own conclusion.

Channels of communication

1 **PRACTISE** Complete the sentences with the words below.

artistic licence call to action irony manipulate
metaphors proverbs

1 'Don't judge a book by its cover' and 'Better late than never' are examples of _____. They are short phrases or sentences that give advice or state general truths.
2 A common feature at the end of advertisements is a _____, which is intended to encourage an immediate response – for example, *Just do it*.
3 _____ is saying the opposite of what you actually mean, like laughing and saying 'Ha, ha!' when someone makes a joke that you don't think is funny.
4 Advertisers often _____ language quite skilfully to make suggestions and create impressions about their products.
5 Sometimes advertisers use _____, where they break the normal rules of language to create an interesting impression or a memorable expression.
6 'Life is a rollercoaster' and 'laughter is the music of the soul' are _____. They describe people or situations in a different way from normal to show that they have particular qualities and to make the description more powerful.

2 Choose the correct alternative.

1 Instead of sending emails backwards and forwards, they decided to meet and **bear out** / **thrash out** / **spell out** an agreement together.
2 Amelie was determined to get a good mark in her science exam, so she spent all weekend **swotting up** / **capitalising** / **holding** on possible questions.
3 Trying to use local hand gestures from a different culture could **land you in** / **get you across** / **take you in** trouble if you aren't confident about using them.
4 Sam is a great friend, but he isn't very good at reading body language. You have to really **thrash out** / **spell out** / **bear out** what you're feeling.
5 The speaker gave an excellent presentation because she was able to **call up** / **swot up on** / **capitalise on** her ability to connect with the audience.
6 Research **spells out** / **bears out** / **thrashes out** the theory that people relate differently to one another depending on how much space is between them.

3 **EXTEND** Match the sentence halves.

1 Before you start trying to sell a product, it's a good idea to ___
2 Rather than producing adverts, the company works with **sponsored content**, where they ___
3 Because famous people already ___
4 The features of a successful **advertising campaign** ___
5 Nowadays, advertisers and companies can reach their audience ___
6 Thanking and rewarding your regular customers can ___

A pay for material and a social media influencer shares it.
B help to build **brand loyalty**.
C identify your **target market**.
D using many more methods than a traditional **mailing list**.
E depend partly on what you are trying to achieve.
F have their own audience and fans, **celebrity endorsements** can be particularly effective.

4 Complete the text with compound nouns in Ex 3.

The earliest print advertisements date from several hundred years ago, with the invention of the printing press. In the 20th century, the invention of radio and TV brought increased opportunities for advertisers, and the boom in pop culture meant that [1] _____ from athletes, actors and other famous personalities became part of the advertising landscape. By the 1990s, the internet had brought not just a new medium for advertising but also the possibility of a much more extensive [2] _____, with email replacing print distribution. It also allowed for the introduction of new models of advertising, such as [3] _____, where advertisers buy content and pay personalities with large numbers of followers on social media to promote it. These followers are part of the [4] _____ that the advertiser is trying to reach. With so many options available to advertisers today, what makes a successful [5] _____ with a single, clear message? Maybe it's about increasing sales of a particular product. Perhaps it consists of building consumers' [6] _____ and growing the awareness and popularity of a particular make or range of products. Or perhaps it's simply managing to tell a great story or create an impression that sticks in people's minds for years to come.

5 Do a short project on a successful advertising campaign.

- Do some research online and find an advertising campaign you think has been particularly successful. What was the product and why was the campaign so successful?
- Ask friends and family if they have seen it and what they think of it.
- Write a short report and prepare to give a presentation to the class. If possible, bring in examples of the advert, either in print or online.

5 VOCABULARY BOOSTER

Social values

1 **PRACTISE** Match the sentence halves.

1 I've never posted a review on a website before. I'm ___
2 Lauren is a regular ___
3 One of the things I love about gaming is that there's a lot of ___
4 The more experienced members of an online community sometimes offer ___
5 Some people call me a ___
6 An online community can be ___
7 The coding course aims ___

A a great place to **pursue your interests** with other enthusiasts and like-minded people.
B a complete **novice**.
C **mentoring** to those who are newer to it.
D to **empower** young people to solve problems in their own communities using technology.
E **peer-to-peer** support. People are very willing to help each other.
F **geek**, but I would just say I'm enthusiastic!
G **contributor** to the site. She posts several reviews each week.

2 Replace the underlined words and phrases with the words and phrases below.

affirmations insecure perception proactive
self-critical tactful underestimate worthless

1 Looking at the wider world and doing something to help other people can help to change your belief people have because of how they understand things and make you feel more positive about life. _____
2 Isla can be very disapproving of her own faults and weaknesses. She has a tendency to blame herself whenever things don't work out well. _____
3 Jake is an extrovert and he enjoys talking to people, but in fact he's quite lacking in confidence about his relationships with other people. _____
4 If you want to feel less negative about yourself, think about your strengths, qualities and abilities, and write a list of statements or facts that support something in a positive way. _____
5 Don't fail to believe in your ability to deal with difficult situations. Sometimes you don't realise how strong you are until you have to face a challenge. _____
6 Amber is usually kind and careful not to say or do anything that will annoy or upset other people. She'd be the ideal person to talk to someone who feels like their mistake let the whole team down. _____
7 Be careful when you post comments on social media, and always consider the person you are posting about. Unkind comments can make people feel with no value or good qualities. _____
8 If you take a more making things happen, rather than waiting for them to happen approach to life, your confidence might improve because you'll have a greater chance of achieving your goals. _____

3 **EXTEND** Complete the phrases with the words below.

blank depth disadvantage hand heart perspective

1 keep something in _____
2 know somewhere like the back of your _____
3 learn something by _____
4 be at a _____
5 go _____
6 be out of your _____

4 Complete the dialogues with the correct form of the phrases in Ex 3.

Dialogue 1

Girl Excuse me. Are you OK? You look a bit lost.
Boy I'm OK, thanks, but I've got an interview and I _____ because I've never been to this city before.
Girl I can help you. I grew up here and I _____. Now, where do you need to get to?

Dialogue 2

Ben How are you, Anna? You look worried.
Anna I've just had a horrible experience. I was doing the speaking part of my Spanish exam. The examiner asked me about my family and I couldn't remember the word for 'grandparents' – my mind _____.
Ben Ah, that's a shame. But try to _____ – it was just one question.

Dialogue 3

Emily Hi Charlie. How are you?
Charlie I'm OK, thanks, but I'm a bit nervous. I'm starting my teacher training course next week. I'm worried that there will be too much work and I might _____.
Emily You'll be fine, I'm sure. Why don't you try to get a list of the names before you start, and try to _____?

5 What advice would you give to someone who is feeling insecure about themselves? Write three ideas of your own in the table. Ask friends or family for three other ideas.

1
2
3
4
5
6

Give a short talk to the class to share your suggestions.

Human nature

1 PRACTISE Choose the correct explanation of the words in **bold**: A or B.

1 It isn't unusual for there to be **a spike in** the birth rate after periods of economic uncertainty or conflict.
   - **A** a sudden large decrease
   - **B** a sudden large increase

2 My family has been living in Canada since my great-grandparents **immigrated** here from Scotland in the 1930s.
   - **A** remove someone from their home or surroundings
   - **B** come and live permanently in a new country

3 I love living in London because it's a real **melting pot**.
   - **A** a place where lots of different people are mixed together
   - **B** a new idea or way of doing something

4 Unless we change the way we generate and consume energy in the near future, climate change is going to **get out of control**.
   - **A** introduce new ways of doing something
   - **B** become impossible to manage

5 Their business succeeded because they were real **go-getters** who worked hard and were totally committed to making a success of it.
   - **A** people who are determined to succeed
   - **B** people who want everything for themselves

6 You don't always need **cutting-edge** technology to be able to carry out useful research and communicate it effectively
   - **A** electronic, internet-based
   - **B** the newest, most advanced

7 The new fund aims to encourage and reward **entrepreneurship** that benefits the local community, particularly among small and new businesses.
   - **A** the ability to make money by starting and running businesses, and taking financial risks
   - **B** the activity of giving away money to help people who are less financially well-off.

2 Choose the correct alternative.

Many people are aware of the amazing work done by large humanitarian aid organisations like Oxfam, UNICEF and the International Red Cross and Red Crescent. However, there are many smaller, less well-known organisations doing similar work. For example, Action Against Hunger works to prevent children suffering from [1]**solidarity** / **malnutrition** / **healthcare** by offering practical help to mothers in developing countries. Hunger Plus is another charity which aims to improve global access to food, but it also works to bring medicine to those who might be [2]**fighting** / **standing up for** / **providing** an epidemic, as well as working in preventive [3]**malnutrition** / **necessities** / **healthcare**, trying to ensure that people don't get sick in the first place. Apart from organisations like these, which focus on providing the basic [4]**necessities** / **solidarity** / **malnutrition** that people need to survive, there are other charities working in the area of human rights. Survival International, for example, [5]**suffers** / **fights** / **stands up for** the rights of tribal people around the world. It operates independently of any national governments and has been showing [6]**healthcare** / **solidarity** / **necessities** with indigenous peoples for over 50 years.

3 EXTEND Match phrases 1–6 to definitions A–F.

1 contribute to the economy ___
2 drive political discourse ___
3 first-generation immigrants ___
4 higher-skilled migrants ___
5 multicultural society ___
6 push down wages ___

- **A** community with people from lots of different countries
- **B** generate and spend or stimulate others to spend money
- **C** influence discussion about life in society
- **D** cause the amount of money that people get paid for working to decrease
- **E** children of parents who have moved from another country
- **F** workers with professional qualifications who have moved from another country

4 Complete the sentences with the correct form of the phrases in Ex 3.

1 A combination of factors, including increased use of technology and stricter employment laws which prevent workers from protesting, has _____ in several areas of work.
2 Finding their identity is sometimes a struggle for _____, as they can feel they are part of two different cultures while not fully belonging in either.
3 There are many advantages to living in a _____, not least that it can promote open-mindedness, tolerance and respect for other cultures.
4 Some people worry that social media makes it easy for those who want to spread disinformation and hate speech to _____ in increasingly polarised directions.
5 Starting a business can _____ by creating employment opportunities, providing a service and encouraging cash flow.
6 The government has launched a scheme to encourage _____ to come to the country and share their expertise.

5 Choose a country or a city. Go online and find out …

- how the population of the country or city has changed over the last 100 years.
- what factors have influenced these changes.
- what effect these changes have had on the country or city.

Write a short report, and add your own conclusions.

Cultural and natural heritage

1 **PRACTISE** Match the sentence halves.

1 The aim of the UNESCO World Heritage Convention ___
2 Sites included on the UNESCO World Heritage List ___
3 An early UNESCO campaign was to try to protect the Abu Simbel temples in Egypt, which ___
4 At the storytelling event, several expert speakers and actors ___
5 The project aims to empower local artists in the community and ___
6 A community's social practices, rituals and festivals ___
7 One item currently on UNESCO's 'List of the Intangible Cultural Heritage of Humanity' ___

A **revitalise** the creative industries and museums in this part of the city.
B is to **safeguard** both natural and cultural sites.
C were **under threat** from the building of the Aswan High Dam in 1959.
D is the hopping **procession** of Echternach, where as many as 10,000 participants hop and dance through the streets.
E will **recount legends** from ancient cultures in the region at different periods in its history.
F are **characterised by** their 'universal value to humanity', both in the present and in the future.
G can vary from small gatherings to **large-scale events** and celebrations.

2 Replace the <u>underlined</u> words and phrases with the correct form of the words below.

cherish commemorate latch on to light-hearted
instil a sense of pride recitation reunion

1 Last weekend, my parents went to a <u>meeting with people they hadn't seen for a long time</u>. It was 25 years since they had all finished university. _____
2 As well as providing an opportunity for people to have fun, many festivals <u>make people feel very pleased and satisfied</u> in their local community. _____
3 An *eisteddfod* is a Welsh cultural festival which includes competitions in activities such as singing, playing music and <u>saying a piece of poetry or literature to an audience</u>. _____
4 I'll always <u>keep happily in my mind for a long time</u> my memories of the week we spent at the Edinburgh Festival. We saw so many great musicians, poets, actors and comedians. _____
5 Freedom Day in South Africa celebrates democracy and freedom, and it <u>exists to remind people of</u> the country's first democratic elections. _____
6 The festival in the park used to be a small music festival, but recently local food sellers have <u>taken a strong interest in</u> the fact that festival audiences get hungry when they spend all day outside! _____
7 We really enjoyed my cousin's wedding because it wasn't too formal, and all the speeches were quite <u>fun and not too serious</u>. _____

3 **EXTEND** Choose the correct alternative.

1 He doesn't have a lot of money, but his family owns several grand houses – he can't hide his **descendant** / **blue blood**.
2 As population growth slows down, there is **an uprising** / **a demographic shift** towards an older population.
3 The sports club has a strong focus on the **integration** / **peasant** of children from different socio-economic backgrounds into one team with a common goal.
4 In Greek **mythology** / **integration**, the character Narcissus fell in love with his own reflection in a pool of water.
5 The environmentalist Chris Darwin is a direct **peasant** / **descendant** of the scientist Charles Darwin.
6 Police acted quickly to try to bring an end to the **blue blood** / **uprising** among the angry protesters in the street.
7 A **chronicle** / **mythology** can record real or imagined events in the past or the present, but the events are always recorded in the order in which they happened.
8 In the 18th century, most Europeans didn't live in cities. They were farmers, but they didn't make a lot of money; they were mainly poor **peasants** / **descendants**.

4 Complete the dialogues with the correct form of words and phrases in Ex 3.

1 **Sam** Are you interested in Greek [1] _____ – you know, the stories of their gods and the way they are portrayed in literature and art?
Ben A bit – I used to love the Percy Jackson books when I was younger, but now I prefer reading accounts of actual historical events. I've just read a fascinating book which is basically a [2] _____ of the Hundred Years' War in England.
Sam When was that?
Ben In the 14th century. It includes an account of a group of poor [3] _____ – basically farmers – who stage an [4] _____ against the government when they introduced new taxes on the land.

2 **Kate** Have you done your geography homework yet?
Anna Do you mean the question about factors that contribute to population change and [5] _____?
Kate No, the question about migration and [6] _____ in a multicultural society.
Anna That's an interesting question, isn't it? I mean, I think there are examples where immigrant groups and their [7] _____ have settled into new cultures very successfully.
Kate Yes. And actually, I think that social class can sometimes be just as divisive – you know, the contrast between [8] _____ and ordinary working people in the same society.

5 Interview three friends or family members about cherished memories. Find out about a celebration that they cherish the memory of. What happened and why was it so memorable? Write a summary of the responses. Prepare to give a short presentation to the class.

Money talks

1 **PRACTISE** Choose the correct explanation of the words in **bold**: A or B.

1 I'm going to ask my parents for an increase in my **allowance** because I always run out of money before the end of the month!
- **A** the things you have permission to spend money on
- **B** an amount of money you are given regularly

2 Sara can't go shopping in town with her friends at the weekend because she's completely **broke**. She can't even afford the bus fare!
- **A** having no money
- **B** having lost her wallet

3 Matt spends all his spare money on windsurfing. He loves it, but it's quite a **costly** hobby because of all the equipment he needs.
- **A** expensive, perhaps more than you want to pay
- **B** something you have to pay for every time you do it

4 It's quite common to have your salary or wages paid directly into a **current account**, so that you can pay your bills and expenses from it.
- **A** a bank account where you put money that you want to save
- **B** a bank account that you can take money out of at any time

5 Please can you lend me some money to buy a sandwich? I've lost my **debit card** and I haven't got any cash!
- **A** a plastic card that you can use instead of cash to pay for things from your bank account
- **B** a plastic card that you can use to buy things but pay for them later

6 They are saving all their **earnings** for the next few months, so that they can have a special holiday next year.
- **A** money you receive as a gift or donation
- **B** money you receive for the work that you do

2 Match the sentence halves.

1 I'd strongly advise you never to provide your financial or **billing** ___
2 I don't understand why more retailers don't offer **free shipping**. For me, that's often the ___
3 **Bundles** can look very attractive, but ask yourself whether you really need all those ___
4 Personally, I think the most effective way to **make** a product **appealing** is to offer a ___
5 I understand that many online retailers operate on tight **profit margins**, and that's why they use so many ___

- **A** extra items before you add them to your basket.
- **B** **discount** on it – or to make the ordering process as simple as possible.
- **C** information on a computer with public access.
- **D** techniques to try and get people to spend more than they originally intended to.
- **E** reason why I choose to buy from one website rather than another.

3 **EXTEND** Complete the phrases with the words below.

buck dirt foot fork leg mouth nose peanuts

1 pay through the _____
2 _____ out
3 buy something for _____
4 cost an arm and a _____
5 _____ cheap
6 _____ the bill
7 make a fast _____
8 live from hand to _____

4 Complete the dialogues with the correct form of the phrases in Ex 3.

Dialogue 1

Ellie Hey Amelie, I love your jacket. Where did you get it from?

Amelie Actually, it was a bargain. I _____ from a charity shop. It was _____.

Dialogue 2

Zak Hi Max. How are you doing? Is that a new bike?

Max Yes, it is.

Zak It looks expensive. How much did you have to _____ for that?

Max Well, it wasn't cheap. In fact, it _____ – but I'm not going to tell you exactly how much!

Dialogue 3

Tom I'd like to go to a festival next weekend.

Mum And who do you think is going to _____ for that?

Tom Well …

Mum I bet the cheaper tickets have sold out already, so whoever it is, they'll have to _____ for a ticket!

Dialogue 4

Journalist Minister, do you think it's fair that some people are living _____ when others are trying to take advantage of the situation and make money?

Politician I don't think it's simply a case of people trying to _____. It's more complex than that.

5 Do a survey to find out about the shopping preferences of your friends and family. Find out whether they prefer online shopping or shopping in physical shops, and how they would describe their experience of online shopping.

Speak to at least five friends and/or family members. Write a short report and include your own opinions and a conclusion.

FUNCTIONS BANK

Unit 1

Asking for and giving opinions p.17

Asking for opinions

What are your thoughts / views on the situation?	U1 Speaking
Where do you stand on … ?	U1 Speaking
How do you feel about … ?	U1 Speaking
What makes you say that?	U1 Speaking

Giving your opinion

I have no doubt that …	U1 Speaking
I'm not sure, but I'm leaning towards …	U1 Speaking
I'm convinced that …	U1 Speaking
There's no doubt in my mind that …	U1 Speaking
My impression is that …	U1 Speaking
From my point of view, …	U1 Speaking

Agreeing / disagreeing

I couldn't agree more.	U1 Speaking
That's how I see it.	U1 Speaking
That's a great suggestion.	U1 Speaking
You've got a point there.	U1 Speaking
That's one way of looking at it.	U1 Speaking
You aren't being serious, are you?	U1 Speaking

Reports p.18

Introduction

The aim / purpose of this report is to …	U1 Writing
This report will review and evaluate …	U1 Writing
The objective of this report is to …	U1 Writing
This report sets out to …	U1 Writing

Strengths and weaknesses

One of the strengths / weaknesses of …	U1 Writing
Another clear advantage / disadvantage is …	U1 Writing
On the downside …	U1 Writing
One possible strength / benefit of … is …	U1 Writing

Explaining results

As a result, …	U1 Writing
Consequently, …	U1 Writing
This means that …	U1 Writing
For this reason, …	U1 Writing

Recommendations

As a result of my experience, I would …	U1 Writing
In the light of my experience, I would …	U1 Writing
Given my experience, I would advise / suggest / recommend …	U1 Writing

Unit 2

Specifying who or what we are talking about p.31

Describing the scene

The setting looks like a place where …	U2 Speaking
I get the impression that it's a place where / which / that …	U2 Speaking
In the foreground / background, there's …	U2 Speaking
It's hard to know exactly where the photo was taken, but …	U2 Speaking
I would guess they're in … (the USA)	U2 Speaking

Identifying people

They look like the kind of people who / that …	U2 Speaking
He / She's possibly a volunteer … who …	U2 Speaking
He / She appears to be a sort of …	U2 Speaking
The way (that they're sitting) suggests that …	U2 Speaking

Speculating

It looks to me like …	U2 Speaking
It looks like some kind of … or maybe a…	U2 Speaking
It looks to me like a … of some kind.	U2 Speaking
I can't be sure, but I'd say …	U2 Speaking
There really aren't any clues to where / which / who …, but …	U2 Speaking

A formal covering email p.32

Introduction

I am writing in response to your advert in …	U2 Writing
I am writing to apply for … advertised in …	U2 Writing
I am writing with reference to your advert in … for the position of …	U2 Writing

Talking about your experience

I believe that I have made my mark as …	U2 Writing
I have had a number of duties including …	U2 Writing
I feel my skills and experiences make me a good candidate for …	U2 Writing

Referring to other documents

As you will see from my CV, I have …	U2 Writing
You will find my online profile here and I have attached my CV.	U2 Writing
Please find my CV attached for your consideration.	U2 Writing

Conclusion

I am available for an interview at your earliest convenience.	U2 Writing
Should you need any further information, please do not hesitate to contact me.	U2 Writing
I look forward to hearing from you soon.	U2 Writing

Unit 3

Reaching an agreement p.45

Raising an issue tactfully

I'm sorry to trouble you, but …	U3 Speaking
I think we need to …	U3 Speaking
I didn't want to bring this up, but …	U3 Speaking
I'm afraid that we really have to discuss …	U3 Speaking

Acknowledging other opinions

You're quite right. I hadn't thought of that.	U3 Speaking
By and large, it's a step in the right direction.	U3 Speaking
That's not exactly what I had in mind.	U3 Speaking
That sounds like it would be acceptable.	U3 Speaking
Yes, I'd go along with that.	U3 Speaking

Suggesting solutions

What if we … ?	U3 Speaking
We're willing to …	U3 Speaking
Would you be satisfied if …	U3 Speaking
I was hoping you'd consider …	U3 Speaking

Confirming agreement

Are you happy with that?	U3 Speaking
Are we all on the same page?	U3 Speaking
So what you're saying is … . Am I right?	U3 Speaking
So, could we say we've reached an agreement?	U3 Speaking

Opinion essay p.46

Expressing other people's opinions or evidence

It is widely known / believed that …	U3 Writing
Some people claim … would / wouldn't …	U3 Writing
Studies have shown that …	U3 Writing
According to …	U3 Writing
It has been demonstrated / shown / etc. …	U3 Writing

Expressing your own opinions

It seems to me that …	U3 Writing
On the whole, I agree / disagree with the opinion that …	U3 Writing
It is clear to me that …	U3 Writing

Expressing concluding opinions

For this reason, I believe that …	U3 Writing
All things considered, it's clear that …	U3 Writing
In my view, the outcome would be …	U3 Writing

Unit 4

Expressions for persuading p.59

Just think about …	U4 Speaking
I'm absolutely certain that …	U4 Speaking
I'm sure you'll agree that …	U4 Speaking
You also have to take into account …	U4 Speaking
Not to mention the fact …	U4 Speaking
Believe me, …	U4 Speaking
Just imagine if we …	U4 Speaking
Supposing we …	U4 Speaking
The most important thing to bear in mind is …	U4 Speaking
We've got nothing to lose if we …	U4 Speaking
I highly recommend that …	U4 Speaking

A *for* and *against* essay p.60

Introducing one side of the argument

There is a growing belief …	U4 Writing
There is a strong case for …	U4 Writing
It is held / believed / maintained that … by …	U4 Writing

Listing arguments

One argument in favour of …	U4 Writing
Another compelling argument / reason is …	U4 Writing
The reasoning is as follows: …	U4 Writing

Adding similar points

By the same token, …	U4 Writing
In the same way, …	U4 Writing
Similarly / Likewise, …	U4 Writing

Adding an opposing point

Having said that, …	U4 Writing
By contrast, …	U4 Writing
On the other hand, …	U4 Writing

Expressing the same idea in a different way

In other words, …	U4 Writing
To put it simply, …	U4 Writing

Summarising

In a nutshell, …	U4 Writing

Unit 5

Comparing and contrasting p.73

The photos have a few things in common, such as …	U5 Speaking
They all / both / each have / show / portray …	U5 Speaking

A similarity worth mentioning is …	U5 Speaking
The most obvious similarity is that …	U5 Speaking
What the situations have in common is that …	U5 Speaking
One / The most noticeable difference is that …	U5 Speaking
Another important difference is that …	U5 Speaking
In contrast, the other photos …	U5 Speaking
In comparison with photo …, photo …	U5 Speaking
Unlike photo …, photo …	U5 Speaking
Whereas photo … depicts …, photo … shows …	U5 Speaking
An email of complaint p.74	
Opening statement	
I am writing to complain about …	U5 Writing
I am writing to express my disappointment with …	U5 Writing
I am writing to draw your attention to …	U5 Writing
Expressing disappointment	
Rarely have I been so appalled by …	U5 Writing
This is all the more deplorable as …	U5 Writing
I am bitterly disappointed by …	U5 Writing
Outlining action	
I can assure you that …	U5 Writing
As a result, a … is currently being organised …	U5 Writing
Signing off	
I look forward to your prompt response.	U5 Writing
I would appreciate it if you would …	U5 Writing
I look forward to learning how you intend to …	U5 Writing

Unit 6

Giving a presentation p.87	
Introducing the topic	
I plan to speak about …	U6 Speaking
There are … points that I'd like to make.	U6 Speaking
The subject of this presentation is …	U6 Speaking
Firstly, I'm going to consider … . Then … . Finally, …	U6 Speaking
I'm going to talk about …	U6 Speaking
Giving examples	
To illustrate this, we can look at …	U6 Speaking
An example of this can be found …	U6 Speaking
Changing focus	
Let's look at / turn to …	U6 Speaking
Let's now move on to …	U6 Speaking
Referring back	
So, as we have seen …	U6 Speaking
As I mentioned at the beginning …	U6 Speaking
As we saw earlier …	U6 Speaking
Concluding	
In my opinion, we can conclude that …	U6 Speaking
I would like to finish by saying that …	U6 Speaking
A review p.88	
Background information	
… a film directed by and starring. … / A book written by (author). … was released in / published in …	U6 Writing
The film / book is set in …	U6 Writing
The film was shot in …	U6 Writing
Talking about the plot / story / characters	
The main character(s) … is/are …	U6 Writing
The film / book tells the story …	U6 Writing
Talking about the main themes	
The film's / novel's main themes are …	U6 Writing
The director's / writer's intention was to …	U6 Writing
The film / novel covers the themes of …	U6 Writing
My opinion	
In my opinion, the book is thought-provoking / groundbreaking / complex / tedious / moving / slow-moving / nail-biting, etc.	U6 Writing
I was pleasantly surprised / hugely disappointed by …	U6 Writing
What surprised / disappointed / pleased / shocked, etc. me was …	U6 Writing
I thought it was going to be … but in fact, it was …	U6 Writing
I found it easy / hard to relate to the characters because …	U6 Writing
One criticism I have is that …	U6 Writing
Recommendations	
Overall, I think it will appeal to anyone who …	U6 Writing
All in all, this novel / film is well worth reading / seeing / a must-see / a must-read.	U6 Writing

Unit 7

Explaining decisions p.101	
Introduce an explanation	
But, whatever happens, I really want to …	U7 Speaking
Bearing in mind recent events, I'm going to …	U7 Speaking
After taking everything into account, it's the best …	U7 Speaking
In view of the situation, I've decided to …	U7 Speaking
Clarify an explanation	
True, but what I'm trying to say is …	U7 Speaking
To be more precise …	U7 Speaking
What I'm getting at is …	U7 Speaking
Let me put it this / another way …	U7 Speaking
Check understanding	
Are you with me?	U7 Speaking
Is that clear?	U7 Speaking
Do you see what I mean?	U7 Speaking
Show understanding	
Got it!	U7 Speaking
That makes perfect sense.	U7 Speaking
I think that's totally understandable.	U7 Speaking
Ask for clarification	
Sorry, but could you go over that again?	U7 Speaking
I'm sorry, I don't follow.	U7 Speaking
I'm not sure I exactly understand.	U7 Speaking
A proposal p.102	
Stating the purpose of the proposal	
The main objective of this proposal is to suggest why …	U7 Writing
The purpose of this proposal is to examine / evaluate …	U7 Writing
This proposal aims to show / suggest / outline …	U7 Writing
Providing background information	
Some of the issues are …	U7 Writing
The background to this proposal is …	U7 Writing
Currently the situation is …	U7 Writing
Making recommendations	
We would recommend that …	U7 Writing
It is highly recommended that …	U7 Writing
It would be advantageous …	U7 Writing
Conclusion	
Supposing these recommendations are carried out …	U7 Writing
Unless the suggestions above are implemented …	U7 Writing

Unit 8

Moving a conversation forward p.115	
Open questions	
Why do / don't you like the idea of … ?	U8 Speaking
What would be the consequences of … ?	U8 Speaking
What's your view of … ?	U8 Speaking
How do you feel about … ?	U8 Speaking
What do you think of the idea that … ?	U8 Speaking
Follow-up questions	
Why do you say that?	U8 Speaking
What else can you tell me?	U8 Speaking
How does that work, exactly?	U8 Speaking
How would people deal with that?	U8 Speaking
Who would it appeal to?	U8 Speaking
An opinion essay p.116	
Making generalisations	
A significant number of shoppers use …	U8 Writing
As a rule, most shopping or service websites provide customers with …	U8 Writing
There is widespread agreement that …	U8 Writing
Investigations show that a majority of …	U8 Writing
Providing evidence	
As proof of that, a recent report revealed that …	U8 Writing
This evidence supports the point that …	U8 Writing
A case in point is the number of …	U8 Writing
This point of view is supported by …	U8 Writing
Restating a point	
That is to say …	U8 Writing
In other words, …	U8 Writing
To put it another way, …	U8 Writing
By way of illustration, …	U8 Writing
Making recommendations	
In light of the above, I suggest …	U8 Writing
Perhaps the most effective way of …, would be …	U8 Writing
Perhaps we should go back to …	U8 Writing
To improve the situation, I recommend …	U8 Writing

A cover letter / email

In a cover letter or email, you write a formal letter to accompany an attached document, such as a CV or job application. You summarise your strengths and experience in it and **highlight** why you are a good candidate for the role.

Example task: Write a cover letter / email to accompany your application for one of the roles advertised below.

Target UK Save ♡

We provide residential summer schools in five university campuses around the UK for international students aged 12–16. We are looking for talented, motivated and engaging school-leavers to fill our job vacancies for classroom assistants, drama activity co-ordinators and sports organisers.

Apply online to Dario Matic.

Get ideas

- Choose one of the roles in the job ad that you would most like to do.
- Think about the qualities and experience you would need to be a good candidate.
- Think about real-life examples which demonstrate your achievements and skills.
- Draw a mind map or make a list of your ideas.

Plan

- Choose the best ideas from your notes.
- Organise your ideas into paragraphs, for example:

Paragraph 1

- Give your reason for writing and some current details about yourself.

Paragraph 2

- Talk about your relevant skills and experience.

Paragraph 3

- Give reasons why you are a good candidate. Think about the appropriate style and register for a cover letter.

Write

In an email, complete the relevant boxes with the full name of the person you are writing to, the role you are applying for and the document you are attaching.

Even if you know the full name of the person you are writing to, use their title (*Mr / Mrs / Ms*) and family name (e.g. *Matic*). Do not use their first name (e.g. *Dear Dario,*) or their full name (e.g. *Dear Dario Matic,*). If you do not know the name of the person you are writing to, use *Dear Sir / Madam* or *Dear Sir or Madam*.

State where you saw the advert and which role you are interested in.

Use set phrases to refer to the CV you are sending with the letter.

Talk about your experience in chronological order.

Add another point to strengthen your argument.

Use these phrases to conclude your letter / email.

If you opened your email with *Dear* + title + family name (e.g. *Dear Mr Matic,*), close it with *Yours sincerely*. Use *Yours faithfully,* with *Dear Sir / Madam*.

To: Dario Matic

Subject: Application for drama activity co-ordinator

Attached: Elena Morales CV.doc

Dear Mr Matic,

I am writing with reference to your advert on the BuzzStudent website for the position of drama activity co-ordinator in one of your residential summer schools. I am currently studying for my final school exams, one of which is drama and theatre studies, and I have already been offered a place to study drama at university in York next September.

As you will see from my CV, I have been involved with a local youth theatre group, Rocket Theatre, over the last five years. During that time, I have participated in many theatre and dance productions with Rocket Theatre. However, more recently, I have had a number of duties including helping create new performance pieces and producing an end-of-term show. I have also gained invaluable experience running after-school activities for the junior theatre group at my school this year.

All in all, I feel that my enthusiasm for drama together with my skills and experience make me a strong candidate for the role of drama activity co-ordinator. Furthermore, I have no preference for location, so I am available to work at any one of your summer schools around the UK.

Should you need any further information, please do not hesitate to contact me. I look forward to hearing from you soon.

Yours sincerely,

Elena Morales

Tips for writing a cover letter / email

- Use a formal register.
- Use full forms, not short forms.
- Always refer to your attached document.
- Make sure the text fits on one page.

A review of a place

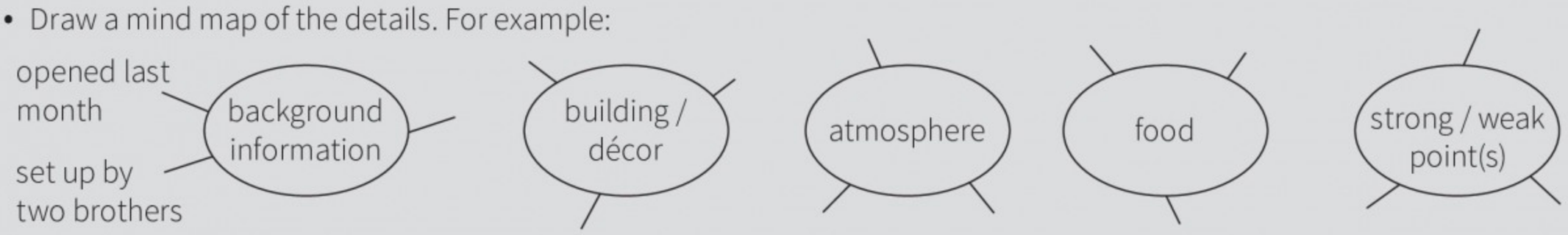
In a review of a place, you give your opinion about a place you have visited, such as a restaurant, museum or art gallery. You describe all aspects of your experience and evaluate it in relation to a particular aspect, e.g. value for money. At the end, you say whether you recommend it or not.

Example task: Write a review for a magazine.

Food Monthly is looking for reviews of cafés or restaurants in the local area that claim to have an unusual theme. Describe the place, the atmosphere and the food.

Get ideas

- Think of an unusual café or restaurant that you know about or research one.
- Think about the details of the place or imagine what it is like.
- Draw a mind map of the details. For example:



Plan

- Choose the best ideas from your notes.
- Organise your ideas into paragraphs, for example:

Paragraph 1

- Give background information about the café / restaurant.

Paragraphs 2 and 3

- Describe the main themes.

Paragraph 4

- Give your personal opinions and conclude by making a recommendation.

Write

Think of an engaging title for your review.

Use multiple interesting adjectives to paint a clear picture.

Describe sensory details, e.g. sights, sound, taste, smells, to bring your description alive.

Include comments to give it a conversational style.

Use set phrases to talk about the strong / weak points of the place.

Use set phrases to make your recommendation.

Home New Spell check View >>

Hawaii, here we come!

Aloha is a themed restaurant set up by two brothers a month ago in the centre of Manchester. The restaurant occupies the ground floor of a majestic, old building and it reflects the brothers' Hawaiian heritage. Themed restaurants are often considered to be a bit OTT. However, Aloha doesn't live up to this reputation. It offers customers a Hawaiian dining experience in an understated way.

As soon as you step inside the beautiful, high-ceilinged restaurant, you can feel a sense of calm washing over you. Old-fashioned ceiling fans gently turn while relaxing ukulele music plays softly in the background. Close your eyes and you could almost be in Hawaii – the only thing missing is the sunshine!

As you would expect, the menu focuses on traditional food and drink from Hawaii. There are mains such as *poke* bowls: rice, raw fish with fresh vegetables, and *pipi kaula* – a rich, smoky beef dish. To finish, there are *malasadas*: a kind of doughnut that just melts in your mouth. Very hard to resist!

I found Aloha an enjoyable place to eat. What pleased me most was the low-key atmosphere and the quality of the food. However, one criticism is that the service was very slow. This might be due to the fact that it's a new venture, but the issue undoubtedly needs addressing. In conclusion, what Aloha does is give you the opportunity to experience all things Hawaiian without stepping on a plane, and that, in my view, makes it a restaurant worth visiting.

Tips for writing a review of a place

- Use a conversational style to engage the reader.
- Use descriptive language to paint a picture in the reader's mind.
- Give your honest opinion whether it's positive, negative or mixed.
- End with a clear recommendation for the reader.

A report

In a report, you present factual information about something for a particular purpose. This often includes an evaluation of the topic and recommendations for future action.

Example task: You have just helped to organise a fundraising event at your school. Your head teacher has asked you to write a report about it. Explain the details of what you did, evaluate the successes and problems on the day and make some recommendations for future events.

Get ideas

- Choose a school fundraising event to write about.
- Think of the details of the event.
- Think of one or two strengths and weaknesses of the event and what happened as a result.
- Think of one or two recommendations for the future.
- Make notes or draw mind maps of your ideas.

Plan

- Choose the best ideas from your notes.
- Organise your ideas into four paragraphs, for example:

Paragraph 1
- Give a brief summary of the event.

Paragraph 2
- Describe the organisation of the event.

Paragraph 3
- Describe the good / bad things about the event.

Paragraph 4
- Make suggestions on how to improve the event.

Write

Give your report a clear title.

Give each paragraph a heading to give structure to your report.

Clearly state the purpose of your report.

Use set phrases to introduce strengths / weaknesses.

Use linking words to explain results.

Use conditional forms to make recommendations.

Report on Class 10B's charity car wash

Introduction

Last Saturday, a charity car wash was organised by Class 10B to raise money for UNICEF, which works to protect disadvantaged children around the world. The car wash took place between 10 a.m. and 2 p.m. in the school car park. During that time, 42 cars were washed, which raised a total of £420. This report will review and evaluate the event and make recommendations for the future.

Planning

The charity car wash was relatively easy to set up. All the equipment, such as buckets, sponges and car shampoo, was donated by several local businesses, and warm water was provided by the school. Posters were put up around town a week before the event and, on the day, groups of students worked in shifts to wash the cars.

Strengths and weaknesses

One of the strengths of the event was good advertising. As a result, plenty of people turned up on the day to have their cars washed. On the downside, at busy times, there was a long queue of cars waiting in the car park. Consequently, potential customers were lost when some drivers decided to leave. Another disadvantage was how wet all the students got.

Recommendations

Given my experience of the charity car wash, I would recommend having a booking system next time in order to manage numbers better. Furthermore, I would suggest the students wear waterproof clothing to avoid getting soaked through. If these suggestions are implemented, the car wash will be a simple way for students to have fun and raise money for a good cause.

Tips for writing a report

- Structure your work clearly.
- Make sure it is easy to read and understand.
- Only include relevant facts / information.
- Conclude with some clear recommendations.

A proposal

In a proposal, you present strong arguments to support an objective.

Example task: You have heard of a plan to abolish an annual event at your school. You are strongly opposed to this and decide to write a proposal for the school council. You should explain why the event should be saved and suggest ways to improve it.

Get ideas

- Choose an event to write about.
- Decide on the objective of the proposal.
- Research background information and think of supporting arguments.

Plan

- Organise your ideas into paragraphs, for example:

Paragraph 1
- State your aim and give information about the current event.

Paragraph 2
- Give some background details of the event.

Paragraph 3
- Describe current problems and the consequences of them.

Paragraph 4
- Make suggestions about what can be done.

Paragraph 5
- Give a final supporting reason as to why the event should be saved.

Write

Give your proposal a clear title.

Give each paragraph a heading to make the purpose clear.

Use passive forms to make your writing impersonal / neutral.

Use active forms to give your personal opinion.

Proposal to save the science exhibition

Introduction

The purpose of this proposal is to outline why our school science exhibition should be saved. Although this annual event demands time and effort to organise on the part of students and teachers alike, it showcases the research projects and experiments being carried out within the science department.

Background

The school science exhibition was the brainchild of the head teacher during the 1980s. As a scientist, he recognised the value of science in education. As a result, the school science exhibition was established as a way to celebrate science and give other people the opportunity to improve their scientific knowledge.

Current situation

Whilst it is a well-attended event, no money is raised for the school. At a time when the school is facing a shortfall in funds, the current head teacher would like to abolish it altogether. Furthermore, since the event traditionally takes place near the end of the summer term, it is regarded by many as an unnecessary distraction during exam time.

Recommendations

The school science exhibition should be maintained because it allows students to present their scientific work to others and increase awareness about science. It is important that people realise the impact science has on everyday lives. So as to help with the setting-up costs, a small entrance fee could be charged. Moreover, the date should be changed so that it doesn't interfere with end-of-year exams.

Conclusion

If we want people to succeed in life, we have to promote science. By maintaining the annual school science exhibition, we would be helping to create enthusiasm for science, not only within the school but in the wider community too.

Tips for writing a proposal

- Always state the purpose of the proposal.
- Make clear and concise points.
- Use an impersonal style.
- Conclude with your personal opinion.

A *for* and *against* essay

In a *for* and *against* essay, you present evidence to support both sides of an argument. You conclude by giving your personal opinion about the topic.

Example task: Choose one of the topic sentences below and write a *for* and *against* essay.
'All students should have a gap year when they leave school.'
'There is too much dependence on computers these days.'
'Cash has no future.'

Get ideas

- Choose the topic sentence that interests you the most.
- Think about what the current situation is and think of arguments for and against. Draw a mind map of your ideas.



Plan

- Choose the best ideas and strongest arguments from your notes.
- Organise your ideas and arguments into paragraphs, for example:

Paragraph 1
- Explain what the current situation is.

Paragraph 2
- Present the 'for' arguments and evidence.

Paragraph 3
- Present the 'against' arguments and evidence.

Paragraph 4
- Summarise the situation and state your opinion.

Write

Use the topic sentence as a heading.

Write a clear statement of the current situation.

Provide evidence to support your statement.

Use set phrases to present the arguments.

Use set phrases to add similar / opposing points.

Use set phrases to express ideas in a different way.

'Cash has no future.'

These days, wherever you go in the developed world, it is increasingly common that payments are made by card and not in cash. Whether buying an expensive meal out or just a cheap coffee, people are most likely to reach for a card or mobile phone rather than notes or coins. It is not uncommon either for some retailers to only accept cards. Consequently, there is a growing belief amongst many that we are moving towards a cashless society.

One argument in favour of cards is that they reduce theft. People are much more of a target for pickpockets if they have large amounts of cash on them. By the same token, having no cash on the premises makes life safer, and indeed easier, for retailers. With a 'card only' business, there is no longer the need to handle or store money, or deposit it at the bank.

On the other hand, there is a strong case for maintaining cash in society. The reasoning is as follows: if we solely depend on cards, it excludes the older generation. These people have far less confidence in online transactions than young people and worry more about the threat of fraudulent activity. Similarly, going cashless would affect the poorer people in society who have no access to a bank account or bank cards. 'In other words,' they rely on cash to get by.

All in all, going cashless suits many people in the modern world, but I do not believe that cash will disappear altogether. 'To put it simply,' society is unequal, and it is important to maintain cash for those people who have no alternative.

Tips for writing a *for* and *against* essay

- Use a formal register and full forms, not short forms.
- Plan carefully in order to present a balanced essay.
- Use evidence to support your arguments.
- Use a wide range of linkers to connect your arguments.

An opinion essay

In an opinion essay, you present your ideas and personal opinion about a topic sentence. You support your viewpoint with relevant arguments and evidence.

Example task: 'Video gaming should be considered a sport.' Discuss.

Get ideas

- What do you already know about the topic?
- Decide what your opinion is. Are you in favour of or against the topic sentence?
- Make notes about the current situation. Include popular opinions, experiences of people you know and information you have read.
- Make notes of arguments in favour of or against the topic sentence. Include some neutral ones too.

Plan

- Choose the best ideas and strongest arguments from your notes.
- Organise your ideas and arguments into paragraphs, for example:

Paragraph 1

- Give an overview of the current situation.

Paragraphs 2 and 3

- Present arguments and evidence in favour of or against the topic.

Paragraph 4

- Summarise your opinion and say what should be done in the future.

Write

Use the topic sentence as a heading.

Describe the current situation.

Use passive forms to report evidence.

Restate the topic sentence at the end of paragraph 1.

Use linkers to connect your arguments.

Use a rhetorical question to set up your next point.

Use set phrases to express your opinion.

'Video gaming should be considered a sport.'

Video gaming is reported to be more popular than ever these days. Millions of people spend their downtime playing video games, and it is widely known that video gaming provided a welcome activity when time at home increased due to the COVID-19 pandemic. With a rise in competitive gaming and global competitions offering huge cash prizes, some people claim that video gaming should be considered a sport.

According to gaming experts, playing video games demands high levels of skill and strategy and requires hours of dedication and practice, just like many sports. Moreover, studies have shown that during gaming competitions the heart rate of players gets up to 160–180 beats per minute, which is similar to long-distance runners. Taking all this into consideration, why shouldn't gaming be considered a sport?

Whilst video gamers might experience a raised heart rate at times, this is down to the thrill of competing and the subsequent adrenaline rush. In my view, it is impossible to draw a parallel between this and the raised heart rate of people doing sport. Sport requires some level of physical effort, which brings with it countless health benefits. However, the same cannot be said for video gaming.

This view is just one side of the story, and it has been reported that video gaming does have educational benefits. It not only improves mental fitness and hand–eye co-ordination, but also skills such as problem-solving and working as a team. Nevertheless, video gaming is a sedentary activity that does not improve physical fitness. For this reason, I believe that it should always be considered a leisure activity rather than a sport.

Tips for writing an opinion essay

- Use formal language throughout.
- Avoid making assumptions.
- Support your point of view with evidence.
- Use a variety of opinion phrases to express your / other people's opinions.

= in the Oxford 3000 wordlist
All page numbers refer to the Student's Book

Introduction

Choosing friends and keeping them p.4

be constantly on the go	/bi ˌkɒnstəntli ɒn ðə ˈgəʊ/
bitter (adj)	/ˈbɪtə(r)/
build your confidence	/ˌbɪld jɔː(r) ˈkɒnfɪdəns/
chill out (phr v)	/tʃɪl ˈaʊt/
fall out (phr v)	/ˌfɔːl ˈaʊt/
get together (phr v)	/ˌget təˈgeðə(r)/
make up (phr v)	/ˌmeɪk ˈʌp/
miserable (adj)	/ˈmɪzrəbl/
regret (n)	/rɪˈgret/
well-being (n)	/ˈwel biːɪŋ/

Time for sport p.5

challenging (adj)	/ˈtʃælɪndʒɪŋ/
enthusiastic (adj)	/ɪnˌθjuːziˈæstɪk/
fit physical activity into your daily routine	/fɪt ˈfɪzɪkl ækˈtɪvəti ˈɪntə jə(r) ˈdeɪli ruːˈtiːn/
have a positive impact	/ˌhæv ə ˌpɒzətɪv ˈɪmpækt/
maintain your health	/meɪnˌteɪn jɔː(r) ˈhelθ/
make sb aware of	/ˌmeɪk sʌmbədi əˈweə(r) əv/
take up (phr v)	/ˌteɪk ˈʌp/
work up a sweat	/ˌwɜːk ˈʌp ə ˈswet/

Home comforts p.6

appeal to	/əˈpiːl tə/
central heating (n)	/ˌsentrəl ˈhiːtɪŋ/
dependent on (phrase)	/dɪˈpendənt ɒn/
facilities (n)	/fəˈsɪlətiz/
helping hand	/ˌhelpɪŋ ˈhænd/
spacious (adj)	/ˈspeɪʃəs/
support network	/səˌpɔːt ˈnetwɜːk/
temporary (adj)	/ˈtemprəri/
wander (v)	/ˈwɒndə(r)/

Sustainable technology p.7

advance in technology	/ədˌvɑːns ɪn tekˈnɒlədʒi/
alternative energy source	/ɔːlˌtɜːnətɪv ˈenədʒi sɔːs/
artificial intelligence (n)	/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/
carbon footprint (n)	/ˌkɑːbən ˈfʊtprɪnt/
consumption (n)	/kənˈsʌmpʃn/
deforestation (n)	/ˌdiːˌfɒrɪˈsteɪʃn/
environmentally friendly (adv)	/ɪnˌvaɪrənmentəli ˈfrendli/
gadget (n)	/ˈgædʒɪt/
global warming (n)	/ˌgləʊbl ˈwɔːmɪŋ/
landfill site	/ˈlændfɪl saɪt/
natural resources (n)	/ˌnætʃrəl rɪˈsɔːsɪz/
renewable source (n)	/rɪˈnjuːəbl sɔːs/
smartwear	/ˈsmɑːtweə(r)/
techie (n)	/ˈteki/

Unit 1

Future careers pp.8–9 and p.120

achievable (adj)	/əˈtʃiːvəbl/
at the expense of	/ət ðɪ ɪkˈspens əv/
come up against	/ˌkʌm ʌp əˈgenst/
consistency (n)	/kənˈsɪstənsi/
constructive criticism	/kənˌstrʌktɪv ˈkrɪtɪsɪzəm/
gain a foothold	/ˌgeɪn ə ˈfʊthəʊld/
inevitable (adj)	/ɪnˈevɪtəbl/
malleable (adj)	/ˈmæliəbl/
overwhelmed (v)	/ˌəʊvəˈwelmd/
persistent (adj)	/pəˈsɪstənt/
resentful (adj)	/rɪˈzentfl/
resilient (adj)	/rɪˈzɪliənt/
self-motivated (adj)	/ˌself ˈməʊtɪveɪtɪd/
vulnerable (adj)	/ˈvʌlnərəbl/
acquire a second language	/əˌkwaɪə(r) ə ˌsekənd ˈlæŋgwɪdʒ/
attempt (v)	/əˈtempt/
be a boost to	/ˌbi ə ˈbuːst tə/
be motivated	/ˌbi ˈməʊtɪveɪtɪd/
fulfil a dream	/fʊlˌfɪl ə ˈdriːm/
have an extensive vocabulary	/ˌhæv ən ɪkˌstensɪv vəˈkæbjələri/
master (v)	/ˈmɑːstə(r)/
mental arithmetic (n)	/ˌmentl əˈrɪθmətɪk/
overcome a problem	/ˌəʊvəˈkʌm ə ˈprɒbləm/
pick up the basics	/ˈpɪk ʌp ðə ˈbeɪsɪks/
the older generation	/ðə ˌəʊldə(r) ˌdʒenəˈreɪʃn/
watch online tutorials	/wɒtʃ ˌɒnˈlaɪn tjuːˈtɔːriəlz/

Real English p.9

a step in the right direction	/ə step ɪn ðə raɪt dəˌrekʃn/
downtime (n)	/ˈdaʊntaɪm/
rise to a challenge	/ˌraɪz tə ə ˈtʃælɪndʒ/
throw in the towel	/ˌθrəʊ ɪn ðə ˈtaʊəl/
You got it in one!	/juː gɒt ɪt ɪn wʌn/

Predicting the future p.12 and p.120

accuracy (n)	/ˈækjərəsi/
at stake	/ət steɪk/
calculation (n)	/ˌkælkjuˈleɪʃn/
contradict (v)	/ˌkɒntrəˈdɪkt/
forecast (v)	/ˈfɔːkɑːst/
foresee (v)	/fɔːˈsiː/
insight (n)	/ˈɪnsaɪt/
instinct (n)	/ˈɪnstɪŋkt/

judgement (n)	/ˈdʒʌdʒmənt/
make assumptions	/ˌmeɪk əˈsʌmpʃnz/
outlook (n)	/ˈaʊtlʊk/
pundit (n)	/ˈpʌndɪt/
scenario (n)	/səˈnɑːriəʊ/
tendency (n)	/ˈtendənsi/
variable (n)	/ˈveəriəbl/
born leader	/ˌbɔːn ˈliːdə(r)/
high achiever	/ˌhaɪ əˈtʃiːvə(r)/
know-it-all (n)	/ˈnəʊ ɪt ɔːl/
lazybones (n)	/ˈleɪzibəʊnz/
live wire (n)	/ˈlaɪv ˈwaɪə(r)/
people person (n)	/ˈpiːpl pɜːsn/
show-off (phr v)	/ˌʃəʊ ˈɒf/
slowcoach	/ˈsləʊkəʊtʃ/

Happiness pp.14–15

competent (adj)	/ˈkɒmpɪtənt/
contagious (adj)	/kənˈteɪdʒəs/
draw to	/drɔː tə/
frown (v)	/fraʊn/
fulfilling (adj)	/fʊlˈfɪlɪŋ/
hormone (n)	/ˈhɔːməʊn/
mimic (v)	/ˈmɪmɪk/
pervasive (adj)	/pəˈveɪsɪv/
squint (v)	/skwɪnt/
unconsciously (adv)	/ʌnˈkɒnʃəsli/

Using memory techniques p.16

brush up on (phr v)	/ˌbrʌʃ ˈʌp ˈɒn/
call up (phr v)	/ˌkɔːl ˈʌp/
come up with (phr v)	/ˌkʌm ˈʌp ˈwɪð/
fade away (phr v)	/ˌfeɪd əˈweɪ/
go over (phr v)	/ˌgəʊ ˈəʊvə(r)/
pick up (phr v)	/ˌpɪk ˈʌp/
sail through (phr v)	/ˌseɪl ˈθruː/

Unit 2

Career prospects pp.22–23 and p.121

career prospects	/kəˌrɪə(r) prəˈspekts/
competitive edge	/kəmˌpetətɪv edʒ/
fulfil your potential	/fʊlˌfɪl jɔː pəˈtenʃl
hands-on experience	/ˌhændz ɒn ɪkˈspɪəriəns/
internship (n)	/ˈɪntɜːnʃɪp/
learn on the job	/ˌlɜːn ɒn ðə dʒɒb/
make a successful pitch	/ˌmeɪk ə səkˌsesfl ˈpɪtʃ/
networking (n)	/ˈnetwɜːkɪŋ/
prioritise (v)	/praɪˈɒrətaɪz/
push the boundaries	/ˌpʊʃ ðə ˈbaʊndriz/
show a willingness	/ˌʃəʊ ə ˌwɪlɪŋnəs/
think outside the box	/θɪŋk ˌaʊtsaɪd ðə ˈbɒks/
try out (phr v)	/ˌtraɪ ˈaʊt/
word-of-mouth (adj)	/ˌwɜːd əv ˈmaʊθ/
be capable of	/bi ˈkeɪpəbl əv/
do sth positive	/duː ˈsʌmθɪŋ ˈpɒzətɪv/
face a challenge	/ˌfeɪs ə ˈtʃælɪndʒ/
focus your attention on	/ˌfəʊkəs jɔː(r) əˈtenʃn ɒn/
have the potential to	/hæv ðə pəˈtenʃl tə/
inspired by sb	/ɪnˈspaɪəd baɪ ˈsʌmbədi/
maintain your focus	/meɪnˈteɪn jɔː(r) ˈfəʊkəs/
put the theory into practice	/ˌpʊt ðə ˌθɪəri ˈɪntə ˈpræktɪs/
take control of a situation	/teɪk kənˌtrəʊl əv ə ˌsɪtʃuˈeɪʃn/
work from home	/wɜːk frəm həʊm/

Real English p.23

go after something (phr v)	/gəʊ ˈɑːftə(r) ˈsʌmθɪŋ/
have something in mind	/ˌhæv sʌmθɪŋ ɪn ˈmaɪnd/
keep your hand in	/ˌkiːp jɔː(r) hænd ɪn/
take somebody on (phr v)	/ˌteɪk ˌsʌmbədi ɒn/
What's not to like?	/ˌwɒts ˌnɒt tə ˈlaɪk/

Brand *me*! p.26 and p.121

attribute (n)	/ˈætrɪbjuːt
be consistent	/ˌbi kənˈsɪstənt/
build your credibility	/ˌbɪld jɔː(r) ˌkredəˈbɪləti/
carve a niche	/ˌkɑːv ə ˈniːʃ/
create content	/ˌkriˌeɪt ˈkɒntent/
define your audience	/dɪˌfaɪn jɔː(r) ˈɔːdiəns/
engagement (n)	/ɪnˈgeɪdʒmənt/
establish your reputation	/ɪˌstæblɪʃ jɔː(r) ˌrepjuˈteɪʃn/
keep a high profile	/ˌkiːp ə ˌhaɪ ˈprəʊfaɪl/
map out (phr v)	/ˌmæp ˈaʊt/
online presence	/ɒnˌlaɪn ˈprezns/
stand out from the crowd	/ˌstænd ˌaʊt frəm ðə ˈkraʊd/
target demographic	/ˌtɑːgɪt ˌdemәˈgræfɪk/
do well for yourself	/duː ˌwel fə(r) jɔːˈself/
get something off the ground	/get ˈsʌmθɪŋ ɒf ðə graʊnd/
have a burning ambition	/hæv ə ˌbɜːnɪŋ æmˈbɪʃn/
leave your comfort zone	/liːv jɔː(r) ˈkʌmfət zəʊn/
make your mark	/ˌmeɪk jɔː(r) ˈmɑːk/
not be somebody's thing	/ˌnɒt bi ˈsʌmbədis ˈθɪŋ/
show your potential	/ʃəʊ jɔː(r) pəˈtenʃl/

Money scams pp.28–29

con artist (n)	/ˈkɒn ˌɑːtɪst/
fraudulent (adj)	/ˈfrɔːdʒələnt/
get around (phr v)	/ˌget əˈraʊnd/
laundering (n)	/ˈlɔːndərɪŋ/
money mule	/ˌmʌni ˈmjuːl/

scam (n)	/skæm/
see through (phr v)	/ˌsiː ˈθruː/
top of the range	/ˌtɒp əv ðə ˈreɪndʒ/

A professional profile p.30

accomplishment (n)	/əˈkʌmplɪʃmənt/
endorsement (n)	/ɪnˈdɔːsmənt/
human resources (n)	/ˌhjuːmən rɪˈsɔːsɪz/
keyword (n)	/ˈkiːwɜːd/
recruiter (n)	/rɪˈkruːtə(r)/
track record (n)	/ˈtræk rekɔːd/

Unit 3

Exercising influence pp.36–37 and p.122

accommodating (adj)	/əˈkɒmədeɪtɪŋ/
assurance (n)	/əˈʃʊərəns/
autonomy (n)	/ɔːˈtɒnəmi/
collaboration (n)	/kəˌlæbəˈreɪʃn/
common ground (n)	/ˌkɒmən ˈgraʊnd/
compromise (n)	/ˈkɒmprəmaɪz/
confrontation (n)	/ˌkɒnfrʌnˈteɪʃn/
dependence (n)	/dɪˈpendəns/
differences of opinion	/ˈdɪfrənsɪz əv əˈpɪnjən/
dispute (n)	/dɪˈspjuːt/
fairness (n)	/ˈfeənəs/
non-negotiable (adj)	/ˌnɒn nɪˈgəʊʃiəbl/
outcome (n)	/ˈaʊtkʌm/
side effect (n)	/ˈsaɪd ɪfekt/
accept the consequences of your actions	/əkˈsept ðə ˌkɒnsɪkwənsɪz əv jɔː(r) ˈækʃnz/
challenge (n)	/ˈtʃælɪndʒ/
conflict (n)	/kənˈflɪkt/
cope under pressure	/kəʊp ˈʌndə(r) ˈpreʃə(r)/
demonstrate your skills	/ˌdemənstreɪt jɔː(r) ˈskɪlz/
leadership (n)	/ˈliːdəʃɪp/
manage the demands on your time	/ˌmænɪdʒ ðə dɪˈmɑːndz ɒn jɔː(r) ˈtaɪm/
not hesitate for a second	/nɒt ˈhezɪteɪt fə(r) ə ˈsekənd/
overreact (v)	/ˌəʊvəriˈækt/
propose (v)	/prəˈpəʊz/
self-confidence (n)	/ˌself ˈkɒnfɪdəns/

Real English p.37

go through a bad patch	/gəʊ θruː ə ˌbæd ˈpætʃ/
in the driving seat	/ɪn ðə ˈdraɪvɪŋ siːt/
on bad terms	/ˈɒn ˌbæd tɜːmz/
Tell me about it!	/tel mi əˈbaʊt ɪt/
That's easy for you to say!	/ðæts ˈiːzi fə(r) juː tə seɪ/

Asking the right questions p.40 and p.122

a loss of face	/ə ˌlɒs əv ˈfeɪs/
approachable (adj)	/əˈprəʊtʃəbl/
attentively (adv)	/əˈtentɪvli/
build rapport	/bɪld ræˈpɔː(r)/
drone on (phr v)	/ˌdrəʊn ˈɒn/
effectiveness (n)	/ɪˈfektɪvnəs/
evasive (adj)	/ɪˈveɪsɪv/
in depth	/ɪn ˈdepθ/
inquisitive (adj)	/ɪnˈkwɪzətɪv/
line of inquiry	/ˌlaɪn əv ɪnˈkwaɪəri/
open up (phr v)	/ˌəʊpən ˈʌp/
pertinent (adj)	/ˈpɜːtɪnənt/
probe into	/ˌprəʊb ˈɪntə/
stonewall (v)	/ˈstəʊnwɔːl/
ambassador (n)	/æmˈbæsədə(r)/
ministry (n)	/ˈmɪnɪstri/
presidency (n)	/ˈprezɪdənsi/
referendum (n)	/ˌrefəˈrendəm/
representation (n)	/ˌreprɪzenˈteɪʃn/
republic (n)	/rɪˈpʌblɪk/
revolutionary (adj)	/ˌrevəˈluːʃənəri/
spin doctor (n)	/ˈspɪn dɒktə(r)/

Gaining independence pp.42–43

a much greater chance of	/ə mʌtʃ ˈgreɪtə(r) tʃɑːns əv/
be aware of the consequences of something	/bi əˈweə(r) əv ðə ˈkɒnsɪkwənsɪz əv ˌsʌmθɪŋ/
make somebody think twice about	/meɪk ˈsʌmbədi θɪŋk ˈtwaɪs əˈbaʊt/
stand in stark contrast with	/stænd ɪn ˌstɑːk ˈkɑntrɑːst wɪð/
take a tougher stance on	/teɪk ə ˈtʌfə(r) stæns ɒn/
take responsibility for	/teɪk rɪˌspɒnsəˈbɪləti fə(r)/

Mediating p.44

advance the process	/ədˈvɑːns ðə ˈprəʊses/
at the core of	/ət ðə ˈkɔː(r) əv/
conflicting interests	/kənˈflɪktɪŋ ˈɪntrəsts/
escalate tensions	/ˈeskəleɪt ˈtenʃnz/
establish some ground rules	/ɪˈstæblɪʃ səm ˈgraʊnd ruːlz/
go-between (n)	/ə ˈgəʊ bɪtwiːn/

Unit 4

The language of advertising pp.50–51 and p.123

analogy (n)	/əˈnælədʒi/
artistic licence	/ɑːˌtɪstɪk ˈlaɪsns/
call to action	/ˌkɔːl tu ˈækʃn/
exaggeration (n)	/ɪgˌzædʒəˈreɪʃn/
hashtag (n)	/ˈhæʃtæg/
irony (n)	/ˈaɪrəni/
jingle (n)	/ˈdʒɪŋgl/
manipulate (v)	/məˈnɪpjuleɪt/
metaphor (n)	/ˈmetəfə(r)/
parody (n)	/ˈpærədi/
proverb (n)	/ˈprɒvɜːb/
pun (n)	/pʌn/
rhyme (n)	/raɪm/
simile (n)	/ˈsɪməli/
slogan (n)	/ˈsləʊgən/
addictive (adj)	/əˈdɪktɪv/
beneficial (adj)	/ˌbenɪˈfɪʃl/
colourful (adj)	/ˈkʌləfl/
detailed (adj)	/ˈdiːteɪld/
dramatic (adj)	/drəˈmætɪk/
enthusiastic (adj)	/ɪnˌθjuːziˈæstɪk/
flexible (adj)	/ˈfleksəbl/
humorous (adj)	/ˈhjuːmərəs/
realistic (adj)	/ˌriːəˈlɪstɪk
striking (adj)	/ˈstraɪkɪŋ/
thought-provoking (adj)	/ˈθɔːt prəvəʊkɪŋ/
vivid (adj)	/ˈvɪvɪd/

Real English p.51

catchy (adj)	/ˈkætʃi/
do my head in	/duː maɪ hed ɪn/
Give me the low-down!	/gɪv mi ðə ˈləʊ daʊn/
put somebody's back up	/pʊt ˌsʌmbədis bæk ˈʌp/
the hard sell	/ðə hɑːd sel/

Using gestures p.54 and p.123

bear out (phr v)	/ˌbeə(r) ˈaʊt/
call up (phr v)	/kɔːl ˈʌp/
capitalise on (phr v)	/ˈkæpɪtəlaɪz ɒn/
come across (phr v)	/ˌkʌm əˈkrɒs/
cut down on (phr v)	/ˌkʌt ˈdaʊn ɒn/
get your point across	/get jɔː(r) pɔɪnt əˈkrɒs/
go through (phr v)	/ˌgəʊ ˈθruː/
hold on to (phr v)	/ˌhəʊld ˈɒn tə/
land somebody in (phr v)	/ˌlænd ˌsʌmbədi ˈɪn/
spell your message out	/ˈspel jɔː(r) ˈmesɪdʒ ˈaʊt/
swot up (phr v)	/ˌswɒt ˈʌp/
take more in	/ˌteɪk mɔː(r) ˈɪn/
thrash the problem out	/ˌθræʃ ðə ˌprɒbləm ˈaʊt/
work out (phr v)	/ˌwɜːk ˈaʊt/
advertising campaign (n)	/ˈædvətaɪzɪŋ kæmpeɪn/
brand loyalty (n)	/ˌbrænd ˈlɔɪəlti/
celebrity endorsement	/səˌlebrəti ɪnˈdɔːsmənt/
mailing list (n)	/ˈmeɪlɪŋ ˌlɪst/
sponsored content	/ˈspɒnsəd ˈkɒntent/
target market	/ˈtɑːgɪt ˌmɑːkɪt/

The power of smell pp.56–57

biodegradable (adj)	/ˌbaɪəʊdɪˈgreɪdəbl/
go off (phr v)	/ˌgəʊ ˈɒf/
immune system (n)	/ɪˈmjuːn sɪstəm/
leftover (n)	/ˈleftəʊvə(r)/
respiratory illness	/rəˌspɪrətri ˈɪlnəs/
scent (n)	/sent/
sewage (n)	/ˈsuːɪdʒ
stench (n)	/stentʃ/

Persuading p.58

all in all	/ɔːl ɪn ɔːl/
black and white	/ˌblæk ən ˈwaɪt/
dos and don'ts	/ˌduːz ən ˈdəʊnts/
first and foremost	/ˌfɜːst ən ˈfɔːməʊst/
give and take	/ˌgɪv ən ˈteɪk/
loud and clear	/ˌlaʊd ən ˈklɪə(r)/
make or break	/ˌmeɪk ɔː(r) ˈbreɪk/
part and parcel	/ˌpɑːt ən ˈpɑːsl/

Unit 5

Participatory culture pp.64–65 and p.124

alternative perspective	/ɔːlˈtɜːnətɪv pəˈspektɪv/
civic life	/ˈsɪvɪk ˌlaɪf/
contributor (n)	/kənˈtrɪbjətə(r)/
empower (v)	/ɪmˈpaʊə(r)/
fan base (n)	/ˈfæn beɪs/
geek (n)	/giːk/
grassroots (n)	/ˌgrɑːsˈruːts/
lag behind	/ˌlæg bɪˈhaɪnd/
mentoring (v)	/ˈmentərɪŋ/
novice (n)	/ˈnɒvɪs/
peer-to-peer (adj)	/ˌpɪə tə ˈpɪə(r)/
pursue your interests	/pəˌsjuː jɔː(r) ˈɪntrəsts/
screen time (n)	/ˈskriːn taɪm/
sign up to (phr v)	/ˌsaɪn ʌp tə/
transferable skills	/trænsˈfɜːrəbl skɪlz/

absorbed (v)	/əbˈzɔːbd/
aggressive (adj)	/əˈgresɪv/
delivery method	/dɪˈlɪvəri ˌmeθəd/
artificial intelligence (n)	/ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/
distance learning (n)	/ˈdɪstəns lɜːnɪŋ/
innovative (adj)	/ˈɪnəveɪtɪv/
on-demand content	/ɒn dɪˈmɑːnd ˌkɒntent/
passionate (adj)	/ˈpæʃənət/
sensitive (adj)	/ˈsensətɪv/
single-minded (adj)	/ˌsɪŋgl ˈmaɪndɪd/
social interaction	/ˈsəʊʃl ˌɪntərˈækʃn/
sophisticated (adj)	/səˈfɪstɪkeɪtɪd/
user-friendly (adj)	/ˌjuːzə ˈfrendli/
wearable technology	/ˈweərəbl tekˌnɒlədʒi/

Real English p.65

a springboard to something	/ə ˈsprɪŋbɔːd tə ˌsʌmθɪŋ/
consider something suspect	/kənˌsɪdə(r) ˌsʌmθɪŋ ˈsʌspekt/
get carried away with something	/get ˌkærid əˈweɪ wɪð ˌsʌmθɪŋ/
go through the roof	/gəʊ ˌθruː ðə ˈruːf/
on the same page	/ɒn ðə seɪm peɪdʒ/

Boosting self-esteem p.68 and p.124

affirmation (n)	/ˌæfəˈmeɪʃn/
assertive (adj)	/əˈsɜːtɪv/
considerate (adj)	/kənˈsɪdərət/
empathy (n)	/ˈempəθi/
flaw (n)	/flɔː/
insecure (adj)	/ˌɪnsɪˈkjʊə(r)/
live up to the expectations	/lɪv ʌp tə ðə ˌekspekˈteɪʃnz/
perception (n)	/pəˈsepʃn/
potential (n)	/pəˈtenʃl/
proactive (adj)	/ˌprəʊˈæktɪv/
self-critical (adj)	/ˌself ˈkrɪtɪkl/
tactful (adj)	/ˈtæktfl/
underestimate (v)	/ˌʌndərˈestɪmət/
worthless (adj)	/ˈwɜːθləs/
be at a disadvantage	/bi ət ə ˌdɪsədˈvɑːntɪdʒ/
go blank	/ˌgəʊ ˈblæŋk/
keep something in perspective	/kiːp ˌsʌmθɪŋ ɪn pəˈspektɪv/
know something like the back of your hand	/nəʊ ˌsʌmθɪŋ ˈlaɪk ðə ˈbæk əv jɔː(r) ˈhænd/
learn something by heart	/lɜːn ˌsʌmθɪŋ baɪ ˈhɑːt/
out of your depth	/ˌaʊt əv jɔː(r) ˈdepθ/

The truth hurts pp.70–71

add insult to injury	/æd ˈɪnsʌlt tə ˈɪndʒəri/
air your grievances	/eə(r) jɔː(r) ˈgriːvənsɪz/
be just around the corner	/bi dʒʌst əˈraʊnd ðə ˈkɔːnə(r)/
blazing row	/ˈbleɪzɪŋ ˌrəʊ/
come unstuck	/ˌkʌm ˌʌnˈstʌk/
establish a backstory	/ɪˈstæblɪʃ ə ˈbækstɔːri/
keep your thoughts to yourself	/ˌkiːp jɔː(r) θɔːts tə jɔːˈself/
lead to somebody's downfall	/ˌliːd tə ˌsʌmbədiz ˈdaʊnfɔːl/

Dealing with your unconscious bias p.72

bias (n)	/ˈbaɪəs/
call in (phr v)	/ˌkɔːl ˈɪn/
discrimination (n)	/dɪˌskrɪmɪˈneɪʃn/
end up (phr v)	/ˌend ˈʌp/
fall behind (phr v)	/ˌfɔːl bɪˈhaɪnd/
get away with (phr v)	/ˌget əˈweɪ wɪð/
ignorance (n)	/ˈɪgnərəns/
keep up (with)	/ˌkiːp ˈʌp wɪð/
prejudice (n)	/ˈpredʒədɪs/
put up with (phr v)	/ˌpʊt ˈʌp wɪð/
send out (phr v)	/ˌsend ˈaʊt/
stereotype (n)	/ˈsteriətaɪp/
tolerance (n)	/ˈtɒlərəns/

Unit 6

Migration pp.78–79 and p.125

a spike in	/ə ˌspaɪk ˈɪn/
cutting-edge technology	/ˈkʌtɪŋ edʒ tekˈnɒlədʒi/
displace (v)	/dɪsˈpleɪs/
emigrate (v)	/ˈemɪgreɪt/
entrepreneurship (n)	/ˌɒntrəprəˈnɜːʃɪp/
fabric of society	/ˈfæbrɪk əv səˈsaɪəti/
get out of control	/get ˌaʊt əv kənˈtrəʊl/
go-getter (n)	/ˈgəʊ getə(r)/
immigrate (v)	/ˈɪmɪgreɪt/
innovation (n)	/ˌɪnəˈveɪʃn/
melting pot (n)	/ˈmeltɪŋ pɒt/
migrate (v)	/maɪˈgreɪt/
settle (v)	/ˈsetl/
trace your ancestry	/ˌtreɪs jɔː(r) ˈænsestri/
uproot (v)	/ˌʌpˈruːt/
co-ordinate (v)	/kəʊˈɔːdɪneɪt/
distribute (v)	/dɪˈstrɪbjuːt/
eliminate (v)	/ɪˈlɪmɪneɪt/

encounter (v)	/ɪnˈkaʊntə(r)/
extended family (n)	/ɪkˌstendɪd ˈfæməli/
lifestyle choice (n)	/ˈlaɪfstaɪl ˌtʃɔɪs/
preserve (v)	/prɪˈzɜːv/
standard of living (n)	/ˌstændəd əv ˈlɪvɪŋ/
threaten (v)	/ˈθretn/

Real English p.79

get out of bed on the wrong side	/ˌget ˈaʊt əv ˈbed ɒn ðə rɒŋ ˈsaɪd/
rags to riches	/ˌrægz tə ˈrɪtʃɪz/
rub somebody up the wrong way	/rʌb sʌmbədi ˈʌp ðə rɒŋ ˈweɪ/
up sticks	/ˈʌp ˌstɪks/
when the going gets tough, the tough get going	/wen ðə ˈgəʊɪŋ gets tʌf ðə tʌf get ˈgəʊɪŋ/

Coming to the rescue p.82 and p.125

aftermath of	/ˈɑːftəmæθ əv/
disaster management	/dɪˌzɑːstə ˈmænɪdʒmənt/
fieldworker (n)	/ˈfiːldwɜːkə(r)/
fight epidemics	/faɪt ˌepɪˈdemɪks/
humanitarian aid	/hjuːˌmænɪˈteəriən eɪd/
offer emergency relief	/ˌɒfə(r) ɪˈmɜːdʒənsi rɪˈliːf/
on the ground	/ˌɒn ðə ˈgraʊnd/
organise rescue missions	/ˌɔːgənaɪz ˈreskjuː ˈmɪʃnz/
preventive healthcare	/prɪˈventɪv ˈhelθkeə(r)/
provide basic necessities	/prəˈvaɪd ˈbeɪsɪk nəˈsesətiz/
raise awareness	/ˌreɪz əˈweənəs/
show solidarity with	/ˌʃəʊ ˌsɒlɪˈdærəti wɪð/
stand up for (phr v)	/ˌstænd ˈʌp fə(r)/
suffer from malnutrition	/ˈsʌfə(r) frəm ˌmælnjuˈtrɪʃn/
contribute to the economy	/kənˈtrɪbjuːt tə ðə ɪˈkɒnəmi/
drive political discourse	/draɪv pəˈlɪtɪkl ˈdɪskɔːs/
first-generation immigrants	/ˌfɜːst ˌdʒenəˈreɪʃn ˈɪmɪgrəntz/
higher-skilled migrants	/ˈhaɪə(r) skɪld ˈmaɪgrənt&joinz/
multicultural society	/ˌmʌltiˈkʌltʃərəl səˈsaɪəti/
push down wages	/pʊʃ daʊn ˈweɪdʒɪz/

The Ripple Effect pp.84–85

cause (n)	/kɔːz/
cultural norm	/ˈkʌltʃərəl ˌnɔːm/
imitate (v)	/ˈɪmɪteɪt/
mechanism (n)	/ˈmekənɪzəm/
shift (n)	/ʃɪft/
tipping point (n)	/ˈtɪpɪŋ pɔɪnt/
vital (adj)	/ˈvaɪtl/

Planning a successful presentation p.86

background knowledge	/ˈbækgraʊnd ˌnɒlɪdʒ/
be concise	/ˌbi kənˈsaɪs/
chunk (n)	/tʃʌŋk/
cluttered (v)	/ˈklʌtəd/
draft (n)	/drɑːft/
feedback (n)	/ˈfiːdbæk/
jargon (n)	/ˈdʒɑːgən/
pace (n)	/peɪs/
rehearse (v)	/rɪˈhɜːs/
slide (n)	/slaɪd/

Unit 7

Saving our traditions pp.92–93 and p.126

characterise (v)	/ˈkærəktəraɪz/
die out (phr v)	/ˌdaɪ ˈaʊt/
keep traditions alive	/ˌkiːp trəˈdɪʃn əˈlaɪv/
large-scale event	/lɑːdʒ skeɪl ɪˈvent/
mutual respect	/ˈmjuːtʃuəl rɪˈspekt/
originate (v)	/əˈrɪdʒɪneɪt/
pass down (phr v)	/ˌpɑːs ˈdaʊn/
practitioner (n)	/prækˈtɪʃənə(r)/
procession (n)	/prəˈseʃn/
recount (v)	/rɪˈkaʊnt/
revitalise (v)	/ˌriːˈvaɪtəlaɪz/
traditional ritual	/trəˈdɪʃənl ˈrɪtʃuəl/
safeguard (v)	/ˈseɪfgɑːd/
under threat	/ˈʌndə(r) θret/
a wealth of knowledge	/ə ˌwelθ əv ˈnɒlɪdʒ/
add a new dimension	/ˌæd ə ˌnjuː daɪˈmenʃn
convey a sense of	/kənˌveɪ ə ˈsens əv/
draw attention to	/ˌdrɔː əˈtenʃn tə/
engage with the issues	/ɪnˌgeɪdʒ wɪð ðə ˈɪʃuːz/
make a contribution	/meɪk ə ˌkɒntrɪˈbjuːʃn/
provide assistance	/prəˌvaɪd əˈsɪstəns/
retain its independence	/rɪˌteɪn ɪts ˌɪndɪˈpendəns/
suffer hardship	/ˌsʌfə(r) ˈhɑːdʃɪp/

Real English p.93

going strong	/ˈgəʊɪŋ strɒŋ/
kit out (phr v)	/ˌkɪt ˈaʊt/
right up your street	/raɪt ʌp jɔː(r) striːt/
turn to jelly	/ˌtɜːn tə ˈdʒeli/
What's ... when it's at home?	/wɒts … ˌwen ɪts ət ˈhəʊm/

Celebrating freedom p.96 and p.126

anniversary (n)	/ˌænɪˈvɜːsəri/
booth (n)	/buːð/
cherish (v)	/ˈtʃerɪʃ/
commemorate (v)	/kəˈmeməreɪt/
dress to kill	/ˌdres tə ˈkɪl/
instil a sense of pride	/ɪnˈstɪl ə sens əv praɪd/
latch on to (phr v)	/ˌlætʃ ˈɒn tə/
let your hair down	/ˌlet jɔː(r) ˈheə(r) daʊn/
light-hearted (adj)	/ˌlaɪt ˈhɑːtɪd/
observe (v)	/əbˈzɜːv/
recitation (n)	/ˌresɪˈteɪʃn/
re-enactment (n)	/ˌriː ɪˈnæktmənt/
reunion (n)	/ˌriːˈjuːniən/
spring up (phr v)	/ˌsprɪŋ ˈʌp/
blue blood (n)	/ˌbluː ˈblʌd/
chronicle (n)	/ˈkrɒnɪkl/
demographic shift	/ˌdeməˈgræfɪk ʃɪft/
descendant (n)	/dɪˈsendənt/
integration (n)	/ˌɪntɪˈgreɪʃn/
mythology (n)	/mɪˈθɒlədʒi/
peasant (n)	/ˈpeznt/
uprising (n)	/ˈʌpraɪzɪŋ/

Cultural icons pp.98–99

beloved (adj)	/bɪˈlʌvɪd/
coat of arms (n)	/ˌkəʊt əv ˈɑːmz/
embrace (v)	/ɪmˈbreɪs/
eyesore (n)	/ˈaɪsɔː(r)/
nostalgia (n)	/nɒˈstældʒə/
quintessential (adj)	/ˌkwɪntɪˈsenʃl/
succinctly (adv)	/səkˈsɪŋktli/
unity (n)	/ˈjuːnəti/

Learning from mistakes p.100

accept your mistakes	/əkˈsept jɔː(r) mɪˈsteɪks/
face a problem	/ˌfeɪs ə ˈprɒbləm/
get constructive feedback	/ˌget kənˈstrʌktɪv ˈfiːdbæk/
keep an open mind	/ˌkiːp ən ˈəʊpən maɪnd/
put something into perspective	/ˌpʊt sʌmθɪŋ ˈɪntə pəˈspektɪv/
set realistic goals	/set ˌriːəˈlɪstɪk gəʊlz/
take your time	/ˌteɪk jɔː(r) ˈtaɪm/

Unit 8

Money management pp.106–107 and p.127

allowance (n)	/əˈlaʊəns/
broke (adj)	/brəʊk/
costly (adj)	/ˈkɒstli/
current account (n)	/ˈkʌrənt əkaʊnt/
debit card (n)	/ˈdebɪt kɑːd/
earnings (n)	/ˈɜːnɪŋz/
extravagant (adj)	/ɪkˈstrævəgənt/
go through (phr v)	/ˌgəʊ ˈθruː/
live on (phr v)	/ˌlɪv ˈɒn/
pay off (phr v)	/ˌpeɪ ˈɒf/
pay your way	/ˌpeɪ jɔː(r) ˈweɪ/
put aside (phr v)	/ˌpʊt əˈsaɪd/
splash out (phr v)	/ˌsplæʃ ˈaʊt/
tighten your belt	/ˌtaɪtn jɔː(r) ˈbelt/
build up your savings account	/bɪld ʌp jɔː(r) ˈseɪvɪŋz əˈkaʊnt/
cut out non-essential items	/kʌt aʊt nɒn ɪˈsenʃl ˈaɪtəmz/
get your spending under control	/get jɔː(r) ˈspendɪŋ ˈʌndə(r) kənˈtrəʊl/
keep track of your finances	/kiːp ˌtræk əv jɔː(r) ˈfaɪnænsɪz/
owe somebody money	/ˌəʊ sʌmbədi ˈmʌni/
pick up a bargain	/pɪk ˈʌp ə ˈbɑːgən/
potential customer	/pəˈtenʃl ˈkʌstəmə(r)/
reference number	/ˈrefrəns ˌnʌmbə(r)/
send/receive a confirmation email	/send rɪˈsiːv ə ˌkɒnfəˈmeɪʃn ˈiːmeɪl/
shipping costs	/ˈʃɪpɪŋ kɒsts/
special offer (n)	/ˌspeʃl ˈɒfə(r)/
spend your money wisely	/spend jɔː(r) ˈmʌni ˈwaɪzli/
track your package	/træk jɔː(r) ˈpækɪdʒ/

Real English p.107

be under way	/bi ˌʌndə(r) ˈweɪ/
cost a bomb	/kɒst ə bɒm/
do the trick	/ˌduː ðə ˈtrɪk/
let somebody in on something	/ˌlet sʌmbədi ˈɪn ɒn sʌmθɪŋ/
sound like a plan	/ˌsaʊnd ˌlaɪk ə ˈplæn/

Online shopping p.110 and p.127

shopping spree (n)	/ˈʃɒpɪŋ spriː/
billing (n)	/ˈbɪlɪŋ/
browse (v)	/braʊz/
bundle (n)	/ˈbʌndl/
discount (n)	/ˈdɪskaʊnt/

fierce competition	/fɪəs ˌkɒmpəˈtɪʃn/
free shipping	/friː ˈʃɪpɪŋ/
impulse buy (n)	/ˈɪmpʌls baɪ/
make something appealing	/meɪk ˈsʌmθɪŋ əˈpiːlɪŋ/
notification (n)	/ˌnəʊtɪfɪˈkeɪʃn/
nudge (v)	/nʌdʒ/
profit margin (n)	/ˈprɒfɪt mɑːdʒɪn/
promotion (n)	/prəˈməʊʃn/
shopping basket (n)	/ˈʃɒpɪŋ bɑːskɪt/
trigger an emotional response	/ˌtrɪgə(r) ən ɪˈməʊʃənl rɪˈspɒns/
buy something for peanuts	/baɪ sʌmθɪŋ fə(r) ˈpiːnʌts/
cost an arm and a leg	/kɒst ən ˈɑːm ən ə ˈleg/
dirt cheap (adv)	/ˌdɜːt ˈtʃiːp/
foot the bill	/ˌfʊt ðə ˈbɪl/
fork out (phr v)	/ˌfɔːk ˈaʊt/
live from hand to mouth	/lɪv frəm ˈhænd tə ˈmaʊð/
make a fast buck	/meɪk ə fɑːst ˈbʌk/
pay through the nose	/peɪ θruː ðə ˈnəʊz/

The low-cost economy pp.112–113

fully automated	/ˈfʊli ˈɔːtəmeɪtɪd/
headquarters (n)	/ˌhedˈkwɔːtəz/
just-in-time (adj)	/ˌdʒʌst ɪn ˈtaɪm/
labour-intensive (adj)	/ˌleɪbər ɪnˈtensɪv/
low-cost (adj)	/ˌləʊ ˈkɒst/
outsource (v)	/ˈaʊtsɔːs/
tax haven (n)	/ˈtæks heɪvn/
workforce (n)	/ˈwɜːkfɔːs/

Project management p.114

agile (adj)	/ˈædʒaɪl/
constraint (n)	/kənˈstreɪnt/
delegate (v)	/ˈdelɪgət/
keep track of	/kiːp ˈtræk əv/
micromanage (v)	/ˈmaɪkrəʊmænɪdʒ/
milestone (n)	/ˈmaɪlstəʊn/
postpone (v)	/pəˈspəʊn/
scope (n)	/skəʊp/
worst-case scenario	/wɜːst keɪs səˈnɑːriəʊ/

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2023

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 412395 2

First published in 2023

No copying or file sharing

This digital publication is protected by international copyright laws.
No part of this digital publication may be reproduced, modified, adapted,
stored in a retrieval system, or transmitted, in any form or by any means,
to any other person or company without the prior permission in writing
of Oxford University Press, or as expressly permitted by law. Enquiries
concerning reproduction outside the scope of the above should be sent to
the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents
of this publication under any other branding or as part of any other product.
You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims all and any responsibility for the content
of such websites

ACKNOWLEDGEMENTS

Cover images by: Getty Images (Beatriz Vera/EyeEm, golf was here, xia yuan); Shutterstock (Vixit)

The publisher would like to thank the following for the permission to reproduce photographs: 123rf (belchonock, marcouliana); Alamy Stock Photo (Andriy Popov, ClassicStock, Fraser Gray, GRANGER – Historical Picture Archvie, Hero Images Inc., Ingram, INTERFOTO , jack perks, Janine Wiedel Photolibrary, Kumar Sriskandan, Mike Goldwater, Oleksiy Maksymenko, Trinity Mirror/ Mirrorpix, zixia, ZUMA Press Inc); Getty Images (Jamie Squire, Janette Beckman, Naomi Baker, Stan Honda); Shutterstock (ABCDstock, Africa Studio, Alberto Zornetta, AlessandroBiascioli, AnnaStills, Arieliona, Arsgera, BearFotos, Beatrice Sirinuntananon, Benny Marty, Benoit Daoust, Brian Maudsley, ChastityQ, Craig Lambert Photography, Daniskim, Dave Coulson Photography, Dean Drobot, Dmytro Zinkevych, Drazen Zigic, Emilio100, Eric Isselee, fizkes, FocusDzign, guruXOX, Hananeko_Studio, Hazel Plater, Ian Francis, Ink Drop, Jimmie48 Photography, JoeSAPhotos, karelnoppe, KeyStock, kingfisher, Kjersti Joergensen, KOMKRIB, Krakenimages.com, LMWH, Locomotive74, Mangostar, Margarita Young, McCarony, mentatdgt, Monkey Business Images, Moviestore/Rex Features, nattanan726, NDAB Creativity, nito, Paramount/Warner Brothers/Kobal/Rex Features, Photographee.eu, photomaster, Prostock-studio, Rex Features, Richard Whitcombe, Roman Babakin, Sabelnikova Olga, saiko3p, sakkmesterke, Santi S, Spotlight Images Agency, Stanislav Fosenbauer, Stefan Pircher, tilialucida, Universal/Uip/Kobal/Rex Features, Victor Tyakht, Vitalii Vodolazskyi, Warner Bros/Kobal/Rex Features); WFP (Claire Nevill).

Commissioned photography by: MTJ Media pp.8, 18, 30, 40, 52, 62, 74, 84.

Videos filmed and produced by: MTJ Media.

Additional material (Exam skills and How to learn vocabulary) written by: Helen Wendholt, Helen Kidd and Helen Halliwell.

The publisher would also like to thank the following reviewers for their helpful comments: Anita Prol-Pato, Maria Fernanda Puertas, José Luis Rivero Amaya, Mehmet Şeker and Eduardo Entzana Valdez.

Text sources: p.13 https://mindfulnessinschools.org/; p.31 'How to negotiate with your kids' by Mary (Molly) Kern and Terri R. Kurtzberg, May 2020, www.hbr.org; p.54 Ex. 3 audio uses data from 'The Celluloid Ceiling in a Pandemic Year: Employment of Women on the Top U.S. Films of 2021' by Dr. Martha M. Lauzen; 'Women in STEM Week 2021: How we're empowering the next generation', The Education Hub, https://educationhub.blog.gov.uk/; p.65 Global Humanitarian Overview 2021, www.unocha.org; p.65 information from www.amnesty.org.uk and www.rescue-uk.org; p.67 'Save the Seal!' by Robert L. Pitman and John W. Durban, *Natural History Magazine*; www.psychologytoday.com; p.69 info from WFP World Food Programme, www.wfp.org; p.78 statistic from 'The US VC Female Founders Dashboard', (February 2019), www.Pitchbook.com;