OXFORD



LIFE VISION

Workbook

B1+

Intermediate Plus

Neil Wood

OXFORD
UNIVERSITY PRESS

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Use articles to talk about sport and fitness.

GRAMMAR BOOSTER SB P128



1 Match sentences 1–8 to rules A–F.

1 This bike is the most expensive one I've ever owned. ___
2 Exercise is as important as diet for good health. ___
3 Abe listens to music while he's cycling to school. ___
4 Ellie spent ages looking online for a new exercise class. ___
5 The government has just published some new safety rules. ___
6 My cousin is an engineer, and a football referee in her free time. ___
7 I love going to the cinema. It's so much better than watching films online. ___
8 When Kaheem visits a new city, he always goes for a run to help him get to know the place. ___

A We use *a / an* when we talk about something for the first time and *the* when we mention it again.
B We use *a / an* to say what someone's job is.
C We use no article when we talk generally about something.
D We use *the* when it is clear what we are talking about or when there is only one of something.
E We use *the* with superlatives.
F Some set phrases do not have rules. We say *go to school / work / hospital*; *go to the cinema / gym / shops*; *in the morning / evening*; *listen to the radio / watch the news*.

2 Choose the correct alternative.

1 Eva plays for **a** / – local football team. – / **The** team won the championship last season.
2 My dad is **a** / **the** teacher and my mum is **the** / – manager of our local sports centre.
3 Senyo doesn't enjoy playing **–** / **the** sport. He prefers to be **a** / – spectator.
4 I watched – / **the** news on TV last night and it had **a** / **the** report about GoodGym.
5 Do you prefer to do **an** / – exercise in **the** / – morning or after you come home from **the** / – school?
6 **A** / **The** best way to stay healthy is to take – / **the** regular exercise.

3 Complete the dialogue with *a / an*, *the* or – (no article).

A Are you watching sports on [1]_____ internet again?
B No, I'm just downloading [2]_____ new app.
A What's it for?
B I've decided to start [3]_____ running. I've found [4]_____ app that helps you get up off your sofa and become [5]_____ runner. [6]_____ app is called 'Couch to 5K'.
A How does it work?
B Well, you do three training sessions every week, and you can complete [7]_____ 5km race after just nine weeks. There's [8]_____ virtual coach that helps you with your workout. It makes [9]_____ training really easy, apparently.
A What [10]_____ information does it record?
B It records data to help you analyse [11]_____ progress of your running – for example, how far you run in each workout, and your time. You can also share [12]_____ data with other runners.

4 Match the words below to the definitions.

coach compete court referee
spectator track train

1 someone who makes sure players obey the rules in a sports game _____
2 the place where you run or cycle in a race _____
3 to practise in order to prepare for a sports event _____
4 the place where you play basketball, tennis or volleyball _____
5 to take part in a sport and try to win _____
6 someone who watches a sport _____
7 someone who instructs and advises a sportsperson or team _____

5 Complete the sentences with the words below.

athlete get fit opponent points race
scores takes part in works out

1 The rules are simple: if you get more _____ than anyone else, you win the game.
2 Carlo _____ at the gym every evening after school – that's why he's so fit.
3 Your _____ in this game is a very good player – it will be hard to defeat her.
4 Until 2020, the Dubai World Cup was the world's most expensive horse _____.
5 There's no quick solution – if you want to _____, you have to do more exercise.
6 The winner of the Golden Boot is the player who _____ the most goals in the competition.
7 My aunt competed in the marathon in the 2004 Olympics – she was a really good _____.
8 Yasmin's a very keen tennis player – she _____ at least one competition a month.

6 Complete the questions with *a / an*, *the* or – (no article). Then write an answer for each question.

1 Which _____ sports do you enjoy watching?
_____
2 Do you have _____ favourite way to keep fit?
_____
3 What is _____ most popular sport in your country?
_____

1 Match the sentence halves to complete the collocations.

1 The best way to **explore** ___
2 Do you prefer to **stay** ___
3 If you want to **meet** ___
4 In 1911, Roald Amundsen **set off on** ___
5 Do you want to **go** ___
6 There are lots of hotels, so don't **book** ___
7 Taking tango lessons is a great way to **experience** ___
8 Do you prefer to **see** ___
9 Make sure that you **book** ___
10 When I finish university, I plan to **go** ___

A **a journey** to the South Pole.
B **the culture** in Buenos Aires.
C **your accommodation** in advance.
D **abroad** and work as an English teacher.
E **the local area** is on foot or by bicycle.
F **the sights** on your own or take a guided tour?
G **local people**, it helps to learn the language.
H **tickets** for the tour – it's very popular.
I **in a hotel** or with a local family?
J **backpacking** before you start university?

2 Match the quotes to two of the collocations in Ex 1.

1 'We decided to stay in Barcelona for a few days to learn more about the town and its surroundings. One day, we took a tour of all the city's amazing street art and graffiti.'
_____ _____

2 'We used a travel website to reserve a hotel room. We also went online and bought seats on a river boat tour.'
_____ _____

3 'When I finished university in the UK, I travelled to France to work there for the summer. After a few months, I decided to buy a motorcycle and ride across Europe to Istanbul.'
_____ _____

4 'When I travel, I like to just take a small rucksack, and I use local transport. Usually, the other passengers are really friendly and happy to talk to you.' _____ _____

5 'Lucky Jack – his dad took him on a business trip to Los Angeles. They visited places like Universal Studios and the Hollywood sign. And Jack had his own room in five-star accommodation.'
_____ _____

3 Choose the correct alternative.

1 These days **all** / **most** people book their tickets and accommodation online.
2 In the summer, we usually go abroad for **both** / **several** weeks.
3 How **many** / **any** times have you been backpacking?
4 It's a very quiet place – **little** / **not many** people go there.
5 Aaron spends **all** / **every** his free time working as a local tour guide.
6 We love visiting London – **each** / **most** time we go there we find new areas to explore.
7 Fatima's dad goes abroad on business all the time, but he has **not many** / **little** opportunity to see the sights.
8 **Some** / **Any** of my friends work during the holidays, but a lot of them go travelling.
9 I'm glad you had a good holiday – did you meet **any** / **every** interesting people?
10 Most visitors to our town stay on the beach, but **little** / **a few** want to experience the local culture.

4 Complete the blog post with the words and phrases below.

a few all any backpacking book both each experience explore meet most set off several sights stay

TRAVEL BLOG



NEW POST

Hey everyone,

I've just got back from the most amazing holiday – I [1]went _____ for three months with my best friend Keira. We visited [2]_____ of the countries in South-East Asia: Thailand, Cambodia, Vietnam and Laos. We didn't bother to [3]_____ our accommodation in advance – we just bought flights to Bangkok and [4]_____ on our journey from there. We mostly travelled on local trains and buses, which was a great way to [5]_____ people. [6]_____ time we arrived in a city or town, we found a cheap guest house to [7]_____ in. [8]_____ places were pretty basic, especially the more remote ones, but they were [9]_____ incredibly clean. Then we went out to [10]_____ the local area. Everyone we met was really welcoming, and [11]_____ times we were invited to stay in people's homes. Keira and I [12]_____ wanted to [13]_____ the culture of the places we visited. In Luang Prabang in Laos, we met a Buddhist monk who became our tour guide for the day – we wanted to see the [14]_____ and he wanted to practise his English. Perfect! We didn't have [15]_____ problems travelling around – we felt very safe and I wouldn't hesitate to do it again. Let me see ... maybe South America next time!

5 Complete the sentences so they are true for you.

1 When I visit a new town, I like to _____ _____.
2 When you're travelling, the best way to _____ is _____.
3 On my last holiday, I _____ _____.

Use conditionals to talk about future technology.

GRAMMAR BOOSTER SB P130

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

1 A computer _____ is a group of devices which work together to process and store information.
A screen **B** program **C** system

2 Something you open on a computer to start an operation or write a document is a _____.
A update **B** window **C** software

3 A printer, a monitor and a hard drive are all examples of computer _____.
A hardware **B** software **C** networks

4 A(n) _____ is a set of instructions which tells a computer what to do.
A update **B** program **C** network

5 Computers, tablets and phones all have a _____ you can look at and touch.
A screen **B** hardware **C** network

6 Computers need regular _____ to continue working properly.
A programs **B** software **C** updates

7 _____ is the programs and other information that allow a computer to operate.
A Hardware **B** Network **C** Software

8 A(n) _____ is a number of computers connected together.
A network **B** program **C** update

2 Choose the correct alternative.

1 If you **had** / **have** a 3D printer, you can produce many things yourself.
2 If they don't turn on their microphones, we **won't** / **wouldn't** be able to hear them.
3 Emily says if she **had** / **have** more time, she would learn how to program.
4 If you **get** / **will get** regular updates, your computer will work better.
5 If computers didn't exist, many things **will** / **would** take longer to do.
6 If Dan doesn't get a new computer, how **will** / **would** he study for his exams?
7 If people **don't use** / **didn't use** antivirus software, their computers aren't protected from dangerous programs.
8 If someone **knows** / **knew** what they are doing, writing basic software is quite easy.
9 If you had a nanofactory, what **will** / **would** you make with it?

3 Complete the rules with *first*, *second* or *zero*. Then match the rules to the sentences in Ex 2.

1 We use the _____ conditional to talk about unreal or hypothetical events in the present or future and their results. ___ ___ ___
2 We use the _____ conditional to talk about facts or things that are generally true. ___ ___ ___
3 We use the _____ conditional to talk about possible future events and their results. ___ ___ ___

4 Write a sentence beginning with *If* that has the same meaning as the first sentence(s).

1 I'm a good driver, so I'm not worried about passing my driving test.
_____
2 Ben hopes to do well in his maths exam – he wants to study computer science at university.
_____
3 Updating your antivirus software every year makes your computer more secure.
_____
4 She can't find a part-time job, so she can't save money to buy a new laptop.
_____
5 I hope I see Maya today – then I can invite her to my party this weekend.
_____
6 Do you want to predict the future of technology? Then you need to look at the present.
_____

5 Complete the dialogues between a student (A) and an IT assistant (B). Use words from Ex 1 and the correct form of the verbs in brackets.

Dialogue 1

A I have to study online next term. All my courses are on the university's [1]_____, but it's sometimes difficult to connect to them.
B I understand the problem. If large numbers of people [2]_____ (study) online or [3]_____ (work) from home, it [4]_____ (increase) pressure on the system.
A So, if the system can't support the increase in users this term, it [5]_____ (slow) down in the future. Is that right?
B Yes, that's correct.

Dialogue 2

A My computer is working very slowly. I'm worried I might have a virus.
B If you had a virus, that [6]_____ (be) quite serious. Most computers have [7]_____ to protect them from viruses. However, you need to check that you are getting regular [8]_____ to stay protected.
A How do I do that?
B If you [9]_____ (click) on 'Settings', that will open a new [10]_____. Then click on the link called 'Security'.

Dialogue 3

A I'm looking at my laptop and the [11]_____ has turned blue. There's a message saying there's a serious problem.
B OK. If you see this message, it usually [12]_____ (mean) there's a problem with the computer equipment. In other words, it's a problem with the [13]_____.
A Can you help me with that?
B Sure. You probably have too many [14]_____ running at the same time. If you close all of them, your laptop [15]_____ (work) better when you start it again.

1 Match the quotes to the words below.

baking decorating cakes drawing
gardening painting playing bingo
sculpture sewing stamp collecting

1 'You can create some beautiful pictures using just a pencil and paper.' _____
2 'Issie makes all her own clothes by hand – she doesn't use a machine.' _____
3 'Freddie loves making bread, cakes and biscuits – his family are really happy too.' _____
4 'I take these off letters that people send me from around the world and stick them in a book.' _____
5 'You have numbers on a card. The first person to cross out all their numbers wins.' _____
6 'Harry enjoys growing flowers as well as fruit and vegetables.' _____
7 'I use a brush to make pictures with strong colours – they express how I feel.' _____
8 'Tamsin is learning to make models of people using all sorts of different materials.' _____
9 'He uses sweets and sugar to make the things he bakes look beautiful as well as good to eat!' _____

2 Complete the dialogue with words from Ex 1.

Chidi I'm thinking of taking up a new hobby.
Kate I thought you were keen on [1]_____? You've got books full of beautiful ones from all over the world!
Chidi I'm bored with that now. What does the local college website say?
Kate They run art classes at weekends. You can do drawing and [2]_____, or there are [3]_____ classes where you can make things from wood or metal.
Chidi I'd prefer to do something more … useful.
Kate OK, they do lots of cooking classes. [4]_____ is popular – why don't you learn to make bread? There's a class in [5]_____ cakes too, but you'd still have to make them. Oh look, there's a [6]_____ class – you could make your own clothes!
Chidi OK, but I want to do something outdoors …
Kate There are quite a few [7]_____ courses – learning how to grow vegetables and flowers …
Chidi I don't know … It doesn't sound very exciting.
Kate Well, if you want excitement, you could always try [8]_____. My grandmother goes every week and she often wins a prize.

3 Complete the sentences with the comparative or superlative form of the words in brackets.

1 I'm sure Chinese is a _____ (hard) language to learn than English.
2 No one is smarter than Alisha – she's _____ (clever) person I know.
3 If you speak English well, you can communicate _____ (easy) with people from other countries.
4 I'm really disappointed with this sculpture class – it's _____ (interesting) than I expected.
5 None of my friends are good at art, but Ryan is _____ (artistic) of all of us.
6 Everyone complained when the sewing class was cancelled, but Mia objected _____ (strong).
7 Could you talk _____ (loud) please? I can't hear the TV.
8 I love baking – it's one of _____ (enjoyable) hobbies I've ever done.
9 I know this maths problem is difficult, but if you think _____ (deep) about it, you may solve it!
10 No one in my painting class comes every week, but Syed comes _____ (frequently) – I think he's only been twice in eight weeks.

4 Look at the results of a class survey about hobbies. Complete the summary with the correct form of the words in brackets.

	Girls	Boys
baking	𝍸	III
dancing	IIII	III
drama	III	IIII
gardening	𝍸	III
painting	III	IIII
photography	II	𝍸
reading	IIII	I
yoga	IIII	II

Overall, the [1]_____ (popular) activity among boys was photography. For girls, baking and gardening were the [2]_____ (exciting) activities, and photography was the [3]_____ (interesting). The survey shows that girls think baking is [4]_____ (creative) than boys. Also, girls think of gardening [5]_____ (positively) than boys. However, photography is [6]_____ (popular) among girls than boys. Overall, boys think painting is [7]_____ (easy) than girls, although this doesn't mean they are more artistic! Boys also think reading is [8]_____ (enjoyable) than girls – in fact, for boys, reading is the [9]_____ (enjoyable) activity. When it comes to more physical activities, boys do yoga [10]_____ (frequently) than girls, but boys also think dancing is [11]_____ (fun) than yoga. Both boys and girls think drama can be exciting, but it's a little [12]_____ (exciting) for boys than girls.

5 Complete the sentences so they are true for you.

1 I think _____ is more enjoyable than _____ because _____.
2 I find _____ the most difficult subject at school because _____.
3 The most popular hobbies among my friends are _____.

1 From the page to the screen



1 a What can you remember about the vlog? Match the sentence halves to make collocations.

1 It's important to **choose** ___
2 Don't look at the camera – just **say** ___
3 There's a chance for everyone to **play** ___
4 The hardest part is **writing** ___
5 I've always wanted to **direct** ___
6 It's hard for the audience to **follow** ___
7 It's a good idea to **rehearse** ___
8 We need someone who can **design** ___
9 We can't **use** any ___
10 The UK's most famous **film** ___

A **the script**, so we need to spend time on that.
B **special effects** as we don't have the money.
C **a location** that isn't too noisy.
D **a film**, so I'm really excited.
E **the line** and then walk away.
F **the costumes** and decorate the set.
G **studios** are located just outside London.
H **a part**, even a small one.
I **the plot** if the film's too long.
J **your lines** before we start filming.

b 1.01 Watch or listen again and check.

2 Match the quotes to the collocations in Ex 1a.

1 'As an actor, it's important to practise what you have to say.' _____
2 'She's the person in charge – she tells us all what to do.' _____
3 'We created computer images of monsters and dragons.' _____
4 'I enjoy making up stories and deciding what people will say.' _____
5 'My job is finding the best place to shoot the film.' _____
6 'You need to be creative and have an interest in clothes.' _____
7 'The audience must be able to understand what's happening.' _____
8 'I enjoy pretending to be someone who's different from me.' _____

3 Bea is directing a student film for a college project. She is taking part in a podcast interview. Complete the interview with words from this lesson.

Interviewer Have you ever [1]_____ a film before?
Bea No – and I'm really excited!
Interviewer I bet! Did you write the [2]_____ yourself?
Bea Yes, with my friend Alex – he's going to [3]_____ a small part in the film too.
Interviewer Tell us a bit more about the film. Where is it [4]_____?
Bea Somewhere in the UK, at some time in the future. It's about a group of people trying to survive after an environmental disaster. It should be easy to [5]_____ the plot.
Interviewer Are you going to shoot it in a film [6]_____?
Bea No, outdoors. We've chosen several different [7]_____ depending on the scene.
Interviewer What about the disaster scenes? Will you use [8]_____ to create these?
Bea No, we don't have enough money for that. But my friend is going to [9]_____ the costumes – she's studying fashion and her drawings are brilliant.
Interviewer Have you held auditions yet?
Bea Yes! The actors are busy rehearsing their [10]_____ already!

4 REAL ENGLISH Complete the dialogue with the phrases below.

give it a shot playing it safe smashed it
sorted you're kidding, right

A I'm making a film and I want you to be in it.
B Me? [1]_____?
A I'm serious. You were great as Macbeth in the college play – you absolutely [2]_____.
B I don't know … I might be terrible.
A Come on, you're a really good actor. If you want to succeed, stop [3]_____ and take a few risks.
B Well, … OK, I'll [4]_____.
A Great! [5]_____!

5 VOCABULARY BOOSTER Now practise **Film-making** vocabulary on page 104.

Use present tenses to talk about films.

1.2 GRAMMAR

1 Read the sentences. In which sentence is the present simple or continuous used …

A for a habit or routine? ___
B to describe annoying repeated behaviour? ___
C for a timetable / schedule? ___
D for something happening now / around now? ___
E for a fact / permanent situation? ___

1 A TV news team are filming in the street outside our house.
2 I normally check my messages when I wake up in the morning.
3 Over 2 million people work in the US film and TV industry.
4 Milos is always losing his phone and asking to borrow mine.
5 My parents' flight leaves at 17.40 on Friday.

2 Choose the correct alternative. Then match the sentences to functions A–E in Ex 1.

1 Bella **meets** / **is meeting** the director at the moment to discuss her part in the film. ___
2 The next train **doesn't arrive** / **isn't arriving** until 10.30. ___
3 The Venice Film Festival **takes** / **is taking** place in August or September each year. ___
4 Alice drives me crazy – she **always forgets** / **'s always forgetting** her lines! ___
5 People in the film industry **often work** / **are often working** very long days. ___
6 Felix **looks** / **is looking** for a good location for our opening scene. ___
7 I **go** / **'m going** to university on my bike because it's near to my house. ___
8 I'll meet you outside the cinema ten minutes before the film **starts** / **is starting**. ___

3 Are the verbs in **bold** stative (*S*) or dynamic (*D*)?

1 Do you **prefer** to watch films at the cinema or on TV at home? ___
2 That book **looks** interesting. Are you enjoying it? ___
3 Amy's very creative – she **designs** her own clothes. ___
4 We're **working** as film extras to make some extra money. ___
5 Being a set designer **sounds** like an interesting job. ___
6 I'm looking forward to **seeing** the new James Bond film. ___
7 Ciaran **knows** he needs to study hard to get into university. ___
8 Send me a text when you **arrive** at the station. ___



4 Complete the dialogue with the present simple or continuous form of the verbs in brackets.

A So, [1]_____ (you have) a good summer?
B Yes, thanks. A film company [2]_____ (shoot) a TV series on location down on the beach at the moment. I [3]_____ (work) on it as a runner.
A I heard about that. It [4]_____ (sound) like fun.
B Yes, it is. I only started last week, but so far I [5]_____ (really enjoy) it.
A What does a runner do, exactly?
B Lots of things. For example, we [6]_____ (start) at 6.00 a.m. every morning and I [7]_____ (copy) that day's script for the actors. I also [8]_____ (take) orders for coffee and lunch … Right now, I [9]_____ (look for) a special tea for one of the actors. It's quite annoying – she [10]_____ (always ask) for something different.
A Is the job well paid?
B Actually, runners on this show [11]_____ (not get) paid. I [12]_____ (know) it seems unfair, but it's good experience. Like this week, I [13]_____ (help) the assistant director to organise the extras.
A It certainly [14]_____ (seem) like you [15]_____ (have) a good time.
B Yes, and I [16]_____ (learn) a lot too. I have to [17]_____ (get) some experience to work in TV. I [18]_____ (want) to discuss it with the director when the filming [19]_____ (finish) next Friday.
A Good luck! Text me as soon as you [20]_____ (hear) anything.

5 Which of the verbs in brackets in Ex 4 are stative verbs?

6 Imagine you have a summer job working for a film company and you want to work in the film business when you leave school. Complete the sentences with your own ideas.

1 In my job I _____.
2 Every day I / we _____.
3 At the moment, I / we _____.
4 My boss is always _____.
5 I hope _____ when _____.
6 I have to _____ as soon as / when _____.

Identify different speakers in a discussion about blogging.

1 What can you remember about the tips for writing a successful blog? Complete the text with the words and phrases below.

> be original come up with connect with
> create content focus on the positives
> get to the point imagination pay attention

First, try to [1]_____ – it's important to make your blog new and different from everyone else's. Use your [2]_____ to help you to [3]_____ new ideas. It's always easier to write about what you know, so [4]_____ about topics that you care about. Try not to be boring – [5]_____ quickly and don't write too much. When you read people's comments, try to ignore the negative ones and [6]_____. Not everyone will like what you write. But [7]_____ to the readers who do enjoy your blog, and look for ways to [8]_____ your audience, like asking them to suggest ideas for your next post.

2 You are going to listen to a podcast where three people talk about their favourite blogs. Before you listen, match titles 1–3 to photos A–C and decide which blog you would most like to read and why.

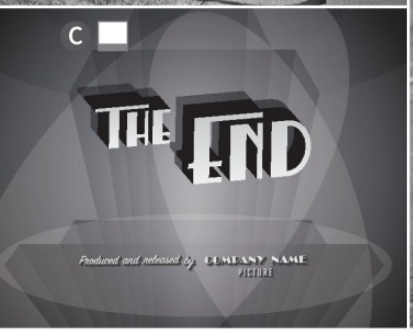
1 FILM BLOG **FILM OF THE WEEK**
Old films, new reviews

2 My Blog
GIVING IT A TRY
Try new things and feel better

3 **RIVER RIDER**
CYCLING THE DANUBE TRAIL







3 1.02 Listen to Part 1 of the podcast and complete the table.

	Title of blog	The reason they like it
Maria	_____	The writer always has _____ to say.
Jas	_____	The writer knows _____ his subject.
Laura	_____	The writer really _____ her readers.

STRATEGY Identifying different speakers

When you listen to a radio show or podcast, you will need to understand which person is speaking to be able to follow a discussion. Pay attention to the accent, the speed and the tone of voice of the different speakers.

4 1.03 Read the strategy above. Then listen to Part 2 of the podcast. Which speaker talks about …

1 writing about what you are interested in? _____
2 telling stories to get your point across? _____
3 concentrating on the positives? _____
4 using your imagination? _____
5 saying things in a new and interesting way? _____
6 being funny to entertain people? _____
7 not writing too much? _____
8 asking readers to communicate with you? _____

5 Read the strategy again. What helped you to identify each of the speakers in Ex 4?

6 1.03 Complete the sentences. Then listen to Part 2 again and check.

1 *River Rider* is not a typical travel blog because Hannah doesn't just talk about the _____ _____ _____.
2 In *River Rider*, Hannah writes about the _____ and _____ of the river.
3 In *Film of the Week*, Raj imagines what a _____ _____ would think of a film made 40 or 50 years ago.
4 Raj wrote a review of the film *Jaws* from the shark's _____ _____ _____.
5 Some new things Laura writes about are _____ _____, cold-water swimming, _____ and _____.
6 Amy often asks her readers to _____ _____ _____ for her to write about.

7 Look back at Ex 2. Did the ideas in the podcast match your ideas? Did anything surprise you?

8 Write a review of a blog or vlog you enjoy reading or watching. Think about …

- what you like about it.
- how the blogger / vlogger connects with their audience.

1 1.04 Listen to eight people talking about different types of writing they enjoy. Match them to the types of writing.

A fairy-tale ___
B horror story ___
C mystery novel ___
D non-fiction ___
E poetry ___
F romantic novel ___
G science fiction novel ___
H thriller ___

2 Match words 1–10 to definitions A–J.

1 blogger ___
2 chapter ___
3 cover ___
4 editor ___
5 journal ___
6 poet ___
7 post ___
8 publisher ___
9 short story ___
10 songwriter ___

A a company that edits, prints and sells books
B the outside of a book or magazine
C a written record of your thoughts and ideas, like a diary
D someone who regularly writes about a subject online
E a piece of fiction that is not as long as a novel
F someone who creates the words to go with pieces of music
G someone who reads and corrects a piece of text
H a section of a book
I someone who uses words to create images, feelings and emotions
J to put a piece of writing online

3 Complete the sentences with the words below.

editor horror journal poet poetry
publisher short story songwriter

1 Shakespeare is best known for his plays, but he also wrote a lot of _____.
2 Some pop stars write their own music, but others use a _____ to do it for them.
3 A successful _____ must fit a lot of information into just a few pages.
4 Many people think *Dracula* is the best _____ story of all time.
5 The most difficult thing for writers can be finding a _____.
6 Even the best writers need a good _____ to help them.
7 *The Divine Comedy* is a long poem written by the Italian _____ Dante Alighieri.
8 In World War 2, the schoolgirl Anne Frank kept a _____ which was published as *Diary of a Young Girl*.

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

My good reads



Introduce yourself, please.

My name's Xanthe and I'm a book [1] _____. I write about the books I've read and [2] _____ the reviews online.

What's your favourite type of writing?

I love a good [3] _____ – something with lots of action and excitement. And it's always nice to find a well-written [4] _____ novel that keeps you guessing about what happened until the very last [5] _____.

Is there anything you don't like?

I'm not a big fan of [6] _____ – stories about an imagined future, space travel and other planets are so boring!

What have you read recently?

A book of stories by Philip Pullman – it's a rewriting of 50 [7] _____ by the brothers Grimm, like *Snow White* and *Cinderella*. And these days I'm reading more [8] _____ too – especially books about history and politics.

Do you have any recommendations?

At the moment, I'm reading *Sweet Sorrow* by David Nicholls. It's basically [9] _____ fiction, a love story about two teenagers, Charlie and Fran. It's both funny and sad, and the writing is beautiful. The picture on the front sums up their story perfectly – sometimes you really can judge a book by its [10] _____!

1	A blogger	B publisher	C songwriter
2	A edit	B post	C write
3	A fairy-tale	B poem	C thriller
4	A diary	B mystery	C poetry
5	A chapter	B cover	C journal
6	A non-fiction	B romantic fiction	C science fiction
7	A fairy-tales	B thrillers	C short stories
8	A poetry	B non-fiction	C science fiction
9	A horror	B mystery	C romantic
10	A chapter	B cover	C publisher

5 Complete the sentences so they are true for you.

1 I really enjoy reading / watching _____.
2 My favourite TV / film adaptation of a book is _____.
3 I'm not a big fan of _____ (e.g. horror films / romantic fiction / thrillers) because _____.
4 My favourite writer / poet / actor is _____ because _____.
5 In my opinion, book covers are usually _____.

6 VOCABULARY BOOSTER Now practise **The written word** vocabulary on page 104.

Use past and perfect tenses to talk about books.

Grammar animation
GRAMMAR BOOSTER SB P133

1 Underline the time expression in the sentences.

1 This time last year they were revising for their exams.
2 Lucy has been working as a waitress since January.
3 Yesterday, I wrote my very first blog post.
4 When I arrived, my friends had already finished their drinks.
5 She has watched this thriller at least ten times.
6 I recognised your brother as soon as I saw him.
7 Darius has been researching his school project all evening – he's really tired now.

2 Which sentences in Ex 1 talk about …

A a finished event that happened at a known time in the past? ___ ___
B an activity in progress at a certain time in the past? ___
C a finished event that happened at some time in the past? ___
D an action that started recently and is still in progress now? ___
E an action that is finished but has a result we can see now? ___
F a finished event that happened before another event in the past? ___

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

accept have leave live meet not finish read send text try wait

1 Sara _____ me three times already this morning.
2 I can't upload this video – I _____ to do it all evening.
3 At 7.30 a.m. this morning, we _____ breakfast.
4 I _____ my school project yet.
5 Senyo _____ in the US when he _____ his friend Kyle.
6 As soon as she _____ my message, she _____ the house to meet me.
7 She _____ her manuscript to ten publishers before one _____ it.
8 I _____ outside in the snow for ages – I'm freezing!

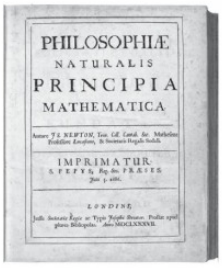
4 Complete the texts with the correct past or perfect form of the verbs in brackets. More than one answer may be possible.

A



The other day, I heard the writer Robert Macfarlane on the radio. He [1]_____ (talk) about his book, *The Lost Words*, a collection of poems by Macfarlane and beautiful paintings of animals and plants by the artist Jackie Morris. How [2]_____ (come) up with the idea for the book? Well, it was when they [3]_____ (find) out that a well-known children's dictionary [4]_____ (decide) not to include many common names of animals, birds and flowers – replacing them with words like 'attachment', 'blog' and 'chatroom'. They [5]_____ (want) to celebrate nature and preserve some of these lost words. Since it was published in 2017, *The Lost Words* [6]_____ (become) a worldwide bestseller, and many UK schools now have a copy. Recently, Macfarlane and Morris [7]_____ (work) together on a second book.

B



A rare book by the 18th-century scientist Sir Isaac Newton, *Mathematical Principles*, [8]_____ (recently / sell) for £22,000. The owners, a family in Wales, [9]_____ (clean) out their house when they [10]_____ (find) the book on an old bookshelf. They took it to a book expert, Chris Albury, who [11]_____ (confirm) that it was quite valuable. But even he was surprised when a collector in New York paid so much for it – he [12]_____ (expect) it to sell for £15,000 to £20,000. However, in the past other very rich people [13]_____ (pay) much more for rare books, including Bill Gates – in 1994, he [14]_____ (buy) a collection of scientific notes and drawings by Leonardo da Vinci which [15]_____ (cost) almost $31 million.

5 Write questions using the prompts. Then answer the questions using the correct form of the verbs in brackets.

1 How / writer / hear about Macfarlane's book?
_____
(listen)
_____
2 Why / Macfarlane and Morris / decide / write *The Lost Words*?
_____
(want)
_____
3 What / Macfarlane and Morris / do / recently?
_____
(work on)
_____
4 What / happen / a family in Wales / clean out their house?
_____
(find)
_____
5 Why / Chris Albury / surprised?
_____
(not expect)
_____
6 What / some very rich people / do / in the past?
_____
(pay)
_____

6 Answer the questions so they are true for you.

1 What were you doing this time last year?
_____
2 What books have you read recently?
_____
3 What did you do as soon as you got home yesterday?
_____
4 What are your hobbies and how long have you been doing them?
_____
5 When did you meet your best friend?
_____

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

calls experience film (x2) mistakes phone photographs record (x2) shot (x2)

Steven Soderbergh [1]_____ two movies on his iPhone, but he wasn't the first director to make a [2]_____ in this way. Tristan Pope had used his phone to take [3]_____ of people in New York. His movie, *Romance in NYC*, is a [4]_____ of a young couple's day. Jay Alvarez made a film, which is told as a series of phone [5]_____. Using a [6]_____ means you can [7]_____ anywhere, and you can set up a [8]_____ quickly. Many people use their phones to [9]_____ what they are doing and photograph their everyday lives. Film-makers suggest we enjoy the [10]_____, be creative and don't worry about making [11]_____.

2 Before you read the text, think about the questions below.

1 Do you think colour films are more enjoyable than black and white films? Why? / Why not?
2 What films have you seen that have really great special effects?

3 1.05 Read the text quickly. In which paragraph does the writer discuss …

1 the change from silent to 'talking' films? ___
2 how early special effects were used? ___
3 special effects and computer technology? ___
4 the first films ever made? ___
5 the introduction of colour in most films? ___
6 the development of films without sound? ___

4 Are the sentences true (*T*), false (*F*) or not given (*NG*)?

1 Before the 1890s, no one went to the cinema. ___
2 Film editing was introduced in the 1930s. ___
3 Silent films made film companies less money. ___
4 Shooting films in colour wasn't possible until the 1940s. ___
5 Musicals used more special effects than science fiction. ___
6 Digital technology has led to more superhero films being made. ___

STRATEGY Nouns and verbs with the same form

Some words can be both a noun and a verb with a similar meaning, e.g. *photograph*. To help you understand a text better, it's important to be able to identify when a word is a noun or a verb.

5 Read the strategy above. Look at the underlined pairs of words. Which word in each pair is used as a verb and which is used as a noun?

6 Complete the sentences with the correct form of the words below. There are two words you do not need.

call experience film influence mistake phone record shot

1 The opening _____ of that movie is really memorable.
2 The special effects were so realistic that I _____ the characters for real people.
3 She _____ her thoughts on her phone when she is working.
4 This director has been a big _____ on many film-makers.
5 We're _____ a few problems with our broadband at the moment.
6 I'm working right now. I'll give you a _____ when I've finished.

THE HISTORY OF FILM

A The earliest [1]films appeared in the 1890s. They were short, sometimes less than a minute long. They consisted of a single [2]shot and were often a [3]record of a public event or a scene from ordinary life. They were in black and white and had no sound, but they allowed people to [4]experience the magic of the 'movies' for the first time.

B Over the next 30 years, 'silent films' became very popular. In the early 20th century, it became possible to edit film, so different shots could be put together to tell a story. Films increased in length, and by the 1920s, studios in the US were producing over 800 films each year. Comedies starring famous names like Charlie Chaplin and Laurel and Hardy were especially popular, and these would [5]influence many future comedians.

C It soon became possible to [6]record actors' voices, and in 1927, the first full-length film with sound was produced. For the first time, actors had to say their lines, and someone had to write the script. Some silent-film actors found it difficult to make the change, but new actors arrived and became big stars. Soon, almost all films were made with sound.

D Although it had been possible to create colour film since the early 1900s, many films were still [7]shot in black and white until the 1940s. However, as new techniques were developed, more films were made in colour. By the 1950s, colour films were normal, and in the days before television, going to the cinema was a weekly [8]experience enjoyed by millions of people.

E At the same time, the industry was experimenting with new techniques to make their films more exciting, including 3D. Film-makers used special effects in science fiction films, but also to [9]film live action and cartoon characters together, as in the musical Mary Poppins. In the 1970s and 1980s, special effects became more realistic, bringing audiences scary monsters in Jaws, Ghostbusters and Alien.

F In the 21st century, digital technology has had an important [10]influence on special effects in film, allowing film-makers to create characters and scenes that weren't possible in the past. As a result, there has been a big increase in superhero films such as Spider-Man, Avengers and Black Panther. As technology develops, we can only imagine what the future of cinema might bring.





1.7 GLOBAL SKILLS

Explore techniques that help with creativity and brainstorming.

1 What can you remember about the Student's Book lesson? Match the sentence halves to give advice about creative thinking and brainstorming.

1 The more you practise something, ___
2 Write your ideas on a piece of paper ___
3 Genius is 1% talent ___
4 If you're brainstorming in a group, ___
5 Don't criticise ___
6 Try playing with Lego or modelling clay ___
7 The more questions you can ask, ___
8 Quickly write down ten questions you ___

A start off on your own.
B other people's ideas.
C want to find answers to.
D the better you'll become.
E and 99% hard work.
F the more ideas you'll have.
G and share them.
H and see what you can create.

2 A film director is answering questions in an online chat. Read the question and her answer. Which advice from Ex 1 does she mention?

Live Chat

Amalia G

Hi Daria,

I really love your films, especially the characters and the crazy plots. I'd love to be a film-maker too, but I worry I'm not creative enough. How do you come up with your ideas?

Amalia

Daria W

Hi Amalia,

Thanks for your question. You're right that it's really important to be creative, but it's hard work. I don't have all the ideas myself – I work with a team and everyone plays a part in the creative process. Sometimes it's difficult to get started, so I get them to play with Lego or modelling clay – we make all kinds of stuff and talk about it. It helps to start the creative process. Being creative is like anything else – you have to practise or you won't get better at it. So I ask my team to spend some time each day practising being creative, like drawing pictures, making up an 'alternative' life story or thinking of different ways to solve a simple problem. It really does work. Then, when we have an idea for a story, I get everyone to think of questions to ask about the characters. What do we need to know about them? What has happened to them in the past? Why are they doing what they are doing? We listen to everyone's questions, and we never criticise people's ideas. I want people to feel they can share their ideas, so that together we can come up with a great story.

3 Complete the information about brainstorming with the words below.

| criticise | lots of ideas | on their own |

Slide 1

Brainstorming rules

1 If you're brainstorming in a group, give people time to think of ideas _____ before sharing them.
2 Aim to come up with _____ at the start – then you have a better chance of finding a really good idea.
3 Don't _____ other people's ideas or they won't feel confident about sharing them.

| Brainwriting | Quickfire Questions | Round Robin |

Slide 2

Brainstorming techniques

4 _____: each person quickly writes down ten questions about a person or subject.
5 _____: each person writes an idea on a piece of paper; these are collected in and then given out again so each person has someone else's paper – each person adds another idea or a comment.
6 _____: go round the table once – each person tells the group one idea; go round the table again – the next person adds another idea or comments on the previous idea (or both!).

4 1.06 Listen to a group of film students discussing ideas for a short film project as part of their course. Which of the things on the slides in Ex 3 happen during the discussion?

5 1.06 Listen again and choose the correct answer: A or B.

1 Amalia asks the group to spend five minutes …
A brainstorming questions together.
B writing down questions individually.
2 Tonya starts by …
A asking two questions.
B recording her ideas.
3 Amalia interrupts Otto because …
A he interrupted her.
B he criticised someone's idea.
4 Amalia asks the group to develop the story by …
A suggesting as many ideas as possible.
B suggesting one idea at a time.
5 Tonya responds to James's idea …
A positively, and adds another idea.
B negatively, and criticises his idea.

6 MEDIATION Your friend wants to set up a drama improv group and needs some ideas on how to get the group going in the first session. Use the information from this lesson to write three pieces of advice for your friend.

7 Choose one of the situations below. Brainstorm your ideas about how and why the situation happened. Choose one of the brainstorming techniques from this lesson to use. Then write a short story about the situation.

1 'We were driving past the beach and there was a car in the sea. A family of four people were sitting on the roof.'
2 'We arrived at the party – it was very formal and everyone was dressed smartly. But there was one guy wearing a gorilla suit.'

1 You are going to read a script of three students who are discussing ideas for a short film about teenage life in their town. Before you read, think about the questions below.

1 What TV or film documentaries have you watched? Did you enjoy them? Why?
2 When you watch a drama, how do you decide whether or not the story is true?
3 Why do film-makers sometimes use drama to tell a true story?

2 Read the script and answer the questions.



Ava [1]As far as I'm concerned, it would be better to make a drama than a documentary. We can choose what information to include and focus on what's most important. And we'll have complete control.
A ___

Sean [2]Personally, I much prefer the idea of making a documentary. [3]When you think about it, it's more convincing to have real people talking about their lives. Also, a documentary will be easier to film.
B ___

Beth [4]Good point. With a documentary, we won't have to write a script or invent a plot. And we won't need to find actors or look for locations. We can just go into town with a camera and start shooting! [5]Also, in my experience, people will learn a lot more from a documentary than from a drama.

Ava C ___ [6]I'd take a different view on that. I think you can learn more from a drama because you get involved in the story and care about the characters. Also, because you have a script you can control the message you want to communicate. And if you aren't happy with a shot, you can film it again. You can't do that with a documentary.

Beth [7]I'm not sure I agree. You can film again in a documentary. And you can edit the footage, so you do have control. I think both dramas and documentaries can be educational. But [8]all things considered, I'd prefer to make a documentary for this project. The problem with a drama is people know they're watching something that's fictional.
D ___

Sean Yes. [9]I couldn't agree more. We want people watching our film to know that it's real, not made up.

Ava E ___ Are you sure that a documentary is real? Beth has just said you can change things by editing them.

Sean Yes, but it's still real, isn't it? It isn't fiction.

Ava Well, [10]I'm not sure I agree.

1 Why does Ava say a drama is better than a documentary?
2 Does Sean agree with Ava? What reason does he give?
3 What does Beth think based on personal experience?
4 Why does Ava disagree with her?
5 What does Beth say is 'the problem with drama'?
6 What does Sean say to support Beth?
7 Does Ava agree with Sean? What reason does she give?

3 Match the underlined expressions 1–10 to functions A–C.

A Agreeing and disagreeing ___ ___ ___ ___ ___
B Expressing a preference / an opinion ___ ___ ___
C Giving a reason / explaining an answer ___ ___

STRATEGY Interacting

In a discussion, it's useful to know how to keep the conversation going and ensure that all participants get the chance to speak. Learning a number of phrases to help you to do this will give you time to think what you want to say next.

4 1.07 Read the strategy above. Then listen and match interacting expressions 1–5 to gaps A–E in the script.

1 Hang on a moment. ___
2 Don't you think that's really important? ___
3 What does everyone else think? ___
4 Would you agree with that? ___
5 Can I stop you there? ___

PRONUNCIATION Sentence stress

In English, we usually stress the important words in a sentence such as the main verbs, nouns and adjectives. When we're expressing an opinion about something, we often stress the words that confirm it is ours.

5 1.08 Read the Pronunciation box. Underline the words you think are stressed in the sentences. Then listen and check.

1 Personally, I prefer watching films to reading a book.
2 Good point – I'm with you on that.
3 Can I stop you there? I'm not sure I agree.
4 I'd take a different view on that.
5 In my opinion, books help you to learn new words.

6 Plan a similar script to Ex 2.

1 Choose one of the topics in the Student's Book, Ex 7 or use your own ideas. For example,
- 'A movie has to be expensive to be popular.'
- 'It's important to watch movies in their original language.'
- 'Playing video games makes people lazy.'

2 Think of different opinions about the topic. Make notes. Decide which phrases for having a discussion and interacting you will use. Try to use at least one phrase for each function.

7 Write your script. When you have finished, check that you have …

- expressed a range of opinions.
- used a variety of phrases from this lesson.

Use a variety of vocabulary to write a review.

1 When you read a review of a book, film or game, which of the following might the reviewer include? Which information do you think is most / least important?

A their thoughts and feelings
B a description of the cover
C general information, e.g. the publisher
D whether they would recommend it
E what other people thought about it
F details about the plot and characters

2 Read a review from Xanthe's book blog. Which of the things in Ex 1 does she include?

BOOK BLOG

New post today by Xanthe

A One of the most **original** books I've read recently is *The Old Man and the Sea*, by the US writer Ernest Hemingway. It was first published in 1952 and won the Pulitzer Prize for fiction. It has sold millions of copies worldwide and has been made into a film three times.



B The book is set in Cuba. It tells the **moving** story of Santiago, an old fisherman who hasn't caught a fish for many weeks. One day, Santiago goes out on his boat alone and catches a huge marlin. He fights the fish for two days before killing it and tying it to his boat. On the way home, sharks attack the boat. When he arrives, only bones are left, but everyone sees he has caught a great fish.

C The main character in the story is Santiago. He is **brave** and **experienced**, and very **determined**. The marlin, which represents the sea, is **strong** and **aggressive**, but the old man respects it. At one point, he calls it 'brother'. The **respectful** relationship between them is the most important part of the book.



D I loved this book. The story is **simple**, but the writing is **beautiful** and the book is really **entertaining**. You learn a lot about courage and strength – it really makes you think. My only criticism is that it is too short!

E All in all, I'd definitely recommend it. Try to read it all in one go – it's more **enjoyable** that way. You certainly won't regret it.

3 Read the review again and number the things in the order Xanthe does them.

A gives her opinion about the book ___
B describes the main characters ___
C talks about the book's author and background ___
D gives her recommendation ___
E describes the story ___

4 Complete the extracts from different reviews with the phrases below. Which points from Ex 1 do they describe?

a very enjoyable definitely recommend for everyone
has sold main characters makes you think
only criticism really loved relationship between
set in tells the story of was first released
you certainly won't regret it

1 This film is _____ Mumbai and _____ a poor boy from the streets who becomes a millionaire.
2 This game isn't _____, but I'd _____ it – my _____ is the cost of some in-game purchases.
3 This game _____ in 2011, and it _____ more than 200 million copies.
4 The _____ in the film are a father and son, and the _____ them is very moving.
5 I _____ this book, not only because it's _____ read, but also because it really _____.
6 If you decide to read this book, _____.

STRATEGY Using varied vocabulary

When you are writing a review, it is important to use a variety of vocabulary to make your writing more interesting. Use descriptive adjectives to talk about the plot, the characters and how you feel about the book.

5 Read the strategy above. Look at the adjectives in **bold** in the text. Which ones describe …

A the book / plot / story?
B the characters?

6 Which group of adjectives is a reviewer more likely to use to describe a) a book / plot / story and b) the characters?

1 attractive, clever, cold, exciting, friendly, interesting, sensible, strange
2 boring, clever, confusing, difficult, exciting, interesting, strange, surprising

7 You are going to write a review of a book, TV show, film or video game. First, make notes about the title, the author / director / creator and any background information.

8 Plan your work.

- Use the information in Ex 3 to organise your ideas into five paragraphs labelled A–E.
- Decide which useful phrases and descriptive adjectives to use.

9 Write your review.

10 **CHECK YOUR WORK** Did you …

- follow the paragraph structure?
- include phrases from this lesson?
- use a variety of vocabulary?
- include a recommendation?

Grammar

1 Choose the correct alternative.

1 Have you read the review of the new Avengers movie? – it **sounds** / **is sounding** really exciting.
2 My friend recommended this novel, but it's badly written and I **don't enjoy** / **am not enjoying** it.
3 A lot of people **believe** / **are believing** that acting is a dream job.
4 **Are you understanding** / **Do you understand** what it's about? Because I don't!
5 Arun **writes** / **is writing** a blog post about his experience as a film extra.
6 I just texted Beata – she **isn't working** / **doesn't work** at the moment, so she'll come and meet us.

2 Complete the sentences with the correct form of the verbs in brackets.

1 This time last year, we _____ (study) for our final exams.
2 Sevil _____ (write) poems and short stories since she was seven – she writes every day after school.
3 As soon as Sally _____ (meet) Harry, she _____ (know) they would always be friends.
4 Before my parents _____ (take) me to see *Avatar*, I _____ (not watch) many science fiction movies.
5 Katy and Megan _____ (know) each other since they _____ (be) at primary school.
6 While we _____ (practise) our lines, the director _____ (decide) to change the script.

Vocabulary

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

1 When you see the red light, look into the camera and _____ your lines.
A play B say C rehearse
2 I enjoyed *The Matrix*, but the plot was quite difficult to _____.
A follow B direct C design
3 When a book is made into a film, someone new usually writes the _____.
A lines B part C script
4 Matias used to work in fashion, but now he designs _____ for historical dramas.
A special effects B locations C costumes
5 Can we rehearse our _____ one more time before filming starts tomorrow?
A script B lines C part
6 New Zealand was _____ as the location for the Lord of the Rings films.
A chosen B designed C followed
7 Seven actors have _____ the part of James Bond since the first film, *Dr No*, in 1964.
A directed B followed C played
8 In *Jurassic Park*, the director used _____ to bring dinosaurs to life.
A live action B special effects C studios

4 Complete the sentences. The first letter of each word has been given.

1 I don't really enjoy reading novels – I prefer to spend time reading n_____-f_____.
2 The film *Gone Girl* is based on a really exciting m_____ novel. It keeps you guessing about what happened until the end.
3 My brother sings, plays the guitar and writes his own material – he's a really good s_____.
4 Writing p_____ is a good way to express and understand your emotions, but it doesn't always have to rhyme.
5 A p_____ edits, produces and sells books.
6 Many Disney movies are based on old f_____, like *Sleeping Beauty* or *Cinderella*.
7 Karim is a b_____ – he posts stories about his life online, and he has over 10,000 followers.
8 *Emma* by Jane Austen is an early example of a r_____ novel.

Cumulative review

5 Complete the second sentence so that it means the same as the first. Use between two and five words including the word in **bold**.

1 An actor's job is to pretend to be someone else in a film or play. **part**
An actor's job is to _____ of someone else in a film or play.
2 We've decided where we are going to shoot our film. **location**
We've _____ for our film.
3 Before filming started, the actors practised what they had to say together. **lines**
Before filming started, the actors _____ together.
4 I loved watching the action on stage as well as listening to the music. **happening**
I loved watching what _____ on stage as well as listening to the music.
5 Do you think it's true that her book sold a million copies? **believe**
_____ that her book sold a million copies?
6 The first special effects were used in 1895. **using**
Film-makers _____ since 1895.
7 Many writers note down their thoughts, ideas and feelings every day. **keep**
Many writers _____ of their thoughts, ideas and feelings every day.

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?
4 What techniques do you think are the most useful for helping creativity and brainstorming?

2 Back to nature





1 a What can you remember about the vlog? Complete the summaries with the words below.

grassland peaceful scenery stream
stretching surrounded valley woodland

Alicia talked about the gorgeous [1]_____ in Bali; she especially wanted to visit the mountains, which in some photos are [2]_____ by [3]_____ lakes. James saw a photo of a [4]_____ in the mountains, [5]_____ into the distance. He wanted to take photos of the [6]_____ covered with flowers, but in the end went to a [7]_____ area by a beautiful mountain [8]_____.

admired cave coast edge of the cliffs
seaside views waterfall

Becky described visiting Vietnam to photograph a famous [9]_____. However, it was the dry season, so they sat on the rocks and [10]_____ the scenery instead. George's family spends summer holidays at the [11]_____. Last year they went to Amalfi on the south [12]_____ of Italy. He described the breathtaking [13]_____, especially the colourful houses on the [14]_____. They also wanted to visit a [15]_____ called the Emerald Grotto.

b 2.01 Watch or listen again and check.

2 Match the sentence halves.

1 From the CN Tower there's a **breathtaking** ___
2 We went swimming in a **peaceful** ___
3 Many European cities have **woodland** ___
4 Let's sit down and **admire** ___
5 The city of Rome is **surrounded** ___
6 Never drink from a **mountain** ___
7 Some of the most **gorgeous** ___
8 Don't stand too close to the **edge of the** ___

A **the landscape** around us.
B **areas** for people to relax in.
C **stream** unless you know the water is clean.
D **lake** with warm, clear water.
E **scenery** in Europe is in the Tatras.
F **view** of the city of Toronto.
G **by** seven hills.
H **cliff** – it's dangerous!

3 Choose the correct alternative.

1 The pampas in Argentina is an area of mostly **grassland** / **woodland** with very few trees.
2 At 8,300 km^2, Titicaca is the largest **lake** / **waterfall** in South America.
3 The Blue Grotto is a **cave** / **valley** on the island of Capri that you can only reach by boat.
4 Nepal has many high mountains with deep **landscapes** / **valleys** in between them.
5 Recife is a city on the north-east **coast** / **seaside** of Brazil.
6 The Sahara Desert in North Africa **stretches** / **surrounds** from the Red Sea in the east to the Atlantic Ocean in the west.
7 The Black Forest is Germany's largest and most beautiful **woodland** / **scenery**, so beautiful in fact that they named a cake after it.
8 Iceland is home to one of the world's largest puffin colonies. Puffins love to build their nests in the rocky **waterfalls** / **cliffs**, such as Látrabjarg in the west.

4 REAL ENGLISH Complete the dialogue with the phrases below.

bucket list dead tired don't see the point
fine by me it's as simple as that miss out on

A I don't think the weather is going to improve. To be honest, I [1]_____ in walking any further. Shall we go down?
B It's a shame to [2]_____ seeing those amazing views. And this mountain has been on my [3]_____ for ages.
A I know, but if the rain continues, we won't see anything, [4]_____.
B I suppose you're right … OK, that's [5]_____.
And actually, I'm [6]_____ after all that walking.

5 Think about an area of your country which is popular with tourists. Write five pieces of advice for someone who is planning to visit it for the first time.

If you want to miss out on the crowds, there's no point in going at the weekend. You should visit in the early morning or late afternoon on a weekday.

6 VOCABULARY BOOSTER Now practise **Landscapes** vocabulary on page 105.

Use future tenses to discuss predictions, plans and schedules.

1 2.02 Listen to dialogues 1–7. Which dialogue is …

A a prediction based on what someone thinks? ___
B a decision made at the time of speaking? ___
C an offer? ___
D a future plan or intention? ___
E a prediction based on what someone sees? ___
F a scheduled or timetabled future event? ___
G a future arrangement? ___

2 2.02 Complete the dialogues with the correct future forms. Then listen again and check.

1 A Look at all people! I didn't think it would be this busy.
B I know. It _____ be hard to find Ed in this crowd.
2 A OK, so what's the plan for this evening?
B Ben and Daisy _____ round for pizza. Then we're all _____ bowling.
3 A Do you think Samira can pass her driving test?
B She's had a lot of lessons, so I think she _____ probably pass this time.
4 A I'm nearly ready. What time is it?
B It's 6.45 p.m. Hurry up – the concert _____ at 7.30.
5 A Where are you?
B In that Italian café opposite the station.
A OK. As soon as my train _____, I _____ come and find you.
6 A I need to revise for my maths test tomorrow.
B Paola and I _____ help you when we _____ supper.
7 A What will you do after you _____ school?
B Well, I _____ take a year off and travel.

3 Correct the mistake in each sentence.

1 I'll meet you at the skatepark once I'm doing my homework.
_____
_____
2 By the time we will arrive home, it will be dark.
_____
_____
3 They won't arrive in time unless they have hurried.
_____
_____
4 When Anya has completed her course, she is looking for a job.
_____
_____
5 As soon as Ollie will finish his workout, he'll meet us for a coffee.
_____
_____
6 I'll just try these shoes on before I have bought them.
_____
_____

4 Write sentences using the correct future form and the words in brackets. Then match them to A–G in Ex 1.

1 Emma isn't answering her phone. (I / send / a WhatsApp message.)
_____
2 We don't need to hurry. (The train / not leave / for 20 minutes.)
_____
3 Look at the queue! (It / take / hours / get / our tickets.)
_____
4 Tariq has trained really hard. (I / certain / he / do well / in the race.)
_____
5 I really enjoy geography. (After / I / leave / school / I / study / it / at university.)
_____
6 Zara can't come to training this evening. (She / meet / friends / revise for / a test.)
_____
7 I'm glad you enjoyed the cake I made. (I / send / the recipe / if you like.)
_____
8 I'm busy working at the moment. (As soon as / I / finish / I / call you back.)
_____

5 Complete the blog post with the correct future form of the verbs in brackets.

Latest blog post +

Hi everyone,

As you know, I [1] _____ (travel) to Nepal next week to join a volunteer programme which helps to protect local wildlife. My flight [2] _____ (leave) on Friday evening and it [3] _____ (not arrive) in Nepal until 7.00 a.m. the next morning. According to my information, we [4] _____ (travel) to our village by truck. The journey [5] _____ (take) about seven hours. The roads are quite rough, so I don't think it [6] _____ (be) very comfortable, but I'm sure I [7] _____ (find) it interesting. I don't know exactly what they want me to do yet – I guess they [8] _____ (tell) me when I arrive. But I've seen the list of projects so I know it [9] _____ (be) exciting. I [10] _____ (try) really hard to keep in touch. I [11] _____ (also / plan) to write in this blog and I hope you all read it. Message me and I [12] _____ (respond) – I promise. Oh, Jim has just texted me to say that I must post lots of photos of the mountains. OK, Jim, I [13] _____ (post) some photos just for you!

Take care everyone. See you at Christmas.

Aaron

Comment

6 Write a sentence about each of the following.

1 your plans for the next school holidays
_____
2 some arrangements you have made for the next few weeks
_____
3 what you intend to do when you have finished school
_____
4 something you predict will happen before you are 30
_____

Anticipate language used in a podcast.

1 What can you remember about living in the wild from the Student's Book?

STRATEGY Anticipating likely language from the topic

Before you listen to a radio programme or a podcast, take a moment to look at its topic or title and think what words or phrases you might hear. This will help you to listen more effectively because you'll know what language you may expect to hear.

2 Read the strategy above. You are going to listen to a podcast where two people talk about what they will do when they have finished school. Before you listen, look at the photos and posts. Which words and phrases below could you use to describe each photo?

admire the landscape breathtaking views
collect wood hiking make a fire mountain streams
outdoor skills remote community
surrounded by nature valley

Photogram

Josh



This is where I'll be in a month's time. Really looking forward to it!

Laura



The gorgeous scenery of California! Can't wait for next week.

3 2.03 Listen to Laura and Josh talking about their plans and check your ideas in Ex 2.

4 2.04 Listen to Laura again and choose the correct answer: A, B or C.

1 Laura and her friends are planning to hike for …
   A less than two weeks.
   B around a month.
   C about six months.
2 They will carry everything they need …
   A except food and water.
   B apart from water.
   C including food and water.
3 Laura says the weather is usually …
   A fine, but it can change.
   B cold, and sometimes snows.
   C hot, which can be dangerous.

5 2.05 Listen to Josh again. Are the sentences true (*T*), false (*F*) or not given (*NG*)?

1 Josh is staying with a small community in a remote town. ___
2 The community lives close to nature and respects the environment. ___
3 There's no electricity, but there is a river to get water from. ___
4 Josh will learn Finnish as well as outdoor skills such as hunting and fishing. ___
5 Josh imagines that when the weather changes life will be easier. ___
6 The hardest thing for Josh is going to be not communicating with relatives back home. ___

6 PRONUNCIATION Read the sentences below. Cross (✗) the sentences where the pair of words in **bold** are NOT homophones.

1 If you stand over **here**, you can **hear** the river. ☐
2 Have you **seen** the movie *Wild*? The final **scene** is very emotional. ☐
3 Josh hated going into town to **buy** food as he was surrounded **by** people. ☐
4 My parents want to buy a house on the **coast**, but beach houses **cost** a lot of money. ☐
5 Omar **threw** a rock and it went **through** someone's window. ☐
6 She's the only **one** in her family who has ever **won** a place at university. ☐
7 Josh made a table from a wooden **board** – he's always busy and never **bored**. ☐
8 Darshna **hates** walking in the mountains because she's afraid of **heights**. ☐

7 MEDIATION A friend is going hiking and wild camping for the first time. Write three pieces of advice about the survival skills they will need, using the information in the listening. Think about …

- protection from the weather.
- essential equipment they will need.
- natural resources, like water and firewood.



1 Match 1–10 to A–J to make collocations.

1	wind ___	A	emissions
2	natural ___	B	panels
3	renewable ___	C	station
4	climate ___	D	problems
5	solar ___	E	change
6	greenhouse gas ___	F	turbines
7	recycle ___	G	resources
8	power ___	H	warming
9	global ___	I	energy
10	environmental ___	J	waste

2 Complete the sentences with collocations from Ex 1.

1 Gas, oil, water and wood are all _____.
2 A _____ is a machine that turns the movement of the air into energy.
3 A place that makes electricity is a _____.
4 Changes in the Earth's weather, for example, wind and rain, is called _____.
5 _____ include the release of CO_2, CH_4 and NO into the atmosphere.
6 _____ catch the heat of the sun and turn it into electricity.
7 Power created from the sun, water or wind is called _____.
8 Deforestation and pollution are two examples of _____.
9 _____ is an increase in the Earth's temperature caused by polluting gases.
10 If you _____, you use glass, paper and plastic again instead of throwing them away.

3 Choose the correct alternative.

1 **Nuclear** / **Solar** / **Wind** energy comes from the energy contained in atoms.
2 Deforestation in the Amazon is an example of humans destroying **environmental problems** / **natural resources** / **renewable energy**.
3 My presentation is about **climate** / **solar** / **wind** change and environmental problems.
4 Some countries are developing **global** / **renewable** / **sustainable** tourism to protect local resources.
5 Reducing air travel could **harm** / **have an impact on** / **pollute** greenhouse gas emissions.
6 Some breathing problems are caused by traffic **polluting** / **recycling** / **warming** the air.

4 Complete the quotes with the phrases below. There is one phrase you do not need.

environmental problem global warming
greenhouse gas emissions natural resources
polluting the atmosphere recycling waste
solar panels sustainable tourism wind turbines

1 '_____ is definitely happening. Summers are hotter and there's less snow in winter.'
2 'Our town is great at _____. A lorry collects our cardboard, plastic and glass every week.'
3 'Carbon dioxide (CO_2) and other _____ are a big part of climate change.'
4 'We get many hours of sun throughout the year, so we use _____ to produce a lot of our electricity.'
5 'Our country has a lot of important _____ like coal, oil and natural gas.'
6 'It's really important to stop vehicles _____ in cities. They cause so many health problems.'
7 'For me, the biggest _____ is climate change. It's the single most important issue facing the planet.'
8 'Uruguay is known for its _____ industry – we try to ensure that visitors have little impact on the natural environment.'

5 Complete the leaflet with words and phrases from the lesson.

There are many [1]_____ for us to be concerned about, and so many things about our lifestyles that [2]_____ the planet.

There are 1.4 billion cars on the planet, all [3]_____ the atmosphere, and most of our electricity is generated by [4]_____ which burn coal or gas. These actions – and more – increase the amount of CO_2 in the atmosphere and add to the problem of [5]_____.

Unless we act now, it will be too late. Here are some things you can do that will [6]_____ on climate change.

1. Planting trees will reduce the effects of [7]_____ in countries like Brazil and Nigeria.
2. Reduce your personal [8]_____ emissions – walk or cycle instead of driving.
3. Think about what [9]_____ you are using, even things like water.
4. Use [10]_____ energy instead of oil and gas.
5. Try to live a more [11]_____ lifestyle – buy fewer things, and look after the things you have.
6. Don't throw things away – [12]_____ is something everyone can do.

6 Complete the sentences with your own ideas.

1 I'm most concerned about _____ because _____.
2 I'm also worried about _____ because _____.
3 I think _____ is / are important because _____.
4 I'm not concerned about _____ because _____.

7 VOCABULARY BOOSTER Now practise **The environment** vocabulary on page 105.

Use the future continuous and future perfect to talk about the future.

Grammar animation
GRAMMAR BOOSTER SB P135

1 Choose the correct alternative.

1 We're going on holiday – this time next week we will **be enjoying** / **have enjoyed** ourselves at the seaside.
2 By the time I'm 30, most of the world's forests will **be disappearing** / **have disappeared**.
3 Our team has an important game next Saturday, so we will **be training** / **have trained** every evening this week.
4 Recycling in our town is improving all the time, so in the future we won't **be throwing** / **have thrown** away so much waste.
5 Renewable energy is important because the world's oil will **be running** / **have run** out by the end of this century.
6 I'm still working on my science project – I won't **be finishing** / **have finished** it by tomorrow.
7 Electric cars are unusual now, but in a few years' time, we will all **be driving** / **have driven** them.
8 By the year 2100, I hope we will **be reducing** / **have reduced** the effects of climate change.
9 In ten years' time, we will **be generating** / **have generated** more electricity from renewable energy than from coal and gas.

2 Which sentences in Ex 1 are talking about …

A an action which will be in progress at a specific time in the future?

___ ___ ___ ___ ___

B an action which will be completed before a certain moment in the future?

___ ___ ___ ___

3 Write sentences using the future perfect or future continuous.

1 At 10.00 a.m. tomorrow, / Mia / travel / to Oxford / for an interview.

_____

2 In the future, / we / recycle / more of our waste.

_____

3 Enzo / qualify / as a doctor / by / this time next year.

_____

4 By 2050, / many more animal species / disappear.

_____

5 In the next few weeks, / I / study / for my exams.

_____

6 By 2030, / we / install / solar panels / on all public buildings.

_____

7 In a year's time, / I / hope / I / study / at university.

_____

8 By this time tomorrow, / I / finish / my presentation on environmental problems.

_____

9 Fifty years from now, / we / live / a more sustainable lifestyle.

_____

10 Not long from now, / people / travel / in self-driving cars.

_____

4 2.06 Read what four young people said about how climate change affects them and their countries. Complete the text with the correct future form of the verbs in brackets. Then listen and check.

Isabella

In Madrid, there are so many cars polluting the air. All my friends are worried about it. This weekend, we [1]_____ (hold) a protest to try and stop cars entering the city. I hope by the end of the protest we [2]_____ (convince) some people not to use their cars.

Angelo

Climate change is causing terrible forest fires in the south-west USA. There were days this summer when I couldn't go to school because of the air pollution. If the situation doesn't change, more kids like me [3]_____ (miss) school regularly. Also, we [4]_____ (lose) a lot of forest.

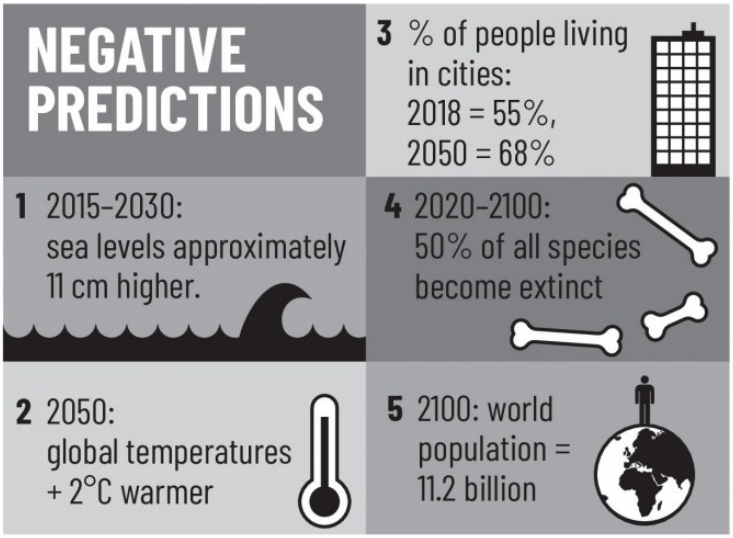
Julia

Kenya has lost nearly half of its forests, so deforestation is a serious problem. We have set up a tree-planting project, and over the next few years, we [5]_____ (plant) thousands of new trees. By 2030, I hope we [6]_____ (replace) many of the trees.

Jan

One third of the Netherlands is already below sea level. Due to climate change, sea levels are rising, and we are getting more frequent heavy storms. In the future, more and more people [7]_____ (live) with the risk of flooding. In the long term, it's possible that the sea [8]_____ (flood) many towns and cities.

5 Use the infographic to write sentences about the future. Use the future perfect and the future continuous.



1 _____
2 _____
3 _____
4 _____
5 _____

6 Write affirmative sentences with the ideas below and appropriate time phrases.

buy electric cars choose to eat less meat
recycle more waste reduce our use of natural resources
use more renewable energy

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

colonies filter greenhouses
mineral orbit spread

1 Jeff Bezos believes space _____ will soon _____ the Earth, solving the problem of overpopulation.
2 One company plans to build a _____ which removes CO_2 from the atmosphere; food producers will use the CO_2 in their _____.
3 Another company plans to use a _____ called olivine – they will _____ it on beaches to absorb CO_2.

STRATEGY Using visuals

Before you read a text, look at the accompanying photos and illustrations. They can help you to find out what the text is going to be about.

2 Read the strategy above. Look at the title of the article, the photos and other information. What information would you expect the article to include?

1 the environmental problems of meat production
2 the benefits of eating meat
3 changing to a more sustainable diet
4 how to feed the world's population in the future
5 alternatives to eating meat
6 how to farm insects

3 2.07 Read the text and check your ideas in Ex 2.

4 Complete the summary in your own words, using information from the article.

Two environmental problems caused by meat production are [1] _____. It's important to find an alternative to current methods of meat production in the future, because by 2050 the population [2] _____. A Swedish–British study suggests that we could improve the situation by eating [3] _____. Some solutions include 'growing' meat in a laboratory, which will create [4] _____, and making 'meat' from vegetable material. A chef in Wales has a different suggestion: we should [5] _____. This makes environmental sense because producing insects for food uses [6] _____ and produces [7] _____. Around 2.5 billion people around the world [8] _____. In the West, [9] _____ may be more likely to try insects as food.

5 Complete the sentences so they are true for you.

1 I eat / don't eat meat because _____.
2 I would / wouldn't consider not eating meat to save the planet because _____.
3 I would / wouldn't like to eat insects because _____.
4 What I eat may change in the future because _____.

A taste of the FUTURE



According to a United Nations report, farming animals for meat, eggs and dairy products such as milk and cheese adds to a number of environmental problems. It is responsible for 14.5% of greenhouse gas emissions – which is more than the total emissions caused by all types of transport, including air travel. Around 70% of all farmland is used for raising animals. Clearing trees to grow food for animals causes deforestation. It's clear that meat production is bad for the environment, and unless something changes, the situation will only get worse. At the same time, scientists predict that the global population will have reached 10 billion by 2050. To feed so many people, we are going to need 70% more land and 120% more water.

How can we make the way we produce and eat food more sustainable, and at the same time continue to feed a growing population? A recent Swedish–British study suggests that eating half the current quantity of meat will reduce greenhouse gas emissions by about 30% by 2050. Eating a plant-based diet with no meat could reduce emissions by 50%.

Meanwhile, scientists are exploring more unusual solutions. One example is meat 'grown' in a laboratory, made from animal cells. Because this doesn't involve live animals, scientists believe it would generate up to 96% fewer greenhouse gas emissions than actual meat production. Another solution is 'meat' made from vegetable material, such as the Impossible Burger, which many people think looks and tastes exactly like real meat.



A restaurant in Wales has a different solution. They serve food, including burgers, cheese and biscuits, all made from insects. And the chef, Andy Holcroft, hopes we will all be eating more insects in the future. It makes sense for the environment. The same amount of land needed to produce a 200g steak can produce 2kg of edible insects. And that steak creates the same amount of greenhouse gases as 20kg of edible insects. In Asia, Africa and Central America, up to 2.5 billion people already eat insects, although in Europe and the US it's much less usual. However, research shows that younger people are more willing to try new foods, especially those that have environmental concerns. Will enough people develop a taste for insects to make a difference in the future? Only time will tell.

edible (*adj*) suitable for eating



2.7 GLOBAL SKILLS

Identify solutions for dealing with a moral dilemma.

1 Complete the questions about dealing with a moral dilemma with the words below.

consequences duty face perspective principles

1 What different options do you have? Are any against your _____?
2 Ask someone for advice – you shouldn't have to _____ the problem alone.
3 Is it possible to approach the dilemma from a different _____?
4 Think about the _____ of different actions – what do you think will happen in each case?
5 Are there any moral rules that apply in this situation? Do you feel you have a _____ to do the right thing?

2 Read the post on an online forum asking for advice. Answer the questions below.

1 What is going to happen in Anna99's town?
2 Why is this a good thing?
3 What does the report say?
4 What is the problem?
5 What is Anna99's dilemma?
6 What would you advise Anna99 to do?

ADVICE FORUM

Anna99 24 Sept

I live in a small town. There aren't many jobs and lots of young people are unemployed. The local council plans to build a new road past the town. Building the road will create many new jobs and attract businesses to the area. It could stop people moving away and save the town's future.

I work part-time at the council office, doing photocopying and general office work. I have seen a report on the environmental impact of the new road. It suggests that building the road will have serious consequences for the environment. It will involve the deforestation of local woodland areas, harm grassland where many animals and birds live, and pollute the air.

The problem is the town council have decided to keep the report secret. They think it's more important to go ahead with the road. I think this is wrong, and I want to tell someone. However, many people in the town need jobs, including my friends and family. If the road isn't built, the town may die. What should I do?

Reply

3 2.08 Listen to three people discussing the post and the advice they would give. Match each speaker to one of the questions below from the Student's Book.

A 'What would be the positive and negative consequences of my choice?' ___
B 'What are the moral rules that apply in this situation?' ___
C 'How would a good person behave in a similar situation?' ___

4 The three friends worked together to write a reply to Anna99. Match the underlined phrases with the phrases below.

a different perspective ___
against your own principles ___
positive and negative consequences ___
problem to face ___ your duty ___

ADVICE FORUM

Replies

3friends 24 Sept

Reply to **Anna99**

This must be a very difficult [1]situation to deal with. Basically, you have two options: to tell someone or to say nothing.

So, firstly, you need to think about the [2]good and bad effects of both options. Which is more important, protecting the environment or helping the town?

Secondly, what do you believe is the right thing to do in this situation? If you act [3]in a way that doesn't fit with your own moral beliefs, you will always feel guilty about it.

Finally, why not talk to someone you trust who can see your dilemma from [4]another point of view?

We hope these ideas are useful and that they help you to do [5]what you know is right. Good luck!

5 Choose one of the dilemmas below and note down possible answers to the three key questions in Ex 3.

ASKING FOR ADVICE

Carl G This morning, I found 50 euros in a street near the school. My sister is saving for a violin, so I texted her and said I would give her half the money. I didn't tell anyone else. Later, one of the teachers told our class that another student had lost some money outside the school gates this morning. Should I say anything? Reply

VickiBlue Yesterday, I was playing online video games at my friend's house. Today, my friend told me he had bought extra in-game features with his father's credit card. My friend told his father it was my idea. My friend says if I give his father the money, he will pay me back. Should I tell his father the truth? Reply

6 Write a reply to the person in the dilemma you chose in Ex 5. Use the phrases below to help you.

- Basically, you have two options …
- So firstly, I advise you to …
- Which is more important: … or … ?
- What do you believe is the right thing to do in this situation?
- Finally, why not … ?
- If you …, it could help you …

1 Look at the photos. What types of energy do they show? What other examples can you think of? What are some of the advantages and disadvantages of these?



2 2.09 Look at the topic for a student debate in Ex 6. Listen to one speaker's opening statement. Is she for or against the topic?

3 2.09 Complete the extracts from the statement with the words and phrases below. Then listen again and check.

absolutely both … and moreover
not only … but also such as

I [1]_____ believe that we need to switch to 100% renewable energy as soon as possible …
Most experts agree that world supplies of [2]_____ oil _____ gas will have run out in about 50 years' time. [3]_____, they will become more expensive to produce … Renewable sources of energy, [4]_____ solar and wind power, are [5]_____ free, _____ unlimited …

as well as clearly obviously
what's more without any doubt

There's [6]_____ a strong environmental argument for switching from fossil fuels … They are the main reason for the increase in global warming, [7]_____ causing high levels of pollution. Unless we act in the next few years, temperatures will, [8]_____, keep rising … [9]_____, it's cleaner and doesn't pollute the air we breathe, so [10]_____ it's better for our health.

also for example furthermore in fact like

There are real economic benefits too. [11]_____, once we have put the technology in place to generate electricity from sources [12]_____ solar and wind power, renewable energy prices won't go up and down like the price of oil. [13]_____, they will be more stable. [14]_____, increased investment in renewables will lead to more jobs in the green energy business and will [15]_____ bring lower prices for customers.

4 Match the words and phrases in Ex 3 to A–D.

A Presenting similar ideas
B Introducing more ideas
C Emphasising your point
D Giving an example

STRATEGY Using linking words

When you're presenting your arguments for a debate, it's important to make clear connections between them. Linking words such as *not only … but also*, *… despite*, *however* will help you to organise ideas and sentences within your speech.

5 Read the strategy above. Then choose the correct alternative.

Dialogue 1

A I [1]**definitely** / **similarly** think we will be flying less in future. I predict that air travel will be [2]**both** / **as well** less popular and more expensive.

B I agree. [3]**Furthermore** / **Such as**, I think that will make people change their behaviour – [4]**clearly** / **for instance**, taking fewer foreign holidays.

Dialogue 2

A I've got solar panels on my roof [5]**as well as** / **not only** a wind turbine in the garden. And [6]**equally** / **what's more**, I recycle all my waste.

B That's [7]**moreover** / **absolutely** brilliant! You're [8]**obviously** / **in fact** determined to fight climate change.

Dialogue 3

A Sonia has stopped eating [9]**not only** / **such as** meat, but also fish and dairy foods, [10]**like** / **in fact** milk, eggs and cheese. And she's stopped buying animal products, [11]**additionally** / **such as** leather shoes.

B I know. She's [12]**both** / **equally** serious about not driving, and walks everywhere!

Dialogue 4

A There are lots of reasons to recycle waste. [13]**Definitely** / **For example**, it reduces our use of natural resources. [14]**In fact** / **Like**, some materials can be recycled more than once.

B That's right. [15]**As well as** / **Additionally**, some companies use recycled materials to make new products. That's [16]**clearly** / **what's more** a good thing for the environment!

6 You are going to write an opening statement disagreeing with the debate statement. Plan your work.

- Make notes about at least two arguments you want to make. Use the notes below to help you.
- Decide which linking words you will use to organise your ideas.

Home New View >>

We should switch to 100% renewable energy as soon as possible

Arguments against switching to 100% renewable energy

– can't generate enough energy for our current needs
– still causes pollution and greenhouse gases
– can be unreliable – depend on sun, wind, etc. to work – more expensive to make and operate

7 Write your statement. When you have finished, check that you have …

- included two or more arguments.
- included linking words and phrases from this lesson.

Use brainstorming for writing an opinion essay.

1 Look at the statement in the essay title. Do you agree? Which of the points below support the essay title? Which contain arguments against it?

- **A** Recycling reduces air pollution and the amount of plastic in the oceans.
- **B** People want to feel they are playing a part in helping to save the planet.
- **C** The biggest problem is waste and pollution created by industry.
- **D** Recycling helps companies to use less energy and create fewer greenhouse gas emissions.
- **E** Not enough people recycle their waste to make a difference.
- **F** If materials are recycled, companies don't need to use so many natural resources.
- **G** Recycling can be expensive and causes pollution.

2 Read the essay quickly. Which arguments in Ex 1 were included?

'Recycling household waste won't save the planet.' Do you agree?

A [1]It goes without saying that our planet faces many serious environmental problems. Obviously, there isn't just one solution, but everyone has a role to play in helping to reduce the impact of human activity on the environment. [2]From my point of view, although recycling alone may not save the planet, it can make a difference.

B [3]First of all, [4]it seems obvious to me that anything that reduces energy use is worth doing. Recycling materials means we will use less energy in making new products made from plastic, metal or glass. This reduces the amount of greenhouse gas emissions, which helps to slow down global warming.

C [5]Secondly, [6]in my opinion recycling can reduce pollution. Burning waste causes dangerous gases that pollute the atmosphere, and throwing it away leads to millions of tonnes of plastic entering the ocean each year. [7]Furthermore, when we recycle waste materials, big companies need to use fewer natural resources to make their products.

D [8]Having said that, the impact of individuals recycling their paper and plastic is actually quite small. Therefore, it is really important that governments take stronger action against pollution and waste.

E [9]All in all, [10]I believe that recycling household waste plays an important part in reducing global warming and pollution. [11]However, we won't be able to save the planet unless governments also do more.

3 Complete the essay plan with notes 1–5.

1. Present your main argument.
2. Sum up the arguments and repeat your opinion.
3. Present opposing argument(s).
4. Present the general situation and your opinion.
5. Present further arguments.

Paragraph A ___
Paragraph B ___
Paragraph C ___
Paragraph D ___
Paragraph E ___

4 Match the underlined words and phrases 1–11 in the essay to functions A–E.

- **A** giving an opinion ___ ___ ___ ___
- **B** presenting a general situation ___
- **C** presenting an argument ___ ___ ___
- **D** introducing a contrasting argument ___ ___
- **E** summing up ___

5 Look at the words and phrases below. Which underlined words and phrases 1–11 in the essay could they replace?

- **A** in my view ___
- **B** to sum up ___
- **C** I'm certain that ___
- **D** additionally ___
- **E** firstly ___
- **F** moreover ___
- **G** on the other hand ___
- **H** it's generally seen that ___
- **I** I'm convinced that ___
- **J** on the whole ___

STRATEGY Brainstorming for writing

Before you start writing an opinion essay, analyse the topic and make a long list of arguments you could discuss. Then, choose three to five arguments which you will include in your essay.

6 Read the strategy above. You are going to write an opinion essay. Choose one of the topics from the Student's Book or one from below. Brainstorm at least four different arguments connected with it.

- Deforestation is a price worth paying to feed people.
- Driving cars and lorries in cities should be banned.
- People should be paid to recycle their waste.

7 Plan your essay and decide what you will write in each paragraph. Use the essay plan in Ex 3 and your notes from Ex 6 to help you. Think about …

1. what information you will give in the introduction, and your opinion on the topic.
2. your first argument supporting your opinion.
3. another argument supporting your opinion.
4. an opposing argument.
5. what you will say in the conclusion.
6. which vocabulary and words / phrases from the Phrasebook you will use.

8 Write your essay.

9 ✓ **CHECK YOUR WORK** Did you …

- follow the plan: introduction, supporting arguments, opposing argument(s) and summing up?
- include relevant vocabulary and phrases?
- check your spelling, grammar and punctuation?

Grammar

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

1 Look at this weather! We _____ very wet unless it stops raining soon.
A get B are going to get C are getting

2 Jess and Talia plan to go travelling as soon as they _____ their last exam.
A are finishing B have finished C will finish

3 I can't speak to you right now, but I _____ you back when I get home.
A call B 'm going to call C 'll call

4 Unless she gets good grades, Ruby _____ go to university.
A won't be able to B isn't able to C isn't being able to

5 You need to hurry if you want to get home tonight – the last bus _____ at 6.30 p.m.
A leaves B is leaving C is going to leave

6 I haven't had my exam results yet, but I will text you as soon as I _____ anything.
A am hearing B will hear C hear

7 Alyssa wants to go to college next year – she _____ her entrance exam on Friday afternoon.
A takes B is taking C will take

2 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

1 Unless we act now, deforestation will _____ (destroy) the Amazon in less than 100 years.
2 At 7.00 a.m. tomorrow morning, Liam will _____ (collect) rubbish on the beach.
3 Scientists predict that by 2070, global temperatures will _____ (rise) by about 1.5 degrees.
4 By the time I'm 25, I hope I'll _____ (earn) lots of money!
5 In a few years' time, it's likely that everyone in Europe will _____ (experience) warmer winters.
6 In the future, stronger environmental rules will _____ (have) an impact on greenhouse gas emissions worldwide.

Vocabulary

3 Choose the correct alternative.

1 It's hard work climbing the hill, but when you reach the top, the views are **breathtaking** / **grassland**.
2 My parents' house in the country is **surrounded** / **landscaped** by open fields full of sheep.
3 There's some gorgeous **scenery** / **coast** in the north of Scotland, especially in the mountains.
4 I always sit next to the train window so I can **admire** / **locate** the landscape.
5 Marie spends summer holidays at the **stream** / **coast**, lying on the beach.
6 The river runs through a **valley** / **waterfall** between two mountains.
7 That house at the edge of the **cliff** / **seaside** must have amazing sea views.

4 Match the sentence halves.

1 Reliable sources of **renewable** ___
2 Some people believe that **climate** ___
3 The best place for **wind** ___
4 Many **environmental** ___
5 Increasing **greenhouse** ___
6 We can all help the planet by **recycling** ___
7 We create our own electricity from **solar** ___
8 Much of Africa is rich in **natural** ___

A **waste**, such as glass and plastic.
B **change** doesn't exist.
C **resources** like oil and metal.
D **problems** are caused by human activity.
E **energy** include the sun and the wind.
F **turbines** is on or near the coast.
G **panels** on the roof
H **gas emissions** is a major problem.

Cumulative review

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

Tomorrow I start work on a new volunteering project. We [1] _____ thousands of trees over the next three years. This is to fight the effects of [2] _____ in other parts of the world. But it's also to slow down [3] _____ by removing as much CO_2 from the atmosphere as possible. People all over the UK [4] _____ in local groups. They are creating new [5] _____ areas near their village or town. Not only will this have a(n) [6] _____ on the climate, but it will also improve the landscape. Imagine how amazing the scenery [7] _____ when all the trees have grown. Obviously, we won't [8] _____ all the time – but we hope that in three years we [9] _____ a million trees. We are helping to create a more [10] _____ future for the planet.

1	A plant	B are planting	C are going to plant
2	A deforestation	B power stations	C tourism
3	A power stations	B recycling waste	C global warming
4	A will have worked	B will be working	C work
5	A grassland	B woodland	C landscape
6	A impact	B pollution	C harm
7	A is looking	B looks	C will look
8	A working	B be working	C have worked
9	A will have planted	B will be planting	C are going to plant
10	A recycling	B climate	C sustainable

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 practice using linking words?
4 What things did you find difficult and easy when you wrote your opinion essay?

Listening

EXAM STRATEGY

When you do a multiple-choice listening task, think of different ways the speakers might express the information in the options. They will often paraphrase it, so listen for the main ideas, not the exact words from the options.

1 Read the strategy above. Then read the questions and options in the exam task in Ex 2. Think of other ways that the speaker might express the same ideas.

2 2.10 For each question 1–6, listen and choose the correct answer: A, B, C or D.



You will hear a scientist called Ray Norman talking on the radio about climate issues.

1 Why is Ray on the programme?
- A To explain why climate change is happening.
- B To give listeners some positive news.
- C To talk about extreme weather around the world.
- D To talk about environmental issues.

2 Ray says that the current situation is being changed by …
- A technology and world leaders.
- B world leaders and young people.
- C young people and scientists.
- D young people and technology.

3 What does Ray say has changed in the last 50 years?
- A More scientists are studying climate change.
- B There is more pollution.
- C More people are aware of climate issues.
- D More children want to become scientists.

4 What does Ray say about people he knows?
- A They are eating less meat than before.
- B They have helped him to try a meat-free diet.
- C They are more careful about supermarket shopping.
- D They eat out more in restaurants.

5 Why does Ray mention renewable energy?
- A He thinks everyone should feel positive about it.
- B He wants to encourage more people to use it.
- C He is worried about how much it costs.
- D He thinks we should avoid using it.

6 Ray says that electric cars …
- A are not used in enough cities yet.
- B are not likely to be expensive to buy.
- C are becoming more popular generally.
- D are creating more traffic in cities.

Use of English

EXAM STRATEGY

When you do a key word transformation task, check that your answers are not only grammatically correct, but match the meaning of the first sentence.

3 Read the strategy above. Then read the example below. Why is the answer incorrect? What is the correct answer?

Her first book was definitely better than this one.
GOOD
This book is definitely not as good as the other one.

4 For each question, 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 We will eat as soon as everyone arrives.
UNTIL
We _____ arrives.

2 He is too young to watch this film.
ENOUGH
He _____ watch this film.

3 In my opinion, the plot was boring.
CONCERNED
As _____, the plot was boring.

4 Personally, I like films more than novels.
PREFER
Personally, _____ novels.

5 Only real horror fans will enjoy this movie!
IF
You will only enjoy this movie _____ real horror fan!

6 I'm seeing the film at the cinema tonight. I don't want to lose the opportunity of seeing it on the big screen.
MISS
I'm seeing the film at the cinema tonight. I don't want to _____ the opportunity of seeing it on the big screen.

Reading

EXAM STRATEGY

When you do a gapped-text task, read the text and think about what sort of information might fill each gap. Then look at the options to see if any of them match your ideas.

5 Read the strategy above. Then quickly read the text in Ex 6. What is the topic of each paragraph? What sort of information might fill each gap?

6 Six sentences have been removed from the article. Choose from sentences A–I the one which fills each gap (1–6). There are three extra sentences which you do not need to use.

The benefits of books

Reading is one of the most popular leisure activities in the world. And despite the digital revolution, people still love books – as many as 1 million are published every year in the US alone. [1]___ First of all, reading is a great way of expanding your knowledge. 'The more that you read, the more things you will know,' said the great US author Dr Seuss.

Dr Seuss clearly knew a lot, as although he is best known for his children's books, he was also a poet, screenwriter and film-maker, among other things! Of course, it isn't only facts that we learn from books. In novels, we come across people, places, situations and cultures that we might never experience in our daily lives. [2]___ Thinking about things from another person's perspective can help us to be more understanding of other people and to improve our relationships with them.

Books can also lift our imagination. The Brazilian writer Paulo Coelho said, 'The book is a film that takes place in the mind of the reader.' Many book lovers would argue that books are in fact better than films, because in a film we only see things through the director's eyes. [3]___ Have you ever read a book, but when you see it as a film, it just isn't the same? The characters, places or events can be very different from how you imagined them. [4]___ They give people the opportunity to share and compare different opinions about the same book.

The effort of focusing on the words we read, and following the plot of a novel, is an excellent mental exercise. The thinking and understanding involved in reading helps to develop our ability to think clearly and improves our brain power. Reading is also a great way to improve communication skills. [5]___ At the same time, we often increase our vocabulary. This can be useful at all ages, not just for children or for someone learning a new language. [6]___ Many of them live alone, and a book can be like a friend that helps to fill the empty hours. There is also evidence that reading regularly helps to reduce memory loss, keeping short-term memory effective for longer.

- **A** We can learn from good writers how to express our own ideas more clearly.
- **B** And authors often make us see things from the point of view of one or more different characters.
- **C** However, we may not be reading as much as we did in the past.
- **D** With a book, on the other hand, different readers often understand things differently.
- **E** There are several reasons why they have so many fans.
- **F** Some people find that they sleep better after reading as well.
- **G** But reading may be of particular benefit to older people.
- **H** Another disadvantage is that there are no special effects in a book.
- **I** This is one reason why book groups are so popular.

Speaking

EXAM STRATEGY

When you answer questions, don't make your replies too short. Avoid giving one-word answers even if they're correct – give reasons and examples where appropriate. Try to say as much as possible to show your range of language.

7 Read the strategy above. Then read the first question in the exam task in Ex 8. Think about your answer. Try to include a reason and an example.

8 Answer the questions about the environment.

1. Would you describe yourself as a nature lover?
2. Which environmental issues are most important to you?
3. Have you ever taken part in an event connected with the environment?
4. Which aspects of our daily lives have the worst impact on nature?
5. What sort of things does your school do to protect the environment?
6. How can the natural world help people mentally and physically?
7. Is too much emphasis given to environmental issues in the media?
8. What do you think is the best way to teach children about the environment?

Writing

EXAM STRATEGY

When you do a writing task, make sure you include all the information you are asked for.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes for each content point before you start writing. Check your finished answer to make sure you have included each point.

10 You want to see a movie with your English-speaking friend Anna. Read her email below. Then write an email to Anna, including the notes you have made. Write 80–130 words.

Hi,

Now that our exams are over, I thought we could go to the cinema this weekend. What do you think?

Great ...

Is there any particular movie you want to see?

Describe what it is about and explain why you want to see it.

What time shall we meet up? Let me know and I'll buy the tickets.

Suggest

Hope to hear from you soon.

Anna

3 Get well soon





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

backache burn flu got a cold heart attack
infection mosquito bite out of breath sore throat

James isn't feeling great. He went for a run this morning and felt a bit [1]_____. When he got home, he had a really [2]_____ and a pain in his chest. It was so bad that he thought he was having a [3]_____. Now he thinks he has [4]_____, or possibly the [5]_____.

Becky went to the doctor because she thought she had a [6]_____ on her arm from the sun. In fact, she had an [7]_____ from a really bad [8]_____. The doctor told Becky she needed to rest because she also had [9]_____.

b 3.01 Watch or listen again and check.

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

1 If you have ___, it's often painful to eat.
A a sore throat B a cough C a fever

2 You have ___ if your temperature is 38 degrees or more.
A a fever B an infection C a mosquito bite

3 Many people ___ if they run fast.
A get a fever B get infected C get out of breath

4 An injury you get from touching something very hot is ___.
A a cut B a burn C a mosquito bite

5 Sometimes you get ___ if you breathe in smoke.
A a sore throat B a cough C out of breath

6 An injury caused by something sharp like a knife is ___.
A an infection B a burn C a cut

3 3.02 Listen to six speakers. Match them to the words and phrases below.

a cold a heart attack mosquito bites
an infection backache the flu

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

4 Complete the article with words and phrases from the previous exercises.

When to see the doctor

You don't usually need to see the doctor for small injuries. If you're chopping vegetables with a knife and you get a small [1]_____, or you pick up something hot and get a [2]_____, just wash it under running water and then keep it covered to avoid getting an [3]_____.

If you have a [4]_____ and a [5]_____, don't worry – you're probably just getting a [6]_____, but stay home until you feel better. If you have a [7]_____ – if your temperature is 38 degrees or more – you may have [8]_____. That's more serious. Go to bed, keep warm and drink plenty of water.

However, there are some things you should ask the doctor about. If you have [9]_____ that feels painful when you sit or stand, you may need treatment. If you get [10]_____ even when you aren't doing exercise, that may be a sign of a more serious problem. And of course, anyone who has pains in their chest should go straight to hospital – they could be having a [11]_____.

5 REAL ENGLISH Complete the dialogue with the phrases below.

hang on a sec how come I'm epic
random to cut a long story short

A Hi Lewis. How are you doing?
B [1]_____, mate. What's up?
A [2]_____ … I can't hear you. I'll find somewhere quieter to talk …
B [3]_____! What's going on?
A I'm actually at the hospital. And I'm calling to say I can't meet you later.
B [4]_____? What happened?
A Well, my dad was getting out of breath, he had this chest pain … Anyway, [5]_____, he's had a heart attack. I'm with him now.
B That's terrible. Is he all right?
A He'll be fine. But can we meet tomorrow instead?
B Yeah, of course. No problem.

6 VOCABULARY BOOSTER Now practise **Illnesses and injuries** vocabulary on page 106.

1 a Complete questions 1–7 with *What*, *Where*, *Which* or *Who*. Then match them to answers A–G.

1 _____ gave you my phone number? ___
2 _____ do you want to go this evening? ___
3 _____ happened to your foot? ___
4 _____ street is the pharmacy on? ___
5 _____ did the doctor give you? ___
6 _____ made you leave early? ___
7 _____ do you have, a cold or the flu? ___

A I cut it on some glass.
B Neither – it's an infection.
C Some antibiotics.
D Ella did – is that OK?
E I had a doctor's appointment.
F How about the Café Rinaldi?
G The next one on the right.

b Which questions above are subject questions (*S*) and which are object questions (*O*)?

2 Write a subject or object question in response to the prompts. The question should ask about the underlined word or phrase.

Somebody broke the window. → *Who broke the window?*

1 This phone belongs to someone.
_____

2 Something woke me up at 5.00 a.m. this morning.
_____

3 Cara found 20 euros in the street.
_____

4 We went to the gym yesterday evening.
_____

5 I met one of the new doctors this morning.
_____

6 She was nervous about her hospital appointment.
_____

3 Read the questions. Which are direct (*D*) and which are indirect (*I*) questions?

1 Has she talked to the nurse yet? ___
2 Can you tell me what the time is? ___
3 Do you know if I can see the doctor? ___
4 Where is the nearest pharmacy? ___
5 Have you any idea if I will recover? ___
6 What did you treat your burn with? ___
7 Have you any idea what's wrong? ___

4 Rewrite the direct questions as indirect questions beginning with *Can*, *Do* or *Have*.

Where's the library? → *Do you know where the library is?*

1 Which medicine are you taking?
_____

2 Does her father have a serious illness?
_____

3 What did you talk to the doctor about?
_____

4 Will I be able to go back to school next week?
_____

5 Who left their bag in the waiting room?
_____

6 Did they go home after they left the hospital?
_____

7 How did you get this infection?
_____

5 Complete the phone call between a doctor (*D*) and a patient (*P*). Rewrite the direct questions as indirect questions.



D What's the problem?
1 _____?
P I think I have the flu, doctor. I'm very hot, and I have pains in my arms and legs. And I'm very tired – I can't even walk upstairs.
D Hmm. Do you have a fever?
2 _____?
P I'm not sure. I didn't have one yesterday.
D When did you last take your temperature?
3 _____?
P This morning. It was normal. Is it serious?
4 _____
D Well, it might be the flu. What happened when you tried to walk upstairs?
5 _____?
P I got out of breath and I had to sit down.
D I see. Is there anything you are worried about at the moment?
6 _____?
P Well, … I have an important exam tomorrow. Will I be able to go back to school in time to take it?
7 _____?
D I'm sure you will!

6 Imagine you are travelling to another country. Write three indirect questions using the prompts.

1 where / go / feel ill?
_____

2 have to pay / see a doctor?
_____

3 take / own medicine / into (name of country)?
_____

Recognise phrasal verbs in a presentation about unhealthy foods.

1 What can you remember about healthy living from the Student's Book? Complete the sentences with the words below.

avocados banana caffeine calories
cups sugar tea vegetables water

1 We don't necessarily need to drink two litres of _____ a day. It depends on many things, including how many _____ we eat and what else we drink.
2 Both _____ and coffee contain _____, which keeps you awake, so it's a good idea not to drink more than a few _____ a day.
3 Like coffee, _____ also contain things which may protect against heart attacks. However, they are high in _____, so you may put on weight if you eat too many.
4 Fruit smoothies may seem healthy, but they can contain large amounts of _____ and it's better to eat an apple or _____ instead.

2 3.03 Listen to the presentation and choose the best summary.

A According to scientific research, many foods we believe are healthy are actually bad for us.
B Some foods people believe are unhealthy are actually better for our health than we think.
C There is no such thing as unhealthy food, only unhealthy eating habits.

3 3.03 Listen again. Are the sentences true (*T*), false (*F*) or not given (*NG*)?



1 Sugar-free fizzy drinks are more harmful to our health than drinks that are high in sugar. ___
2 Only a few people become ill as a result of eating bread and other products that contain wheat. ___
3 Low-fat dairy foods always contain more sugar than high-fat foods. ___
4 Drinking a lot of coffee can cause heart attacks. ___
5 We shouldn't believe something unless the evidence provided by scientists shows it's true. ___

STRATEGY Recognising a range of phrasal verbs

When you listen to an interview, podcast or dialogue, speakers will often use a variety of phrasal verbs to express themselves. The meaning of some phrasal verbs is easy to understand, but with others you will need to think about the context to understand them. The more phrasal verbs you know, the more you will understand when you are listening.

4 3.04 Read the strategy above. Listen to the extracts and choose the best meaning of each phrasal verb: A or B.

1 look at
A examine or discuss something
B look towards something
2 put off
A delay something
B not want to do something
3 deal with
A manage something difficult
B solve a problem
4 point out
A use your finger to indicate something
B mention something which people may have forgotten
5 feed on
A use a fact or situation for your own advantage
B eat something
6 stick with
A continue doing or using something
B continue to support someone
7 rule out
A prevent something from happening
B make something unlikely
8 make of
A create
B understand

5 PRONUNCIATION Decide if the underlined sounds in sentences 1–6 are pronounced as /ð/ (voiced) or /θ/ (unvoiced).

1 The truth about unhealthy foods is surprising.
2 Do you think that's a good idea?
3 Who is the author of that report?
4 Try to breathe through your mouth.
5 She'll be thirteen next month.
6 They don't know each other.

6 3.05 Listen and check. Then listen again and repeat.

7 MEDIATION Your friend is planning to give up foods made from wheat and only eat low-fat dairy foods. Use the information from the listening to write an email to your friend giving three pieces of advice on whether this is a good idea or not.

1 Match the sentence halves.

1 The nurse will do a **blood** ___
2 Antibiotics are used to **cure** ___
3 You need to **get a** ___
4 Dentists advise you to **go for** ___
5 If you want to **keep** ___
6 You should look after your **mental** ___
7 Sometimes a **natural** ___
8 It often takes time to **recover** ___
9 A lot of people **take** ___
10 You can sometimes **treat** ___

A **a check-up** every six months.
B after **surgery**.
C **in shape**, do plenty of exercise.
D serious infections.
E **treatment** can be very effective.
F **vitamins** each day to improve their health.
G **test** to find out what's wrong with you.
H the **symptoms** of a cold with honey.
I **prescription** for this medicine.
J **health** as well as keeping fit.

2 Choose the correct alternative.

1 When my dad got the flu last winter, it took him three weeks to **recover** / **check-up**.
2 We are going to **treat** / **recover** you with a new kind of medicine.
3 I don't like taking medicine from the doctor – I prefer to use **natural** / **cure** treatments to make me feel better.
4 Many people look after their body but forget to take care of their mental **health** / **symptoms**.
5 You can't buy this drug over the counter – you need a **treatment** / **prescription**.
6 She has a serious infection, but the doctors are confident they can **cure** / **recover** her.
7 Without antibiotics, **check-ups** / **surgery** would be much more dangerous.
8 If you have **symptoms** / **tests** that include a headache and a fever, you should see your doctor.

3 Complete the sentences with the words and phrases below.

blood test cure go for a check-up keep in shape
mental health surgery symptoms take vitamin

1 A cough, a sore throat and a fever are often _____ of flu.
2 If you feel unwell, you should _____ at the medical centre.
3 Healthy food and regular exercise can help you to _____.
4 Chris needed _____ to repair his broken leg.
5 I want to find out what the problem is, so I'm going to do a _____.
6 Do you think we will ever be able to _____ the common cold?
7 Some people _____ C in the winter to protect themselves from colds and flu.
8 Research shows that doing exercise can improve your _____.

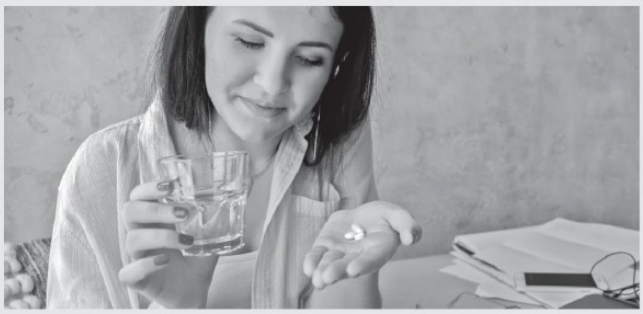
4 Complete the Student Health Service FAQs with words and phrases from the previous exercises.

CITY UNIVERSITY INTRANET

FAQs

How can I take care of myself while I'm studying?

It's important to [1] _____ by doing some exercise each day. To protect yourself from getting ill, you can also [2] _____, especially in the winter when there are lots of colds and flu around. Lastly, don't forget your [3] _____ – it you are feeling sad, there are people you can talk to.

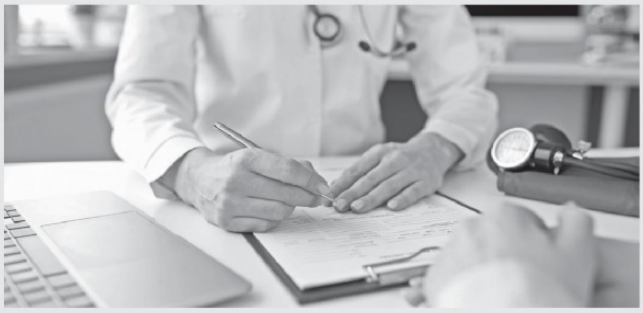


What should I do if I feel ill?

If there are changes to your health and you feel unwell, follow this link and check your [4] _____: 'What's wrong with me?' Depending on the advice, you may want to [5] _____ yourself with medicines like aspirin that you don't need to [6] _____ for – or use [7] _____ like honey and lemon. If you don't feel too bad, wait 24 hours to see if you [8] _____ – you may find you have [9] _____ yourself! If you have a temperature and you don't feel better in 24 hours, come to the health centre.

What will happen at the health centre?

The doctor will give you a complete [10] _____ and might do a [11] _____ to see if you have a serious illness. If the doctor thinks you need further treatment or even [12] _____, they may refer you to the local hospital, although that is less usual.



5 Complete the sentences so they are true for you. Use at least one word or phrase from this lesson in each sentence.

1 If I feel ill, I usually _____.
2 I've never had _____.
3 I never go to the doctor for _____.
4 To avoid getting ill, I _____.
5 I'm not worried about _____.

6 VOCABULARY BOOSTER Now practise **Getting better** vocabulary on page 106.

Talk about ability in the past, present and future.

Grammar animation
GRAMMAR BOOSTER SB P137

1 Read the sentences and decide if they are talking about present, past or future ability.

1 Until 2007, people could smoke in public places in the UK. _____
2 New treatments mean patients are able to recover more quickly after surgery. _____
3 We couldn't believe he recovered so quickly. _____
4 Sam and Isla can both speak five languages. _____
5 I won't be able to meet you later. _____
6 Have you managed to speak to Dad yet? _____
7 I can't speak because I have a sore throat. _____
8 The doctor wasn't able to take my call. _____
9 Ali hopes to be able to study medicine. _____
10 I have my own room and I enjoy being able to study whenever I want. _____
11 They didn't succeed in treating the infection. _____
12 Do you know when you will be able to come back to school? _____

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

1 If you arrive too late, you _____ see the doctor.
A can't B couldn't C won't be able to
2 Until the invention of X-rays, doctors _____ 'see' inside the human body.
A can't B couldn't C didn't manage to
3 I'm glad Rudolfo _____ pass his medical exam.
A could B managed to C succeeded in
4 If you look into this microscope, you _____ see the bacteria that cause the infection.
A can B could C manage to
5 Scientists have been searching for a cure for this disease, but they _____ find one yet.
A couldn't B didn't manage to C haven't been able to
6 Molly _____ drink milk because it always gives her a stomach ache.
A couldn't B hasn't managed to C isn't able to
7 Tara's microphone isn't working – we _____ hear a word she's saying.
A can't B couldn't C didn't manage to
8 I _____ play football once last week!
A can't B didn't manage to C haven't been able to
9 By the end of my training, I _____ work as a nurse.
A will be able to B will manage to C will succeed in

3 Complete the dialogues with the correct form of *can*, *could*, *be able to*, *manage to* or *succeed in*. More than one answer may be possible.

1 A Did you [1] _____ see the doctor yesterday?
B No, I [2] _____ get an appointment after 4.00 p.m. And I [3] _____ go this morning because I have classes until lunchtime.
A What about later today?
B They told me to call before 12.00 p.m. I hope the doctor [4] _____ see me this afternoon.
2 C How are you feeling?
D Not too bad. I still have a cough, but I [5] _____ walk to the end of the road this morning.
C That's good. Last week, you [6] _____ walk upstairs without getting out of breath.
D Yes, it's great [7] _____ get outdoors again! And I hope I [8] _____ start going to the gym again soon!
3 E Your brother isn't keeping in shape. He never does any exercise at all!
F I know. And he [9] _____ understand that this is very important for your health.
E Do you think you will [10] _____ get him to go for a check-up?
F I hope so. I think I've [11] _____ persuading him that he needs help. Let's see what happens.

4 Complete the texts with the words and phrases below. More than one answer may be possible.

> able to can could couldn't managed to
> not being able to succeeded in were able to
> weren't able to will be able to

In the past, surgery always involved making a big cut in the patient's body. This was so that doctors [1] _____ see and feel what they were doing. But in this kind of 'open surgery' there's a lot of blood, and [2] _____ see clearly inside the body meant doctors [3] _____ always be sure they had [4] _____ fixing the problem. Patients also took longer to recover – it was often days before they [5] _____ go home.

In recent years, scientists working with artificial intelligence have [6] _____ create tiny instruments that fit inside the patient's body. Surgeons now regularly use robots to help them perform surgery. This means they [7] _____ do things they [8] _____ do in the past. These techniques mean patients recover more quickly, have fewer infections and are often [9] _____ go home the same day. Perhaps in the future, robots [10] _____ carry out complete operations without needing a doctor.

5 Complete the sentences using the prompts and your own ideas to talk about ability.

David is nervous of water because … (present, negative)
he can't swim.

1 Most people don't know that I … (present, positive)
_____
2 The café was so busy that … (past, negative)
_____
3 I have a lot of coursework this weekend, so … (future, negative)
_____
4 We didn't get your message, so … (past, negative)
_____
5 I hope that during the summer … (future, positive)
_____

1 What can you remember about the article in the Student's Book? Complete the sentences with the words below. There are two words you do not need.

contagious decimate fleas infect
outbreak reside vaccinate virulence

1 In Athens in 430 BCE, the _____ of the disease meant that many people died very quickly.
2 The bubonic plague was carried by rats and spread by the _____ that lived on them.
3 The flu was able to _____ around one-third of the world's population in 1918–1919.
4 Several extremely _____ flu pandemics have occurred in the last 100 years.
5 Progress in medical science means we are able to cope better with a(n) _____ of a serious disease.
6 The most effective way to protect people from infectious diseases is to _____ them.

2 3.06 Read the text quickly. Which of the following information does it not include?

A where zoonotic viruses come from
B which species transmitted the Covid-19 virus
C what a zoonotic virus is
D how to reduce the number of future pandemics
E how to protect yourself from catching a virus
F why some viruses are especially dangerous
G how zoonotic viruses are transmitted

3 Are the sentences true (*T*), false (*F*) or not given (*NG*)?

1 Viruses carried by animals have caused some dangerous human diseases. ____
2 Viruses usually kill their hosts. ____
3 Viruses aim to move from one host to another. ____
4 Zoonotic viruses are more common in areas where people and animals liver close together. ____
5 Environmental problems are partly responsible for the rise in zoonotic viruses. ____
6 Scientists are discovering how to reduce the risk of more pandemics in the future. ____

STRATEGY Dealing with unknown words

You will often encounter new words in a text. To help you work out their meaning, ask yourself the following questions.

- What type of word is it? (a noun, adjective, etc.)
- Is the word similar to another word I know?
- Does it sound similar to a word in my language?
- What context is the word in? What is the sentence about?

4 Read the strategy above. Look at the underlined words in the text and identify what type of word each is. Then match them to the definitions.

1 watch something over a period of time _____
2 places where animals, birds or plants live _____
3 protected from an illness _____
4 bacteria or viruses that cause illness _____
5 change or adapt _____
6 only one _____
7 places where important things happen _____
8 begin from _____

ZOONOTIC VIRUSES
– the future of pandemics?

The virus which caused the Covid-19 outbreak in 2020 was a zoonotic virus – that is, a virus which is able to cross from animals to humans. But it is not unique. Zoonotic viruses have been responsible for a number of serious diseases in recent years, including Ebola, Zika, SARS and HIV / AIDS. More are being discovered all the time, and many scientists believe they will become more common in future.

Viruses cannot multiply unless they live on another animal, their host. Viruses may not harm this host, but when they cross to a new species that is not immune, they become more dangerous. In addition, some viruses are able to change and adapt to new conditions. The fact that they mutate so quickly makes it very difficult to develop an effective vaccine. So how have these viruses been able to jump from one species to another?

Scientists believe that many of these viruses originate in the large tropical forests in Africa, Asia and South America, where there is a wide variety of species of animals and birds. Where there are many different species living in one area, they say, there is a similar diversity of pathogens. Climate change and deforestation has meant that many species' habitats are also changing. As a result, the species carrying the viruses are moving to new areas. These changes bring people and animals into closer contact, creating hotspots where viruses are able to cross into the human population more easily.

So how can we reduce the risk of more pandemics in the future? Most scientists agree that more investment and more research are needed. Outbreaks often start in rural areas with small populations, so one solution is to regularly check the health of people living in hotspot areas. This is already happening in parts of Africa, where health workers monitor the local population for any signs of disease caused by viruses. Another solution is to take action to reduce the amount of deforestation. But one thing is clear – human health is closely connected to the health of the planet, and we can't protect one without protecting the other.



species (*n*) a group or kind of living things that are closely related
rural (*adj*) in the country, not a town or city

5 Based on the information in the text, complete the sentences with your own ideas.

1 The most worrying thing about zoonotic viruses is _____.
2 There is a risk of more pandemics in the future because _____.
3 If more investment and research are provided _____.

3.7 GLOBAL SKILLS

Understand and discuss how to manage your emotions.

1 What can you remember from the Student's Book about ways of managing emotions? Match words 1–6 to definitions A–F.

1 self-blame ___
2 blaming others ___
3 acceptance ___
4 over-thinking ___
5 positive refocusing ___
6 refocusing on planning ___

A having the same thoughts over and over again
B making plans for the future
C believing someone else is responsible for something bad happening
D thinking about happier thoughts and experiences
E believing you are responsible for something bad happening
F recognising what has happened was an accident and not anyone's fault

2 Think about the emotions you might feel in the following situations.

1 Your family has just moved to another town.
2 You lost an important piece of schoolwork.
3 You left a favourite possession on a train.

3 Read the stories about three teenagers who have experienced a difficult situation. Answer the questions.

1 Which situation in Ex 2 is each person talking about?
2 Which emotions below do you think each person felt?

amusement anger anxiety delight
excitement gratitude jealousy loneliness
regret relief sadness worry

3 Who do you think managed their emotions best?

4 3.07 Listen to two students, Chloe and Sam, discussing the three situations. Which of the responses in Ex 1 do they mention for each person?

5 Complete Chloe and Sam's advice to Emma with the words below.

acceptance blaming emotions over-thinking
planning positive refocus responsible for

Comments

Dear Emma,

You aren't [1]_____ this situation, so self-blame is not necessary. But neither is [2]_____ your parents – they only want what's best for you. [3]_____ of your new situation will help you to feel better and allow you to move on. You need to recognise how you feel – why not try writing down your [4]_____? It's easy to spend lots of time thinking about a big event, but [5]_____ won't help. OK, you miss your friends, but try to [6]_____ on what's positive – you're still in touch with them on social media. Finally, it's time to refocus on [7]_____. Think about how you made friends before, and decide to be nice to your new classmates. You can still meet up with your old friends in the holidays. Be [8]_____ and go for it!

Chloe and Sam

6 MEDIATION Read the comment below. Write four pieces of advice for Catalina using the information and ideas in this lesson.

Catalina My best friend recently joined a sports club. She goes training several nights a week and now has a new group of friends at the club. The problem is I don't really like sport. We still see each other, but she has started spending a lot of time with them, and I'm worried she doesn't want to be my friend anymore.

FORUM CHAT

Home About us Advice Your stories

When bad stuff happens, how do you feel? Here are some of your stories.



Adela

I was finishing my school project on a Friday evening when my friend called. We started chatting, and I meant to close the document, but instead I deleted it! It was a whole term's work! I couldn't believe I'd done something so stupid! At first, I blamed it on my friend, but in the end, I had to admit to myself that it was my fault – I shouldn't have answered my phone. So then I thought, OK, it's happened, how can I fix it? Looking through my notebooks, I realised I had most of the information in my notes – so I could use these to retype my project again over the weekend. Phew! ☺



Mateo

I was with my friends, coming home on the train from shopping in the city. I was wearing my leather jacket. It was quite warm, so I took it off and put it in the luggage rack over my seat. We started chatting to some other people – they were joking and making us laugh. Suddenly my friend said, 'This is our stop'. We quickly got off the train, and as the doors closed, I realised I didn't have my old leather jacket. It was so important to me – it belonged to my grandfather and he gave it to me just before he died. When I got home, I felt like crying. Why didn't I pick it up? I couldn't believe I'd been so stupid. I haven't told my dad yet – I don't know what he'll say.



Emma

We moved house in the summer and I've started at a new school this term. I could have stayed at my old school, but my parents think the new school is better. I know they want the best for me, but I feel as if it's my fault we've moved. I hate my new school. It's hard to make friends when everyone is already in their groups. No one talks to me and I spend most of my time on my own. I miss my old school and all my friends. They keep sending me messages saying they miss me too. That's nice, of course, but I can see they are all having a good time without me and that hurts. Why did we move?

1 Read the three situations. What do you think the pharmacist might a) ask and b) advise in each one? Someone …

1 has a bad cut that looks red and might be infected.
2 has a cough, a sore throat and a fever.
3 injured their leg three days ago and it is painful to walk on.

2 3.08 Listen to three dialogues and check your ideas in Ex 1.

3 Use the prompts to write questions and sentences.

1 What / you / mean / that?
2 May / suggest / you / rest / a few days?
3 Sorry / I / not catch / that.
4 What / you / advise / me / do?
5 What / you / suggest / for / sore throat?
6 Can / you / tell me / when / happened?
7 Would / I / able to / see / cut?
8 You / know / if / you / allergic / anything?
9 Could / you / recommend / something / for / pain?
10 I think / best / course of action / see / a doctor.
11 Sorry / you / think / you / could / repeat / last part?
12 It / really important / you / rest.

4 Which questions in Ex 3 are asked by a) the pharmacist and b) the customer?

5 Match the questions and sentences in Ex 3 to the functions below.

A Asking for advice ___ ___ ___
B Finding out about the problem ___ ___ ___
C Checking understanding ___ ___ ___
D Giving advice ___ ___ ___

6 3.08 Complete the extracts using words from Ex 3. Then listen again and check.

Extract 1

Jose I'd like some advice about an injury.
Pharmacist Would I [1]_____ to see it? … It's quite red. You might have an infection.
Jose What do you mean [2]_____?
Pharmacist The cut may have got some bacteria in it. I think the best course [3]_____ is to see a doctor as soon as possible …

Extract 2

Anne I have a sore throat. What would you [4]_____?
Pharmacist Do you know if you are [5]_____ to anything?
Anne Sorry, do you think you could [6]_____ that last part?
Pharmacist Are there any medicines you can't take?
Anne No, nothing.
Pharmacist OK, good. [7]_____ suggest that you go home and rest for a few days?

Extract 3

Lena I think I've hurt myself quite badly.
Pharmacist Yes, I see. Can you [8]_____ when this happened?
Lena Three days ago … Could you [9]_____ for the pain?
Pharmacist Yes, I can give you some painkillers. It's [10]_____ that you rest as much as possible.

7 3.09 Listen and complete a similar dialogue.

Customer I've got a burn on my hand. Could you [1]_____?
Pharmacist Can I see it? Hmm. Can you tell me [2]_____?
Customer What do you [3]_____?
Pharmacist What caused the burn?
Customer Oh, right. I was [4]_____ and I spilled some.
Pharmacist Have you [5]_____ on it?
Customer No, I haven't. What do you [6]_____?
Pharmacist Do you know if you're [7]_____?
Customer I don't think so.
Pharmacist I think the [8]_____ is to use this cream two or three times a day.
Customer OK. Thanks.
Pharmacist And it's really important that you wash your hands before you [9]_____.

STRATEGY Preparing for a conversation

It can be difficult to have a conversation with a native speaker of English for the first time. Spend a few minutes thinking of the questions they might ask you and what you need to ask them.

8 You are going to write a script of a similar dialogue. While on holiday in the UK, you feel unwell. You go to the pharmacy to get some advice. Plan your work.

Read the strategy above and make some notes about the questions you and the pharmacist might ask. Try to use at least one phrase for each function. You can use the illnesses, injuries and treatments below or your own ideas.

allergy backache cut headache infection

antibiotics antihistamine bandage painkiller plaster

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

- used a variety of phrases to ask for and give advice.
- used at least one phrase for checking understanding.

Use sequencing phrases to write instructions.

GRAMMAR BOOSTER SB P138

1 Think about the questions.

1 Does anyone in your family bake bread or cakes?
2 Have you ever tried baking?
3 Why do you think baking has become so popular in recent years?



2 Complete the plan for writing a recipe with the phrases below. Then read the recipe quickly and check your ideas.

engage the reader explain the reasons finish positively
give detailed instructions provide the ingredients

Paragraph A – to _____ and _____ for making the recipe
Paragraph B – to _____
Paragraphs C and D – to _____
Paragraph E – to _____



A **If it's raining outside and you are feeling a bit sad, why not do some baking? I'd like to recommend a really easy recipe for chocolate brownies that you can make at home. I learned it from my mum – it's our favourite way to spend a wet afternoon!**

B To make the brownies, you'll need 185 g butter, 185 g dark chocolate, 85 g flour, 40 g cocoa powder, 275 g sugar and three eggs.

C To begin with, cut the butter and chocolate into small pieces and put them in a bowl. Melt them together over a small saucepan of hot water. Stir them from time to time. Leave the mixture to cool at room temperature. While you are waiting for the chocolate to cool, heat the oven to 180°C. At the same time, mix together the flour and cocoa powder in another bowl.

D Next, break the eggs into a third bowl and add the sugar. To get the best result, mix them together using an electric mixer until they look thick and creamy, like a milkshake. After that, pour the chocolate mixture over the eggs and mix everything together. Then stir in the cocoa and flour mixture.

E Finally, pour the mixture into a baking tin. Put it in the oven and bake for 25–30 minutes. When it's cool, cut the brownies into squares and serve with cream or ice cream. You'll soon be feeling happier!

STRATEGY Sequencing phrases for instructions

When we give instructions, it's a good idea to include sequencing expressions so that it is clear which order we need to do something in.

3 Read the strategy above. Look at the sequencing expressions underlined in the text. Match them to the functions.

Starting: _____
Indicating the order: _____, _____, _____
Describing two things happening at the same time: _____, _____
Ending: _____

4 Complete the instructions for baking bread with the words and phrases below.

after before first of all lastly next
the same time then while

1 _____, mix a teaspoon of yeast and a teaspoon of sugar in 100 ml of warm water.
2 _____ that, leave them in a warm room for 10–15 minutes to develop.
3 _____ you are waiting, mix 450 g of bread flour and one teaspoon of salt in a large bowl.
4 The _____ thing you need to do is add another 200 ml of warm water to the yeast and sugar mixture.
5 _____ pour the yeast and sugar mixture over the flour and stir well to make a smooth dough.
6 Leave it to rise in a warm place for one hour. At _____, heat the oven to 200°C.
7 _____ you put the bread into the oven, check it has reached the correct temperature.
8 _____, bake the bread for 35 minutes.

5 Look at the text in Ex 2 and find …

1 six examples of imperative verb forms.
cut the butter and chocolate
_____ _____ _____
_____ _____ _____
2 two examples of infinitive clauses of purpose.
_____
_____

6 You are going to write a blog post giving instructions on how to make a recipe from your country. Do some research online or ask someone in your family. Make notes about the ingredients and the method.

7 Plan your work. Use the paragraph structure in Ex 2. Think about …

- what information you will include in each paragraph.
- which useful phrases you will use.

8 Write your recipe. Use imperatives and try to include at least one infinitive clause of purpose.

9 ✓ **CHECK YOUR WORK** Did you …

- start your post in an engaging way?
- follow the paragraph structure?
- include useful phrases from this lesson?
- finish in a positive way?

Grammar

1 Correct the mistakes in the questions and sentences.

1 Who did miss the school bus this morning?
_____

2 What the pharmacist suggested you take?
_____

3 Can you tell me when began the symptoms?
_____

4 Which do you want size: large or small?
_____

5 Who the virus did affect most seriously?
_____

6 I would like to know can you fix this problem.
_____

7 Where from did you get this document?
_____

2 Choose the correct alternative.

1 My grandfather is 80, but he **can** / **could** still run upstairs without getting out of breath.
2 Yuna really wants to go to medical school – I hope she **manages to** / **succeeds in** pass the exam tomorrow.
3 I've been looking for some new sunglasses, but I **couldn't** / **haven't been able to** find any I like.
4 Some dairy products upset Yasmin's stomach – she **can't** / **couldn't** eat butter or cheese.
5 Were you **able to** / **succeeded in** keep in shape while the gym was closed?
6 After phoning four times, Reika finally **could** / **managed to** get an appointment with the doctor.
7 If you don't know the password, you won't **be able to** / **manage to** log into your account.

Vocabulary

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

1 Make sure you wash that nasty cut properly – you don't want to get _____.
A a cold **B** a sore throat **C** an infection
2 The air in London is really polluted – every time I go there, I come home with _____.
A a burn **B** a cough **C** a fever
3 There were lots of insects where we went camping – we all got really bad _____.
A flu **B** mosquito bites **C** backache
4 When you're walking in the mountains above 2,000 metres, you can get _____ very easily.
A out of breath **B** an infection **C** a heart attack
5 I have _____ and it hurts when I talk – I think I may be getting a cold.
A backache **B** a sore throat **C** flu
6 It's very common to get _____ in the winter.
A a cold **B** out of breath **C** backache
7 My uncle had pains in his chest and went to hospital – he thought he was having _____.
A a burn **B** a mosquito bite **C** a heart attack
8 I'm not surprised you have _____ – you spend too much time sitting at your computer.
A flu **B** an infection **C** backache

4 Complete the sentences with the words and phrases below. There is one word or phrase that you do not need.

cures go for a check-up keep in shape
mental health prescription recover
symptoms treatments vitamins

1 You can _____ by doing regular exercise.
2 I had the flu really badly last winter and it took me more than a month to _____.
3 There's evidence that taking _____ protects you from some illnesses.
4 To stay healthy, it's a good idea to _____ with your doctor once a year.
5 Pain in the chest and feeling out of breath may be _____ of a heart attack.
6 Some people prefer to use natural _____ such as a honey and lemon drink for a sore throat.
7 Scientists will probably find _____ for some serious illnesses in the future.
8 In the UK, you can't buy antibiotics without a _____ from your doctor.

Cumulative review

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

A Can you tell me what [1]___?
B I recently went on holiday. Since I got back I [2]___ sleep properly and I feel really strange.
A I see. [3]___ symptoms are you worried about?
B I've got a [4]___ and my head hurts. But the worst thing is, sometimes I [5]___ stand up without feeling out of breath.
A Let's take your temperature … Yes, you have a [6]___.
B Is it serious?
A We'll do a [7]___ to see if you caught a virus on holiday. Then we can decide which [8]___ will make you feel better.
B Have you any idea how soon I'll [9]___, doctor?
A Don't worry. I'm sure you [10]___ go back to school next week.

1	**A** is the problem	**B** the problem is	**C** the problem
2	**A** didn't succeed in	**B** don't manage to	**C** haven't been able to
3	**A** Who	**B** Which	**C** Why
4	**A** sore throat	**B** flu	**C** heart attack
5	**A** couldn't	**B** wasn't able to	**C** can't
6	**A** backache	**B** mosquito bite	**C** fever
7	**A** blood test	**B** surgery	**C** check-up
8	**A** cure	**B** symptom	**C** treatment
9	**A** recover	**B** cure	**C** treat
10	**A** could	**B** will succeed in	**C** will be able 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 was the most interesting thing you learnt about "unhealthy" foods?
4 What can you do to help you practise asking for and giving advice?

4 This is who we are



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

1 Alicia is quite cheerful and she doesn't complain about much – her attitude to life is positive. ___
2 She is extremely ambitious and also very hard-working. ___
3 She's still not very sociable, although her friends say she is quite talkative. ___
4 She's quite easy-going and it takes a lot to upset her. ___
5 Although she's a vlogger, Alicia doesn't really enjoy talking about herself because she's very modest. ___
6 She tries to be generous and doesn't understand why some vloggers are selfish. ___

b 4.01 Watch or listen again and check.

2 Choose the correct alternative.

1 Be careful what you say to Cara. She **gets** / **lacks** upset easily.
2 My grandma is never satisfied. She **copes** / **tends** to complain about everything.
3 I know the exams were hard, but **get** / **look** on the bright side – they are finished now.
4 Doing exercise is a good way to **cope** / **tend** with stress.
5 Elana could be really successful, she just **lacks** / **looks** confidence in her ability.
6 Jamal is always so happy – he definitely **gets** / **has** a positive attitude to life.

3 Read the quotes about six people. Then match the names to the adjectives.

ambitious determined easy-going
generous modest selfish

1 'If Leah decides to do something, she'll do it – she never gives up.' _____
2 'Amira will always share what she has with her friends – she would do anything for anyone.' _____
3 'Nothing worries Tomasz – he's pretty relaxed about everything.' _____
4 'Finley is totally focused on himself – and he never shares anything.' _____
5 'Amol has achieved a lot, but he never talks about his success.' _____
6 'Abe plans to go to university and then get a job in finance – he really wants to succeed.' _____

4 Three teachers are meeting to choose the captain of the school sports team. Complete the dialogues with the words and phrases below. In each case, there is one word or phrase you do not need.

Dialogue 1

copes with stress easy-going determined generous
has a positive attitude sociable talkative

A OK, what about Megan? She's a good leader. She [1] _____ to everything. And I've seen her play football – she's always [2] _____ to win.
B I agree. Nothing worries her and she [3] _____ very well – she's very [4] _____.
A Yes, and she's [5] _____. She has lots of friends.
C She's [6] _____ too – she never shuts up!

Dialogue 2

hard-working lacks confidence
look on the bright side modest shy sociable

B Could I suggest Heidi? She's really good at sport and very [7] _____ – she's always studying or training.
A I'm not sure. I think she [8] _____ in her abilities, and she's also quite [9] _____. The person we choose must enjoy talking to other people.
C I disagree. I think Heidi is just [10] _____ – she doesn't want to discuss her achievements.
B Also, let's be positive and try to [11] _____ – Heidi isn't as talkative as Megan!

5 REAL ENGLISH Match the <u>underlined</u> phrases 1–5 in the message to phrases A–E that have the same meaning.

A I can't thank you enough ___
B not that I'm lazy or anything ___
C spot on ___
D you're in for a surprise ___
E you've made my day ___

To everyone who watched my last video and shared it, [1]<u>I'm very thankful</u>. It got over 100,000 likes! [2]<u>You've made me very happy</u>! And thanks for all your comments too – they were [3]<u>exactly right</u>! Watch out for my next video – my best friends helped me to make it. [4]<u>I don't mind working hard</u>, but sometimes it's good to share the work. There's a very special guest, so make sure you watch it. [5]<u>It's going to surprise you</u>!

6 VOCABULARY BOOSTER Now practise **Personal description** vocabulary on page 107.

1 Choose the correct alternative. Then write the original words each person said.

1 Kenji said he **had** / **has** a positive attitude to life.

2 The doctor asked Tami if she **was coping** / **is coping** well with stress that week.

3 They said they **are** / **were** interviewing people there about their shopping habits.

4 Lauren told us she **hadn't** / **hasn't** always enjoyed going to that school.

5 Nasser said he **was** / **had been** nervous at his job interview the day before.

6 My uncle asked me if I **had** / **have** been to any concerts that year.

7 She said she **can't** / **couldn't** talk to us then because she **is** / **was** studying.

8 Shona said she **will** / **would** meet us both there at 6.30 p.m. the next day.

2 4.02 Read and listen to the voicemail Ella left for her friend Bill. Then complete Bill's text message using reported speech.

'Well, I've just had my interview at Oxford University. I'm still here now, actually. I'm waiting for the train home. I was really nervous before the interview. I've applied to other universities, but this is the one I really want. The interviewers started with a few easy questions, like what books I've been reading recently. They also asked me about current affairs – I don't know much about politics, so I talked about climate change. I can't tell if I did well or not, but I really hope they'll give me a place!'

Group chat

Bill

Hi everyone. I had a message from Ella at about 5.00 p.m. She said she [1] _____ interview at Oxford University. She [2] _____ still [3] _____. She [4] _____ for the train home. She said she [5] _____ really nervous before the interview. She said she [6] _____ to other universities, but [7] _____ the one she really [8] _____. She told me the interviewers [9] _____ with a few easy questions, like what books she [10] _____ recently. They [11] _____ about current affairs – she said she [12] _____ much about politics so she [13] _____ about climate change. She [14] _____ if she [15] _____ well or not, but she really [16] _____ they [17] _____ a place!

3 Rewrite what the people said using reported speech and the words in brackets.

1 'You need to look on the bright side.' (Mika / tell / Amy)

2 'We'll be thinking of you when you get on the plane tomorrow.' (Ashraf and Mia / say)

3 'You can have supper with us if you want.' (Nina's mum / say)

4 'I saw three people I know on the way to school yesterday.' (Liam / tell / us)

5 'You must start working harder if you want to pass your exams.' (my teacher / tell / me)

6 'We are going bowling now.' (Ben and Sarah / tell / me)

7 'Have you been studying this morning?' (they / ask / me)

8 'I've sent Dom several messages this morning and he hasn't replied.' (Katya / say)

4 Student representatives are finding out information about students coming to a university for an interview. Read the script of the dialogue, and then write a report. Start like this: *When I arrived at the university, a final-year student asked if I would answer a few questions ...*

1 **Q** Where are you from?
A I'm from South London.
2 **Q** How did you get here today?
A I came by train.
3 **Q** What subject are you planning to study?
A I'm hoping to study environmental science.
4 **Q** Have you been to any other universities?
A Yes, I've had interviews at a couple of others.
5 **Q** Can you describe yourself in three words?
A OK ... I think I am ambitious, determined and hard-working.
6 **Q** How will you feel if you get a place at this university?
A I'll be really happy – it's my first choice. I've always wanted to study here.
7 **Q** OK, and finally, are you planning to take a year off before you start university?
A I'm not sure yet, although I know I need to decide before next summer.

5 Think about a time when you did one of the things below, or use your own ideas. Think about who you talked to and what they said to you. Complete the sentences.

- met your friend's parents
- took part in an interview
- met someone famous

1 They asked me _____.
2 I said / told them (that) _____.
3 I asked them _____.
4 They said / told me (that) _____.

4.3 LISTENING

Recognise examples in dialogues.

1 What can you remember about personality tests from the Student's Book? Complete the sentences with the words below.

analyse divides make decisions
psychological result

1 Speaker 1 thinks that personality tests can help people _____ in their lives.
2 Speaker 2 describes the Myers-Briggs test which _____ people into sixteen personality types.
3 Speaker 3 explains how, in the Rorschach test, people _____ pictures of irregular shapes.
4 According to Speaker 4, the Forer Effect is a _____ phenomenon where people believe whatever a personality test says about them.
5 Speaker 5 knows that the _____ of a personality test depends on many different things.

2 You are going to listen to two friends discussing an online talk about extroverts and introverts. Before you listen, do this quiz to find out your personality type.

Quiz

1 I prefer spending time …
A with other people. **B** by myself.

2 After parties I often feel …
A happy and full of energy. **B** tired and need to relax.

3 I have …
A lots of friends. **B** a few close friends.

4 I prefer …
A talking to listening. **B** listening to talking.

5 I enjoy working or studying …
A in a group. **B** by myself.

6 I would describe myself as …
A confident and sociable. **B** shy and quiet.

If you chose mostly As, you may be more of an extrovert.
If you chose mostly Bs, you may be more of an introvert.

3 4.03 Listen to Part 1 of the dialogue. Which ideas from the quiz do they mention? Then answer the questions.

1 What situations make an extrovert feel good?
2 How do introverts feel on their own?
3 Which personality type does society favour?
4 What were the children encouraged to do at the summer camp when Susan Cain was a child?

STRATEGY Recognising exemplification

Pay attention to examples the speaker gives you while describing or explaining something. These examples will help you to understand what they're trying to say or can make their story more personal. Some typical phrases for giving examples are *for example, that is, such as, for instance, like, just to give you an idea of, imagine, to show you what I mean.*

4 Read the strategy above. Can you remember which phrase Katalin uses to introduce the story about Susan Cain?

5 4.04 Listen to Part 2 and complete the sentences with the phrases for giving examples below.

for example for instance imagine like
such as to show you what I mean

1 So, _____, a typical classroom is often organised with students sitting around a table.
2 Activities _____ brainstorming and group project work are examples of this.
3 Big companies often select people based on how they perform in groups, _____ in a problem-solving task.
4 _____ you're an introvert – in this situation, it's more natural for you to be quiet and listen.
5 It's important that companies give introverts the time they need to think, _____, some time alone to concentrate and come up with ideas.
6 Society needs a balance between introverts and extroverts. _____, think about Steve Wozniak, who invented the first Apple computer.

6 Complete the sentences about you. Give examples using phrases from Ex 5.

1 I prefer to _____.
2 I feel more comfortable _____.
3 I don't really enjoy _____.

7 4.05 Listen to the whole dialogue again and choose the correct option: A, B or C.

1 According to Susan Cain, society …
A treats introverts and extroverts the same way.
B doesn't benefit from the abilities of introverts.
C gives all the best jobs to extroverts.
2 Being an introvert means …
A you are shy and avoid meeting people.
B you don't enjoy social situations.
C you need time alone after being with others.
3 At summer camp, the other kids complained when Cain …
A wanted to read a book on her own.
B joined in with group activities.
C adapted her behaviour.
4 A typical school classroom encourages …
A students to work together.
B better project work.
C students who prefer to work alone.
5 Large businesses often employ people who …
A are quiet and enjoy listening.
B talk a lot in group situations.
C have the best skills for the job.
6 According to psychologists, introverts come up with new ideas when they are …
A working in a group.
B listening to others.
C on their own.

8 Your teacher has asked you to research different personality types and present your findings to the rest of the class. In your project group, there are both introverts and extroverts. Write down four ways you could organise your group work to get the best results.

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

adopted brother-in-law close family
family get-together great-grandmother
on my dad's side parents-in-law

1 Geeta doesn't like her husband's mum and dad – they tend to complain about her cooking! _____
2 Every summer we have a big party with all our relations. _____
3 My dad doesn't know who his real parents were – my grandparents brought him to live with them when he was a baby. _____
4 I have 20 cousins who are related to my mum, but only two cousins related to my dad. _____
5 My sister's husband, Gabriele, is Italian and he speaks amazing English. _____
6 I was very close to my mother's grandmother – she lived until she was 97. _____
7 They had a small wedding – with only their parents, siblings and grandparents. _____

2 Choose the correct alternative.

1 Millennials are the **ancestors** / **generation** born between 1981 and 1996.
2 My cousin Marcus raises money to help sick children – I really **look up to him** / **bring him up**.
3 I have six older brothers and sisters – I'm the youngest of all my **generation** / **siblings**.
4 Ollie's dad left home when he was two, so his mum **brought him up** / **is related to him** on her own.
5 Siri wants to **follow in** / **take after** her sister's footsteps and be a dancer.
6 The president's **ancestors** / **close family** came to the US from Ireland in the 19th century.
7 Did you know Ed and Will **look up to** / **are related to** each other? They are cousins.
8 Aziz **looks up to** / **takes after** his dad – their hair and eyes are the same colour.

3 Complete the short texts with the words and phrases below.

adopted ancestors brought him up
followed in his footsteps generations
get-togethers looked up to on my mum's side
related to siblings stepbrothers takes after

1 My brother Chidi is quite a bit older than me. Actually, we're _____ – his mum married my dad. Family _____ are great fun because all the _____ get on well together – young and old!
2 Will is _____ and he's interested in learning more about his real parents. The people who _____ will always be his family, but he's curious to know if he has any _____ or cousins somewhere.
3 On this site you can look up information about your _____ and find out about who you could be _____. I've learned loads about my dad's family and now I'm going to research the people _____.
4 My grandfather, Fred, was a policeman and a brilliant footballer, and my dad really _____ him. Later on, my dad _____ and joined the police too. In photos, they have the same friendly smile – my dad definitely _____ his dad.

4 Isla is interviewing her great-grandmother for a school project. Complete the dialogue with words and phrases from the previous exercises.



Isla Can you tell me something about previous [1]_____ of our family? I'd like to know more about my [2]_____.
Gran What do you want to know?
Isla Tell me about your [3]_____ when you were growing up. How many [4]_____ did you have?
Gran I had two sisters. My father died when we were little, and my mum [5]_____ on her own. Later, she married again, and I had two [6]_____, George and Michael.
Isla And did you get on with them?
Gran Yes, especially George. He was so clever and very ambitious. I really [7]_____ him. In fact, I became a teacher … like him!
Isla So did you [8]_____?
Gran Yes, definitely!
Isla Do you remember your real dad?
Gran No, but my mother said I [9]_____ him – he had a very positive attitude to life, and so do I.
Isla What about your best memories?
Gran Oh, we used to have these big [10]_____. People would bring food and there would be lots of singing and dancing. I used to think I was lucky to be [11]_____ so many nice people.

5 4.06 **PRONUNCIATION** Decide if the underlined sounds in sentences 1–7 are pronounced as /ɔ:/ or /əʊ/. Then listen and check.

1 I bought a new coat.
2 Maria caught a cold.
3 Our hall ceiling is low.
4 You chose to live on a boat.
5 I saw a beautiful china bowl.
6 Call me if you want to go for a walk.

6 Write a sentence to answer each question.

1 How many generations of your family do you know?
2 Which person in your family do you look up to?
3 Whose footsteps would you most like to follow in?
4 Which town, city or region do your ancestors come from?
5 How many siblings do you have?
6 Which of your parents do you take after?

7 **VOCABULARY BOOSTER** Now practise **Types of relatives** vocabulary on page 107.

Use reporting verbs to discuss what people said.

Grammar animation
GRAMMAR BOOSTER SB P140

1 Match the sentence halves.

1 My friends and I agreed ___
2 Priyanka's dad warned ___
3 My brother admitted ___
4 Alice's grandfather advised ___
5 Erin's aunt tried to help her, but Erin refused ___
6 When they lost the game, Jake's teammates blamed ___
7 Mia arrived late for dinner and apologised ___
8 Liam's parents insisted ___

A him for playing badly.
B her to study the subjects she finds most interesting.
C that he should wear a suit to his cousin's wedding.
D to meet at the sports centre after school.
E for making everybody wait.
F her against posting photos of herself online.
G to listen to her advice.
H breaking my phone screen and apologised.

2 Choose the correct alternative.



1 Tom's friends suggested **going** / **to go** bowling to celebrate his birthday.
2 Ashu's party was so noisy that her neighbours threatened **calling** / **to call** the police.
3 Nikki lost her purse and Kiara insisted **on lending** / **to lend** her some money.
4 Molly's teacher congratulated **on winning** / **her on winning** a school prize.
5 When my cousins got festival tickets, they invited **me to go** / **that I go** with them.
6 My sister promised **not to tell** / **not for to tell** anyone that I had failed my exam.
7 When my bike was stolen, the police recommended **me to post** / **that I should post** pictures of it on social media.
8 My dad wanted to leave school at sixteen, but his parents persuaded **him to stay** / **that he should stay**.

3 Complete the reported speech sentences with the verbs below.

accuse advise confess deny encourage offer persuade propose remind warn

1 'You borrowed my jacket!'
Lori _____ her sister _____ her jacket.
2 'You should study engineering at university.'
Emily's teacher _____ her _____ engineering at university.
3 'I didn't cheat in the exam.'
Leon _____ in the exam.
4 'I'll help you to tidy the garden if you like.'
Eliza _____ her grandmother to tidy the garden.
5 'I'm afraid it was me who damaged your car.'
Badrey _____ the car.
6 'Don't forget to take your sports kit to school.'
Timo's mum _____ him _____ his sports kit to school.
7 'Don't give up your studies.'
My uncle _____ me _____ my studies.
8 'We should have a family get-together to celebrate your graduation.'
Mirza's dad _____ a family get-together to celebrate her graduation.
9 'I really need you to buy me some new trainers.'
Ian _____ his mum _____ him some new trainers.
10 'It isn't safe for you to walk home alone.'
Leah's friends _____ home alone.

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

I had a big argument with my stepsister, Carrie, last week. She accused [1]_____ (me / borrow) her laptop and using it without asking her. She blamed [2]_____ (me / delete) a music video she had made for a school project and demanded [3]_____ (I / apologise). I don't get upset easily, and of course I denied [4]_____ (touch) her laptop. She refused [5]_____ (believe) me and insisted on [6]_____ (make) these false accusations. Then she threatened [7]_____ (tell) our parents that I was bullying her. Finally, her cousin Jamie confessed [8]_____ (take) the laptop, but said he had deleted the video by accident. He admitted [9]_____ (be) curious about Carrie's music, and apologised [10]_____ (upset) both of us. I forgave Carrie, but I warned [11]_____ (her / not speak) to me like that again. I was angry with Jamie too, and I advised [12]_____ (him / think) carefully before he acts in future.

5 Complete the questions with the correct form of *do*. Then write answers that are true for you using the verbs in **bold**.

1 Have you ever **agreed** or **offered** _____ (do) something and then regretted _____ (do) it?
_____
2 Has anyone ever **encouraged** or **persuaded** you _____ (do) something you didn't want to do?
_____
3 Have you ever **admitted** or **denied** _____ (do) something you didn't do?
_____
4 Has anyone ever **accused** you _____ (do) or **blamed** you _____ (do) something you didn't do?
_____

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

adjusted approached mental illness
observed shepherd trapped

When Marcos Rodríguez Pantoja was seven, the old [1]_____ he worked with in the mountains disappeared one day. Rodríguez said later that he [2]_____ the animals and birds to learn which foods were safe to eat. After twelve years, he was found by police officers, but it was a long time before he [3]_____ to living in society again. Later, Rodríguez was [4]_____ by scientists who asked him many questions about his experience. Rodríguez claimed that he had made friends with the animals, who looked after him. This wasn't a sign of [5]_____, but a way for him to cope with being [6]_____ in the mountains alone for so long.

2 Look at the photo and the title of the article. Think about the questions.

1 Do you know anyone who is a twin?
2 In what ways is having a twin different from having an 'ordinary' sister or brother?
3 How might twins feel if they were separated?

3 4.07 Read the article quickly and choose the best summary. The article is about …

1 a woman who always believed she had a twin sister and set out to find her.
2 a woman who learned through social media that she had a twin sister.
3 two women who each took a DNA test and then discovered they had a twin sister.

STRATEGY Understanding the order of events in a text

When reading a text which describes past events, it's important to realise that events in the text might not be presented in chronological order. To understand which event happened first, pay attention to linking phrases (*before*, *after*, *while*, *as soon as*, etc.), time references and dates.

4 Read the strategy above. Then number the events in the order they happened.

Anaïs …
met Sam in London. ___
learned she and Sam were born on the same day. ___
started to study fashion in London. ___
has been in regular contact with Sam. ___
chatted with Sam on video. ___
watched a video on YouTube. ___
and Sam starred in a film about their life. ___
and Sam got the DNA test results. ___
was born in South Korea. ___
and Sam decided to meet in London. ___
and Sam took a DNA test. ___

5 Identify the words and phrases in the text that helped you to do Ex 4.

6 Think about the questions.

1 Do you think Anaïs did the right thing when she contacted Sam?
2 Why do you think Anaïs was nervous before the meeting in London?

Twins who met after 25 years apart

As soon as Anaïs walked into the room and saw Sam for the first time in 25 years, she knew they were sisters. Later the same day, their DNA test results confirmed that they were identical twins. And in 2015, this incredible story of the twins who were separated at birth was made into a film documentary.

But how did it all start? Anaïs Bordier was born in Busan, South Korea, on 19 November 1987. She was adopted by French parents and was brought up in France. Anaïs knew she looked different, but had a very happy childhood.

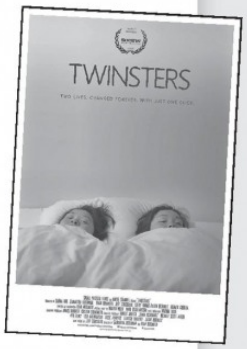
In 2012, Anaïs moved to London to study fashion. One day, a friend showed her a video of a girl on YouTube who looked exactly like her! She looked for the girl's name, but it wasn't there. She watched the video several times, but didn't know how to contact her.

A month later, her friend told her that she had seen a film trailer and had also found out that the girl's name was Sam. Anaïs searched for more information about her online. When she read it, she was amazed. Sam was also born in Busan, on the same day as Anaïs!

Anaïs contacted Sam through social media and introduced herself. Then they had their first video chat and realized that they were so similar – they even laughed the same way. After that, they decided to meet in person in London.

When Sam started making a documentary about them, Dr Nancy Segal, a specialist in twin studies at California State University, contacted them. She offered them a DNA test to prove they were related. Before they met up, they took the test together on Skype.

Since they met up for the first time in London, the two sisters have been texting every day. They share so many things in common from both hating cooked carrots to styling their hair in the same way. And they both want to learn Korean!





4.7 GLOBAL SKILLS

Understand and discuss how to make a positive impression.

1 Match a verb from A and a word or phrase from B to make tips on how to make a good first impression.

A be (x2) check dress listen look make put smile watch

B actively confident eye contact in the right way on time politely at people positive your body language your language your phone away

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

2 4.08 Listen to a careers adviser talking about some of the tips in Ex 1. Which ones does she mention?

3 4.08 Listen again. According to the speaker, what shows someone that …

1 you are listening to them?
2 you are interested in them?
3 you are happy to meet them?
4 you are over-confident?
5 you are paying attention?

4 Read the comments from five students about making a good impression in a job interview. Match the comments to the tips in Ex 1.

Forum

Comments (5)

Mila You want to come across as someone who looks on the bright side. Smile, and look at people when they're talking. Talk about your successes, not your failures. And never, ever say anything negative about your current job or your colleagues.

Josh It's important to avoid using slang phrases, or big words just to impress the interviewers. If you're nervous, make sure you don't speak too quickly, or too loudly. Just speak clearly, and say what you mean as simply as possible.

Sofia Before you say anything, people will have started to judge you by how you look. Your clothes don't need to be expensive, but they should be smart, clean and tidy. That shows the interviewers you have a professional attitude.

Rory I arrived a few minutes late for my first interview. It wasn't my fault, but I knew I had to perform really well to make up for it. The problem was, I think they'd already decided I was unreliable. I didn't get the job. I won't make that mistake again.

Pria It should be in your bag or in your pocket. Just holding it in your hand suggests that you aren't paying attention to the interviewer. And if it vibrates or rings during the interview, this makes you look bad. So switch it off too.

5 Read the tips in Ex 4 again. Decide if you agree with them. Are there any you disagree with?

6 4.09 Listen to three friends discussing two possible new singers for their band. For each singer, note down their good points and their bad points. Use words and phrases from Ex 1.

	Good	Bad
Layla	body language	
Stefan		

7 4.09 Listen again and choose the correct answer: A or B.

1 The two candidates are both good singers, so what's important is whether they …
   A fit in with the band.
   B dress in the right way.
2 Layla's body language indicated that she was …
   A lacking in confidence.
   B relaxed and confident.
3 Oli says Layla seems kind because …
   A she was positive about people she knew.
   B she paid attention and asked questions.
4 The fact that Layla was late for her interview …
   A was a big problem for everyone.
   B wasn't a serious problem.
5 Lucia thought Stefan seemed too confident because …
   A he asked lots of questions about the band.
   B he was more interested in talking about himself.
6 Ezra thought Stefan's body language was negative because …
   A he hardly ever smiled or made eye contact.
   B he kept looking at his phone.

8 MEDIATION A friend has contacted you to say they are going to a big event with their parents. They will meet a lot of their parents' friends and colleagues, so they want to make a good impression. Choose the three things you think are most important for your friend to remember and write a brief summary of them.

1 4.10 Read and listen to two dialogues. Ignore the gaps. For each dialogue, note down …

1 the topic that Jamie / Mila introduces.
2 the topic that Noah / Elise changes to.
3 when Jamie / Mila continues the first topic.
4 the topic that Jamie / Mila changes to.

Dialogue 1

Jamie [1]_____? Aidan's left home!
Noah What? No way!
Jamie It's true. He told me his mum had accused him of stealing money. He denied it but his stepfather threatened to kick him out. So he's staying at Ben's.
Noah Poor Aidan! [2]_____, it's Laura's birthday party on Friday. I know Ben's going. What about you?
Jamie Yes, I think so. [3]_____, Aidan had to leave home. He admitted that he wants to go back …
Noah What did you say?
Jamie I persuaded him to call his mum and explain how he feels. I'll talk to him again at school. [4]_____ school, I should go or I'll be late.

Dialogue 2

Mila Hey, Elise. [5]_____ I'm doing this Saturday.
Elise Surprise me!
Mila One of my teachers recommended going to a recruitment day. I asked my parents what they thought and they encouraged me to go.
Elise That's great, Mila! [6]_____, did you get Ms Lewis's message about the class meeting? It starts at 4.00 p.m.this week and she reminded everyone to be on time.
Mila Right, thanks for telling me. So … [7]_____. Mr Walker advised me to dress smartly and not to wear my old jeans …
Elise And warned you not to talk too much, I expect!
Mila Ha ha! Anyway, [8]_____, can I borrow your leather briefcase? I want to make a good impression.

recruitment (*n*) the process of finding new employees for a business

2 4.10 Complete the dialogues with the phrases below. Then listen again and check.

anyway, as I was saying back to what I was saying
before I forget guess what oh, by the way
speaking of that reminds me you'll never believe what

3 Put the phrases from Ex 2 into the correct category. Then add as many words and phrases as you can to each category.

Starting a new topic	Changing the topic	Continuing the topic

4 Match the phrases below to the correct category in Ex 3.

Funny you should mention that … Have you heard … ?
I nearly forgot to tell you … In any case, …
Listen to this! Now that you mention it, … Where was I?

5 Complete the dialogues with phrases from Ex 1–4. More than one answer may be possible.

A

Mo [1]_____ Marc said his dad has a new job – so they're moving.
Ava That's a shame. [2]_____ new jobs, someone told me you were working in the supermarket. Is that right?
Mo Yes, just at weekends. [3]_____, Marc's unhappy because he has to change schools.

B

Lia [4]_____ what happened at Mika's party? She invited me, but I couldn't go.
Ed Me neither – I was playing football. [5]_____, we have a big game on Saturday. Are you playing?
Lia Yes, of course. [6]_____, some friends of Mika's who are in a band – they turned up and played all night. Apparently they were amazing!

C

Naz [7]_____ I've got a place at university next year.
Lee That's great. [8]_____ – I've got a job interview next week. Do you have any advice?
Naz Yes, be on time and be positive. [9]_____, I'm going to study biology.

STRATEGY Using reported speech

When you're saying what someone else told you, remember to use reported speech. Try to use a variety of reporting verbs like *explained*, *denied*, *admitted*, etc.

6 Read the strategy above. Underline all the verbs for reporting speech in the dialogues in Ex 1.

7 You are going to write a script of a similar dialogue. Choose one of the topics below or use your own ideas.

- what happened at a music festival last weekend
- something a friend did that made you angry / happy
- a surprising hobby someone you know has taken up

8 Plan your work.

1 Decide which useful phrases you will use. Try to use at least two phrases for each function.
2 Include a variety of reporting verbs.
3 Use the structure below.

Speaker 1: Introduce a new topic.
Speaker 2: Respond, then change topic.
Speaker 1: Respond, then continue the original topic.
Speaker 2: Respond and introduce a new topic.
Speaker 1: Respond, then change topic.
Speaker 2: Respond, then continue the original topic.

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

- used a variety of phrases to start, change and continue a topic.
- included a variety of reporting verbs.

4.9 WRITING

Use modifying adverbs to write a description of someone.

1 Think about a family member or friend that you look up to. Why do you enjoy spending time with them? Think of three adjectives to describe …

- their appearance.
- their personality.

2 Read Omar's description of her grandad and complete the paragraph plan with the information below.

1 what they are like as a person
2 who the person is and the writer's relationship to them
3 why the writer enjoys spending time with them
4 what they looked like in the past
5 what they look like now

Paragraph A: _____

Paragraph B: _____

Paragraph C: _____

Paragraph D: _____

Paragraph E: _____

A *Recently, my mum showed me a photo of my grandad as a young man. He's 80 years old now and is well known in our town, as he used to be the mayor. I'm very close to my grandad, and he has always been a really important person in my life.*



B *From the photo, you can see that when he was young, he was extremely handsome. He's looking straight at the camera, and he has short dark hair and bright blue eyes. He's standing up straight so he looks fairly tall. He's wearing a suit and tie, and he looks incredibly stylish.*

C *Now his hair is grey, but his eyes are still very blue. He cares about how he looks, so he's always well dressed. He was sporty when he was younger and he's still quite slim because he walks every day to keep fit.*

D *My grandad's someone I look up to as a role model. He's one of the most easy-going and relaxed people I know. He's rather modest and doesn't like talking about himself, but he's extremely sociable and generous with his time. He has a very positive attitude to life, and as far as I can tell, he's completely happy.*

E *What do I like most about spending time with him? Maybe it's the fact that I can talk to him about anything and he always listens. As a grandad, he's absolutely perfect. It's totally impossible to imagine my life without him!*



3 Find as many adjectives as you can in the text that describe Amy's grandad's …

1 general appearance.
2 height and build.
3 hair and face.
4 personality.

4 Complete the description with the adjectives below.

attractive competitive curly green hard-working modest red sporty stylish tall well dressed

My aunt Roisin is my mum's younger sister. She's quite [1]_____, about 1.9 m. She's very [2]_____: she plays hockey and volleyball and is extremely [3]_____ (she hates losing)! She's very [4]_____ so gets quite embarrassed when people tell her that she's beautiful – though she is really [5]_____. She has long [6]_____ hair that's quite [7]_____ and amazing [8]_____ eyes. She's a doctor and I look up to her because she's so [9]_____ and determined to help other people. When she isn't at work or playing sport, she's always [10]_____ – she likes to look [11]_____ and has some absolutely gorgeous clothes.

STRATEGY Using modifying adverbs

To make your writing more interesting, use adverbs to modify and strengthen the meaning of the adjectives.

Here are some common modifying adverbs:
absolutely completely extremely fairly incredibly quite rather really totally very

5 Read the strategy above. Look at the adverbs in **bold** in the text. Do the adverbs in sentences 1–8 below modify (*M*) or strengthen (*S*) the adjective?

1 My brother isn't fat, but he's rather overweight. ___
2 Anya's hair isn't at all wavy – it's completely straight. ___
3 You are incredibly late! We've missed the whole movie! ___
4 I can't work out this puzzle – it's totally impossible. ___
5 Lisa is 29, which is fairly young to be a professor. ___
6 Hari's extremely ambitious – he's determined to go to the best university. ___
7 Javier's quite shy, though he's talkative with close friends. ___
8 That necklace is absolutely gorgeous – it must have cost a lot of money. ___
9 Simran is an excellent basketball player. He's really tall – about 1.95m. ___

6 You are going to write a description of someone in your family or a person you enjoy being with. Use your ideas from Ex 1, or think of a different person.

7 Plan your work. Use the paragraph structure in Ex 2. Think about …

- what information you will include in each paragraph.
- which adjectives and modifying adverbs you will use.

8 Write your description.

9 ✓ **CHECK YOUR WORK** Did you …

- say who they are and why you enjoy being with them?
- describe their appearance and personality?
- include modifying adverbs?
- check your spelling, grammar and punctuation?

Grammar

1 Write the second sentence in reported speech using the words in brackets.

1 'I've been to the gym every day this week.' (Tamsin / tell / me)

_____

2 'Will you be visiting your grandparents this weekend?' (Ebba / ask)

_____

3 'You're going to start learning Chinese next term.' (our teacher / tell / us)

_____

4 'How have you been feeling these last few days?' (the doctor / ask / me)

_____

5 'Can you tell me where you've been this afternoon?' (my dad / ask / me)

_____

6 'I think you should try to have a more positive attitude.' (Anya / tell / Pavel)

_____

2 Complete the sentences with the correct form of the verbs in brackets. Add any other necessary words.

1 Ashok offered _____ (collect) my prescription.
2 Our teacher demanded _____ (we / turn off) our phones.
3 Bako denied _____ (try) to cheat in the exam.
4 Why did you accuse _____ (me / lose) your sweater?
5 The company admitted _____ (make) a mistake and apologised _____ (take) my payment twice.

Vocabulary

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

1 Renata has done a lot in her life, but she rarely talks about her achievements – she's very _____.
A ambitious B modest C determined

2 Katya is great at sport, but she lacks _____ in her abilities.
A a positive attitude B the bright side C confidence

3 My uncle David is one of the most _____ people I know – he would do anything for anyone.
A generous B selfish C talkative

4 I always do what I decide to do – I'm very _____.
A shy B modest C determined

5 Lena isn't _____ – she doesn't enjoy parties.
A easy-going B sociable C shy

6 Marco always has something to say – he is extremely _____.
A modest B shy C talkative

7 My grandmother doesn't often get stressed – she's fairly _____.
A sociable B easy-going C hard-working

8 Amelie wants to succeed at everything she does – she's extremely _____.
A sociable B modest C ambitious

9 Don doesn't care about others – he's incredibly _____.
A selfish B kind C shy

4 Complete the sentences with the words and phrases below.

adopted ancestors close family footsteps great-grandfather siblings

1 I have three _____ – two sisters and a brother.
2 My dad's grandfather, my _____, died last year.
3 Zoe's brother is a doctor – she plans to follow in his _____.
4 They wanted a quiet wedding, so they only invited _____.
5 Alberto has always known he was _____, but he didn't meet his real mother until he was eighteen.

Cumulative review

5 Complete the text with one word in each gap.

My parents moved to the UK from India when I was a baby. I really [1]_____ up to my parents – they have such a [2]_____ attitude to life. They have four children and a family business, which has been very successful because they are both so [3]_____.

When I was [4]_____ young, my parents [5]_____ me I had been born in India. As I got older, they encouraged me to [6]_____ questions about India and their families. After I left school, my dad suggested that I [7]_____ visit India. I was really interested to see where my [8]_____ came from, and I decided to go. Last summer, I visited the village in India where my mum was [9]_____ up. There were three [10]_____ of my family still living there, and they insisted [11]_____ organising a big get-together for me. I'm not at all [12]_____, so it was easy to talk to them, although they didn't all speak English. I even met my mum's mother. It's obvious that my mum takes [13]_____ her – they look really similar.

It has been amazing to find all these people I'm [14]_____ to. They were so [15]_____ with their hospitality and made me feel very welcome.

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 How can you practice using reported verbs in your speech?
4 What things did you find most difficult when you wrote your description of a family member?

Listening

EXAM STRATEGY

When you do a multiple-choice listening task, use the first time you listen to decide if any options are definitely wrong. Then use the second listening to focus on the remaining options.

1 4.11 Read the strategy above. Then look at the first question in the exam task in Ex 2. Listen to the first dialogue once and decide which option is incorrect.

2 4.11 For each question, listen and choose the correct answer: A, B or C.

1 What did the girl have in the café?

A ☐ B ☐ C ☐



2 What is the woman going to tell the audience about?

A ☐ B ☐ C ☐



3 How did the boy injure his leg?

A ☐ B ☐ C ☐



4 What is the girl going to do at the weekend?

A ☐ B ☐ C ☐



5 When are the friends going to the cinema?

A ☐ B ☐ C ☐



Use of English

EXAM STRATEGY

When you do a cloze task, read each sentence carefully and decide what sort of word is missing: a noun, pronoun, verb, article, preposition, etc. Then think carefully about the exact form of the word, for example, is the meaning positive or negative? Is it singular or plural? What verb tense is needed?

3 Read the strategy above and decide what sort of word is missing from each gap in the task in Ex 4. When you finish the task, check your answers by thinking about the exact form of the word.

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

Did you know that one of [1]_____ most common reasons why people visit their doctor is back pain? Many of us will suffer from it at some point in [2]_____ lives – whether it's a mild ache or a sharp pain. Sitting at a desk [3]_____ several hours each day is one of the main causes of back problems. That's [4]_____ it's important to have a good quality chair [5]_____ supports your lower back and makes you sit up straight. Spending too much time looking at your phone with your head down isn't good, either! Regular physical activity is the best way [6]_____ keep your back strong. A healthy diet is important too, as extra weight, particularly around the stomach, can lead to back problems. A healthy diet can also help to keep your bones strong – foods like fish, eggs, milk, cheese and green vegetables are all good for this. You may [7]_____ realise it, but anxiety can have a negative effect on your back, so try to reduce it [8]_____ doing yoga, meditation or breathing exercises. A good night's sleep is a great way of reducing anxiety too, but think about the position you sleep in. Sleeping on your side [9]_____ probably best, but if you sleep on your back, try putting something soft under your legs to raise [10]_____ slightly. Sleeping on your front can be especially bad for your back – again, putting something soft under your stomach to support your back can help.

Reading

EXAM STRATEGY

In a reading task with short texts, think about their context, purpose and audience.

5 Read the strategy above, then look at the texts in the exam task in Ex 6. Decide where you might see each one, why it was written and who it is for.

6 Read the texts below. For each question, choose the correct answer.

Are you looking for a way to reduce stress? Do you want to sleep better at night? Do you feel that you don't have enough energy to get through the day? You don't always need to go to a doctor or chemist to find the answers. Why not try our online store first? We offer a range of natural treatments, from high-quality vitamins to healthy food and drinks. We can also give advice about how to keep your heart, teeth and skin in the best condition. It's easy to chat online to one of our experts. Our business has over ten years of experience in natural health, so you can be confident that we'll give you the best advice.

1 According to the advert, this store …
- **A** was started by a health worker.
- **B** was one of the first online health companies.
- **C** sells a variety of goods.
- **D** is a relaxing place to shop.

★★★★★

Hotel Sunshine

My most recent trip took me to the beautiful country of Italy, where I stayed at the Hotel Sunshine. (Unfortunately, there were very few sunny days while I was there!) However, the hotel itself was as good as I'd hoped it would be, and in many ways it was better. My room had a breathtaking view of the coast (in good weather, the scenery must be even more gorgeous). That was definitely what made the biggest impression on me. The hotel had a lovely garden for guests to enjoy as well. I also liked the idea that they could arrange tours of the local area, including boat trips, although I didn't actually go on one.

2 What did the reviewer like most about his visit to Italy?
- **A** The fact that the weather matched the hotel's name.
- **B** The trip that the hotel organised for him.
- **C** The time he spent in the garden with other people.
- **D** The view he could see from his hotel room.

Hi Lucia, I think I told you last week that my stepbrother is coming to stay next weekend. Well, he's just told me he'll be here earlier than expected. I promised to pick him up from the bus station, so I won't be able to meet you for lunch on Saturday. I've suggested going to the cinema in the evening, though. Would you like to come? Fer

3 What is the purpose of Fer's text to Lucia?
- **A** to cancel an event
- **B** to change an arrangement they'd made
- **C** to invite her to the cinema
- **D** to remind her that her stepbrother is visiting

Hi, my name's Ben. I was born in Scotland, but I've lived in London for five years. I'm working in a clothes shop at the moment, but I want to train to be a teacher next year – I really like working with children. This summer, I'm going travelling all over Europe. I love being outside and I'm really interested in the environment. I'm a member of a hiking group and we visit some amazing places. I hope I can come and visit you. I'm sure you can tell me about all the best destinations to visit in your country! I'd describe my personality as easy-going but ambitious. I tend to have a positive attitude and try to look on the bright side.

4 Ben has written this message to …
- **A** explain why he likes travelling.
- **B** introduce himself to someone.
- **C** make a recommendation to someone.
- **D** apply for a job as a teacher.

Speaking

EXAM STRATEGY

In a role-play task, make sure that you and your partner cover all the points that you are asked to discuss.

7 Read the strategy above. Then look at the exam task in Ex 8. Think of the benefits for mental and physical health for each point before you start your discussion.

8 Work in pairs. You are going to talk together about the ideas below. Imagine the following situation. You want to do something to improve your mental and physical health. Talk to your English-speaking friend about the benefits of each of the ideas below.
- joining a gym
- doing a 'healthy diet' cookery class
- going running with friends

Writing

EXAM STRATEGY

When you write an article, you often need to use more than one tense. Read the task carefully to identify which tenses you need to use.

9 Read the strategy above and the task in Ex 10. Which tenses do you need to use in your article?

10 You see this advert in an English-language magazine.

We are looking for articles about a famous person you admire. Tell us about someone important to you. Describe his or her personality. What have they done to become famous? Why do you admire this person?

We'll publish the best articles next month.

Write your article.

5 The global economy



1 a What can you remember about the vlog? Choose the correct answer: A or B.

1 Alicia is unhappy because …
- A her chocolates cost more than she expected.
- B she doesn't understand economics.

2 Around 70% of the world's cocoa is …
- A made into chocolate.
- B produced in West Africa.

3 The price of chocolate will go up if …
- A the supply of cocoa falls.
- B consumer demand for cocoa falls.

4 Chocolate can also become more expensive if …
- A the price of oil goes up.
- B oil production goes up.

5 Chocolate is traded in …
- A many different local currencies.
- B US dollars.

b 5.01 Watch or listen again and check.

2 Choose the correct alternative.

1 The people who buy products and services are **consumers** / **producers**.
2 When **demand** / **trade** for something is greater than supply, the price goes up.
3 Products are transported by ship for international **importing** / **distribution**.
4 A fire in one of our factories destroyed all the **stock** / **supply**.
5 Products may not be the same price in different **markets** / **trade**.
6 All our games consoles are **exported** / **packaged** carefully so they don't get broken.

3 Complete the facts with the correct form of the words in brackets.

1 How many workers are there on this _____ line? (produce)
2 People in Norway _____ more pizza than in the US. (consumption)
3 Brazil is the world's leading _____ of coffee. (export)
4 Illegal _____ who kill elephants must be stopped. (trade)
5 This supermarket _____ a lot of cheese from France. (import)
6 We need to send these back to the _____ today. (manufacture)

4 5.02 Two students are discussing their geography homework. Complete the dialogue with the words below. Then listen and check.

demand consumers distributed export goods importers markets producers retailers stock supply trade

A Buying and selling between countries is called [1]_____, right?
B Yes. In some countries there are companies that manufacture [2]_____ like phones or coffee. Those companies are the [3]_____. And people in other countries want to buy those things.
A And these people are [4]_____.
B Correct. So the companies send their products abroad. In other words, they [5]_____ them.
A And the countries – or the [6]_____ that buy them – are the [7]_____.
B Exactly. And the price they have to pay for something depends on two things. Firstly, how many people want to buy it – the [8]_____. And secondly, how much of it is available for sale – the [9]_____.
A Also, more people are using online [10]_____ like Amazon. Many of their products are cheaper because they have huge buildings where they keep their [11]_____. And items are [12]_____ around the country by lorry.

5 REAL ENGLISH Complete the dialogue with the phrases below.

Cheers, mate! For sure! Hands off! I get the picture. What a rip-off!

A That's nice. Can I have a look?
B [1]_____ That's my new iPhone. It cost 500 euros.
A How much? [2]_____
B Not really – anyway, my dad's paying for it.
A OK, [3]_____
B Look, you can have my old phone if you want.
A Really? Do you mean that?
B [4]_____ – I don't need it anymore.
A Great. [5]_____

6 VOCABULARY BOOSTER Now practise **international trade** vocabulary on page 108.

Use modal verbs to talk about advice, obligation and prohibition.

5.2 GRAMMAR

1 5.03 Listen to a dialogue between a student, Dina, and her teacher, Ms Craig. Complete the dialogue with the correct modal verbs.



A I'd really like to start a business baking and selling cakes at school.
B Great idea! But you [1]_____ talk to the head teacher first. You [2]_____ start a business at school without permission.
A Will people buy them, though?
B Of course! You [3]_____ worry about that – everyone likes cake.
A What about advertising?
B Yes, you definitely [4]_____ advertise. But remember, you [5]_____ sell cakes every day. You [6]_____ start with just one cake sale a week.
A The cakes have to be really good.
B Yes, and you [7]_____ make sure you follow the rules about health and safety.
A I'm not sure I can do this …
B Of course you can! You [8]_____ believe in yourself.

2 Match 1–8 in Ex 1 to explanations A–E.

A It isn't necessary to do this. ___ ___
B It's prohibited to do this. ___
C It's a good idea to do this. ___ ___
D It's obligatory to do this. ___ ___
E It's necessary to do this. ___

3 Choose the correct alternative.

1 Online retailers **shouldn't** / **need to** have a reliable distribution system.
2 If demand for our product starts to go up, we **don't have to** / **ought to** increase manufacturing.
3 Companies **needn't** / **mustn't** pay their workers less than the minimum wage.
4 Consumers know our products, so we **don't have to** / **mustn't** do a lot of marketing.
5 You **have to** / **should** get the correct documents before you can export these goods.
6 We **don't have to** / **need to** produce more goods to meet the increased demand from consumers!
7 If you have a good idea for a business, you **don't have to** / **shouldn't** listen to negative comments from other people.

4 Complete the sentences with the modal verbs below and the prompts in brackets. Use each modal verb once only.

don't have to have to must
mustn't need to should

1 We _____ hand in our essays on Friday. (It's obligatory.)
2 Students _____ talk in the library. (It's prohibited.)
3 You _____ ask your parents before you invite your friends home. (It's a good idea.)
4 Kieran _____ get fitter if he wants to play football for the school. (It's necessary.)
5 All students _____ wear a helmet when they cycle to school. (It's really important.)
6 We _____ to get the bus – my dad will drive us home. (It isn't necessary.)

5 Marco wants to find a job working abroad for a year. Read his online post and the comments giving advice. Complete the comments with the modal verbs below. More than one answer may be possible.

don't have to have to must mustn't
need to needn't ought to should

BLOG



"I really want to work abroad for a year after I leave school. Has anyone else done this? I'd really appreciate your advice. Thanks."

Reply to Marco

David You [1]_____ think carefully about why you want to do it – for a break, to earn money or to gain new experiences? For some jobs, you [2]_____ fill in your applications several months in advance, and you may [3]_____ go for an interview.

Mila If your family and friends are negative about your plans, remember that you [4]_____ listen to them. I strongly advise you to trust your own feelings – you [5]_____ believe in yourself and your ability to make the right decisions for you. You [6]_____ be afraid to take risks or look for new experiences.

Natalie Health is something to think about. For example, if you wear glasses or you [7]_____ take a special medicine, it's a good idea to take your prescription with you. If the country you're visiting has free healthcare, then you [8]_____ worry about getting travel health insurance. But I think you [9]_____ check before you go, just to be safe.

6 An exchange student is coming to your school for a year. Write at least three sentences giving advice and explaining some of the things they *must* and *mustn't* do, *have to* and *don't have to* do, *need to* and *needn't* do and *should* or *ought to* do.

Listen for specific information in a podcast about the global trade in waste.

1 What can you remember about the lecture in the Student's Book? Complete the facts with the words below.

benefits consequences contributed development expand growth influence

1 The _____ in trade along the Silk Roads began over 2,000 years ago; it brought many _____ to the people of Europe and the Middle East.
2 The _____ of printing technology in the 14th and 15th centuries _____ to a huge growth in education and science.
3 The invention of the magnetic compass had massive _____ for European traders. They were able to increase their _____ in Africa, and _____ their activities across the Atlantic Ocean to America.

2 You are going to listen to part of a podcast about the global trade in waste. Look at the photos and think about the questions below.

1 What happens to plastic when we don't need it anymore?
2 How can people or countries make money from waste?
3 What ways can you think of to reduce plastic waste?



3 5.04 Listen to the podcast. Which information is not included?

A why there is a global market in waste
B which countries export and import waste
C what products are made from recycled waste
D what China decided to do a few years ago
E why China's action caused a problem
F how the problem could be solved

STRATEGY Listening for specific information

When you need to listen for specific information, it is a good idea to identify the information you need. To do this, first listen to the entire recording to understand the gist of each part. Then before you listen again, read the questions carefully and the type of information you will need, e.g. a number, place, name, etc.

4 Read the strategy above. Then read the questions in Ex 5. Note down the type of information you need to listen for (a number, a name, a place, a fact).

5 5.04 Listen to the podcast again. Choose the correct answer: A, B, C or D.

1 How is recycling described? As …
A a waste of time.
B a global business.
C an environmental problem.
D an economic issue.

2 What percentage of plastic waste is recycled worldwide?
A 12%
B 40%
C 30%
D 9%

3 Which country has not increased its export of plastic?
A Japan
B China
C the UK
D the US

4 Roughly how many tonnes of waste did one country accept in 2016?
A 7 million
B 14 million
C 18 million
D 30 million

5 What are some Malaysian importers doing with the waste they receive?
A burning it
B selling it
C returning it
D banning it

6 What are some consumers asking for?
A less plastic production
B different product packaging
C stopping the export of waste
D international recycling

6 MEDIATION You listened to the podcast as research for a group project. Write a list of three or four of the main facts about plastic waste recycling for the other people in your group. Think about the problems and solutions and the countries involved.

5.4 VOCABULARY

1 Complete the definitions with the words and phrases below.

ATM bank statement debt deposit interest rate lender(s) loan savings goal tax(es) wage(s)

1 A _____ is an amount of money you borrow from someone, which you have to pay back.
2 The money you get from a job is your _____.
3 A machine you can use to take out money is called a(n) _____.
4 An amount of money that you add to your account is a _____.
5 A(n) _____ gives you information about the money in your account.
6 _____ is the money a person or company must pay to the government each year.
7 A(n) _____ is the amount of money you owe someone.
8 An amount of money you want to have in the bank to spend in the future is your _____.
9 _____ are people or businesses who give you money that you have to pay back later.
10 The _____ is the amount of money the bank charges you for borrowing money.

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

1 I'd like to open a bank account – how much do I need for my first _____?
2 Fatima never spends any money – she has a lot of _____.
3 We need some cash – is there a(n) _____ near here?
4 Many students get a _____ to pay for their studies.
5 Everyone has to pay _____ – it's the law.
6 I know how much money is in my account because I get a _____ every month.
7 Soraya doesn't earn much from her job – her employer pays her a very low _____.
8 If you want to borrow money, you need to compare the _____ of different banks.
9 They borrowed money to start their business – now they have a huge _____.
10 If you're having trouble paying back money you've borrowed, you must talk to your money _____.

3 Choose the correct alternative.

1 The bank will **check** / **credit** the interest from your savings to your account every month.
2 It's a good idea to **check** / **open** your bank statement every month.
3 You sometimes have to pay to **earn** / **withdraw** cash from an ATM abroad.
4 You must **make** / **take out** a deposit before you can start using your account.
5 Go online to find out which bank **charges** / **withdraws** the lowest interest rate.
6 When you spend more money than you have, it's easy to **get into** / **take out** debt.
7 Can I **earn** / **make** a payment from my account online?
8 Paola **earns** / **takes** a good wage from her cleaning business.
9 You need to show some identification before you can **get into** / **open** a bank account.

4 Complete the online chat with verbs from Ex 3.

Live chat

Kaya I'd like to [1] _____ a bank account with you. How do I do that?

Banker Just complete the application form. Do you want to [2] _____ a deposit today?

Kaya Yes. I [3] _____ a wage from my weekend job and I have 500 euros in savings.

Banker No problem. We'll send you a card so that you can [4] _____ cash from any ATM in the UK, or abroad. And if you want to [5] _____ a payment to someone, the easiest way is through online banking.

Kaya Can I [6] _____ my bank statements online?

Banker Yes, we don't send out paper ones anymore.

Kaya Great. What other services do you offer?

Banker If you want to buy something expensive, like a new laptop or a bike, you can take out a loan. At the moment, we [7] _____ an interest rate of between 3% and 6%.

Kaya I don't want to borrow money and [8] _____ debt.

Banker OK. We also pay you interest on your savings, and we [9] _____ it to your account every month.

5 Complete the text with the correct form of words from the previous exercises.

Home About the charity How it works Help us



Prisha is one of millions of people in developing countries who, until recently, had never opened a [1] _____. She had never [2] _____ cash from an ATM or [3] _____ a bank statement. She paid for everything her family needed from the [4] _____ she earned working in a clothing factory. Suddenly, a year ago, Prisha needed to buy expensive medicine for one of her children. She had to borrow the money from a money [5] _____, who charged very high [6] _____. Once Prisha [7] _____ debt, life became harder, but luckily, help was available. A charity called Global Microfinance provided her with a low-interest [8] _____ to start her own business. She [9] _____ enough money to pay back what she had borrowed, and her business is very successful. Now she [10] _____ taxes, [11] _____ a deposit into a savings [12] _____ every month and even employs two other women whose wages help to feed their families.

6 **VOCABULARY BOOSTER** Now practise **Saving up** vocabulary on page 108.

Use modal verbs to speculate about the past and the present.

Grammar animation
GRAMMAR BOOSTER SB P142

1 Match 1–9 in the dialogue to A–F.

Darius Did you read this? It says the Bank of England has lost £50 billion in cash.
Nita What? You [1]**must** be kidding.
Darius No, really. It says they don't know where the cash is.
Nita £50 billion? That [2]**can't** be true.
Darius I suppose they [3]**might have** got that wrong.
Nita Let's hope so. If it really is missing, that [4]**could** create problems for the whole economy!
Darius They think some of it [5]**might** be in people's homes. And they say criminals [6]**could have** used some of it to commit crimes or avoid paying tax.
Nita So it [7]**might not** even be in the country? I just don't believe it – the Bank of England [8]**can't have** lost that much cash.
Darius Someone [9]**must have** made a mistake!

The speaker …

A is certain this is true now. ___
B is certain this was true in the past. ___
C thinks it's possible this is true now. ___ ___ ___
D thinks it's possible this was true in the past. ___ ___
E is certain this is not true now. ___
F is certain this was not true in the past. ___

2 Choose the correct alternative.

1 **A** I see Ana's got a new smartphone.
B I know. It **can't have** / **must have** cost a lot of money.
2 **A** I just got a text saying I've won 1,000 euros.
B Don't click on the link – it **could be** / **could have been** a scam.
3 **A** Where's Max? I thought he was meeting us here at six.
B He **might forget** / **might have forgotten**.
4 **A** We missed the last bus, so we had to walk all the way home.
B That's nearly 10 km. You **might be** / **must be** dead tired.
5 **A** My bank statement says I'm £100 in debt.
B That **can't be** / **mustn't be** right – you had £200 in there last week.
6 **A** Do you have any plans for the weekend?
B I **might go** / **must go** camping with my brother.
7 **A** You **can't have** / **could have** finished your homework already!
B Yes, I have – I'm a really fast worker.
8 **A** I fell off my bike this morning.
B It's lucky you were wearing a helmet, or you **could be** / **could have been** badly hurt.

3 Rewrite the sentences with the correct form of *can't*, *could*, *might* or *must*.

1 'I'm certain Bruno's brother is over there.'
_____
2 'It isn't possible the bank has closed yet.'
_____
3 'It's possible Lena knows your cousin.'
_____
4 'It's possible you saw me in town yesterday.'
_____
5 'It isn't possible the ATM is empty again.'
_____
6 'I'm certain Ceren's dad sent her the money.'
_____
7 'It's possible you left your phone on the bus.'
_____
8 'It's possible this savings account is the best one.'
_____

4 Complete the text about unusual thefts. Choose the correct answer: A, B, C or D.

In 2008, thieves stole hundreds of tonnes of white sand from a beach in Jamaica. Police believe that hotel owners [1]___ the thieves to steal it. They think builders [2]___ the sand to construct new hotels. However, it [3]___ a long time to steal that much sand, as it would fill 500 trucks. A police officer said, 'The thieves [4]___ pleased they got away with it because all that sand is worth a lot of money.'

And in 2015, an enormous bell was stolen from a building in Tacoma, in the US. The bell [5]___ easy to move – it was 3.65 metres tall and weighed almost 1.5 tonnes. The thieves [6]___ some machinery. Some people believe the bell [7]___ hidden in the town. However, a police spokesperson said, 'It [8]___ in the local area – if it was, we would know about it. She believes the thieves [9]___ the bell for the value of the metal it contains.

1 **A** must pay	**C** can have paid
B might pay	**D** might have paid
2 **A** could be using	**C** must use
B can be using	**D** can't use
3 **A** can take	**C** must have taken
B must take	**D** can't have taken
4 **A** could be	**C** can't have been
B must be	**D** could have been
5 **A** can't have been	**C** might have been
B could have been	**D** must have been
6 **A** can't have used	**C** must use
B must have used	**D** could be using
7 **A** might have been	**C** might be
B can't be	**D** can be
8 **A** must be	**C** might be
B can't be	**D** could be
9 **A** could sell	**C** can't have sold
B must sell	**D** could have sold

5 Respond to the sentences with your own ideas.

1 When I got home from school, the front door was unlocked.
_____
2 I wrote an essay on my laptop last night, but now I can't find the file.
_____
3 I arrived for football training at the usual time, but no one else was there.
_____
4 I left my bike outside the station, but it isn't here now.
_____

1 You are going to read a text about the history of money. Think about the questions below.

1 Why do you think people needed to invent money?
2 What did people use before coins and banknotes were invented?

2 5.05 Do the quiz. Then read the text quickly to check your answers.

THE HISTORY OF MONEY

1 What did people do before money was invented?

A they traded goods with each other
B they used different things as money
C both A and B

2 Which do you think was NOT used as a form of money?

A cows **B** stones **C** salt

3 Where were the first metal coins made?

A China **B** India **C** Turkey

4 Which country created the dollar?

A Spain **B** the United States **C** Canada

5 Where were the first banknotes used?

A China **B** Turkey **C** Sweden

6 How much of the world's total currency is cash?

A 88% **B** 7% **C** 8%

STRATEGY Distinguishing between fact and speculation

Facts often mention statistics and other evidence and include phrases such as *According to …*, *In fact, …*, *Looking at the data, …*, *It is known that …*

Speculation is often based on opinions, beliefs, things that are probable and include phrases such as *It can be argued …*, *Most people agree that …*, *It's clear (to me) that …*, *It's extremely likely that …*

3 Read the strategy above. According to the text, is the following information fact (*F*) or speculation (*S*)? Which phrase tells you this?

1 Money means coins and banknotes. ___
2 People used to exchange something they had for something they wanted. ___
3 Cowrie shells were an early form of money. ___
4 The first coins were made over 2,500 years ago. ___
5 The US dollar was based on an earlier coin. ___
6 Banknotes are more useful than coins. ___
7 The first European banknotes were printed in the 17th century. ___
8 All the cash in the world has a value of approximately $7 trillion. ___

4 Decide if the following statements are fact or speculation. Rewrite them using a suitable phrase.

1 Humans lived happily without money for thousands of years.
2 The Chinese invented banknotes because they're light to carry.
3 Most people wish they had more money.
4 Over 170 different currencies are used around the world.
5 Over 90% of the world's money is not cash.

What is money?

When you make a deposit into your bank account, or withdraw cash from an ATM, do you ever ask yourself this question? Most people agree that it's the stuff we keep in our wallets – what we use to pay for an ice cream or that new pair of trainers online. But what happened before coins, banknotes and credit cards? In the past, it's likely that people traded with each other for goods they needed. If you had chickens but you needed wool, you could trade some of your chickens with someone who had wool. This was called 'bartering'.

Over time, people in different parts of the world began using different things to measure the value of the goods they traded. These included salt, cows, grains, pieces of metal and shells. It's known that cowrie shells were used as money in India and China for hundreds of years. It's clear that these shells had many benefits: they were small and light, had a value everyone agreed on and couldn't easily be destroyed.





As societies developed, people began to use coins made of metal. According to historians, the first coins were made in about 600 BCE, in Lydia in modern Turkey. Early coins came in many different shapes and sizes. Some coins made in China had holes in the middle so they could be carried on a string. The 16th-century Spanish silver dollar could be broken into eight pieces, called reales. It's almost certain that the US dollar was based on this coin.

Paper money was created in ancient China when traders got tired of carrying around large numbers of heavy coins. It can be argued that banknotes are more useful than coins because they can have different values depending on what is written on them. They are also lighter and can be easily stored and transported. Paper money didn't arrive in Europe until much later. In fact, the first banknotes were printed in Sweden in the 17th century.

Looking at data from international banking institutions, all the cash in the world is currently worth around $7 trillion. However, that's only about 8% of the total value of the global economy, which is $88 trillion. Most economic activity is cashless, and global business is carried out by moving data electronically between computers. Money still exists in huge quantities – we just don't see so much of it anymore.

Analyse and evaluate global citizenship.

1 Complete the sentences with the phrases below. Then decide if you agree or disagree with the sentences.

animal rights child labour environmental impact
fair trade greenhouse gases plant-based diet
plastic waste product origin working conditions



Are you a 'good' global consumer?

1. I like fruit and vegetables, but I don't know if I could eat a 100% _____.
2. I'm concerned about _____, so I'm eating less meat.
3. It concerns me that the factories making some of the things I buy have very bad _____.
4. If I knew clothes were made using _____, I wouldn't buy them, even if I really liked them.
5. I always try to buy _____ coffee and chocolate – it's good to know farmers are paid properly.
6. Everything we buy affects the planet, so I always think about the _____ of the things I use.
7. Climate change is a huge problem, so I will do what I can to reduce _____ like CO_2.
8. _____ is important to me, so I always read the label to check where something comes from.
9. I never buy water in bottles, and I use my own bags when I go shopping – I'm helping to reduce _____.

2 5.06 Listen to two friends discussing ways to become better global consumers. Which items in Ex 1 do they mention?

3 5.06 Listen again. Complete the notes with one or two words.

1 The three things people can do to think globally but act locally are …
   - A _____ the number of things we buy.
   - B _____ as much as possible.
   - C _____ the things we buy.

2 Examples of the three things in question 1 are …
   - A buy _____ but better-_____ clothes.
   - B _____ clothes you _____ with friends.
   - C buy things that _____ a long time and _____ them.

3 Lucy thinks the canteen could serve more _____ meals.

4 The girls are going to ask students to _____ with their own ideas.

4 Read the ideas people sent to Lucy and Beth. Use information from Ex 1–3 and the phrases below to make suggestions for becoming a better consumer.

I suggest if we …, then we could / should
what about why not

Your comments

1 Too many students come to school by car.
students / walk or cycle
use public transport / benefits environment
_____

2 Every year, we get new books. This is a waste of paper and bad for the environment.
people / not write in books
book sale / at end of year
_____

3 Why do we all think we need new trainers and the latest smartphone?
buy less stuff
look after things / last longer
_____

4 There's nowhere to put our waste paper and drinks cans so everyone throws them in the rubbish bin.
recycling bins / at school
put in playground
_____

5 In the winter, the school is always really hot, and this isn't necessary if we wear warm clothes.
turn down heating / at school
save energy / fewer greenhouse gases
_____

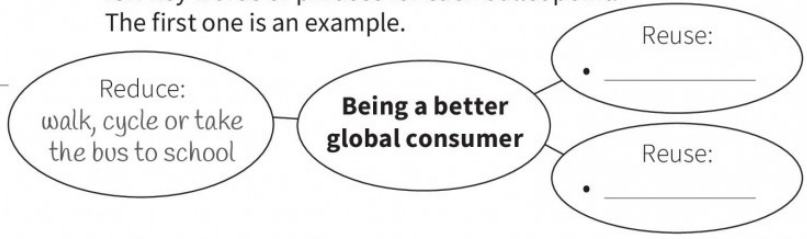
6 We need to stop throwing our clothes away after we've worn them a few times, then buy new ones.
organise / swapping event
reuse / things we don't need
_____

7 When people finish school, they leave all the lights and computers switched on and the doors open. This wastes a lot of energy.
turn off lights and computers
shut doors / stop heat escaping
_____

8 When things get a bit old or broken, we just throw them away and buy new ones. But surely it's better to fix things rather than throw them away?
start / repair shop
use things / longer
_____

5 Decide which of the suggestions would work in your school. Are there any that would not work?

6 You are going to plan a poster presentation to the school council. Use some of the ideas in Ex 3 and 4 to design the poster. Use the poster plan below or your own ideas. Include a few key words or phrases for each bullet point. The first one is an example.



1 Read the quotes. What advice would you give in each situation?

A 'I never seem to have enough time to study.'
B 'I'm interested in improving my spoken English.'
C 'I'm worried that I'm spending too much money.'
D 'I'd really like to earn some extra cash.'

2 5.07 Listen to two calls to a radio phone-in show called *Manage Your Life*. For each, say …

1 which situation from Ex 1 is discussed.
2 what the caller wants / doesn't want to do.
3 what you think is the best thing the adviser suggests.

3 5.07 Complete the dialogues with the phrases below. Then listen again and check.

Dialogue 1

have you thought about how do you think I ought to
if I were you it would be a good idea if what about
what's the best thing to do your best option is to

Felipe I need some advice about money. My mum makes a payment into my bank account every month. The problem is, I usually spend it in two weeks. [1]_____ if I want to reduce my spending?
Adviser [2]_____ withdraw a small amount of cash each week. Only buy what you really need, and don't take out any more until the following week.
Felipe OK, that makes sense.
Adviser Also, [3]_____ you kept a note of everything you spend. That way you'll soon find out where your money is going.
Felipe I need a new laptop, but the one I want is really expensive. [4]_____ pay for that?
Adviser Does it have to be new? [5]_____ getting a second-hand one?
Felipe [6]_____ getting a loan?
Adviser You could do that, but [7]_____, I'd try not to get into debt.

Dialogue 2

have you tried how do you think I should do that
what about what do you advise me to do?
you really ought to you'd better you'll need to

Hannah I have some important exams this year, and I'm a bit worried.
Adviser OK. How can I help?
Hannah I spend most of my time studying the subjects I like and then don't have enough time for the others. [8]_____?
Adviser Well, you need to organise your study time better.
Hannah You're right. [9]_____?
Adviser First, [10]_____ making a study plan? Every week, [11]_____ write down the subjects you have to study and decide how much time to spend on each.
Hannah Thanks, that's really helpful. [12]_____ writing essays? I always leave it to the night before …
Adviser Well, again, [13]_____ think about making a plan! Think about how long you need for your reading and note-taking, not just the writing. And [14]_____ start early – don't wait until the last minute!

STRATEGY Using a variety of functional phrases

When you speak, try and use a variety of phrases and expressions for particular functions to make your spoken English sound more interesting and natural, like asking for information, agreeing or disagreeing, giving advice or making suggestions.

4 Read the strategy above. Then complete the dialogues with phrases from Ex 3.

1 **A** My friend has started borrowing money from me. She never pays it back, but she keeps asking. [1]_____ respond?
B [2]_____ just saying 'no'?
A I'm worried if I do that it will ruin our friendship.
B I don't think it will. [3]_____ tell her you can't lend her any more money.

2 **A** I'm interested in improving my spoken English. [4]_____?
B [5]_____ paying for private conversation lessons?
A Yes, but it's expensive.
B OK, then I think [6]_____ you found a Skype friend on social media. That's like a penfriend, only you speak English instead of writing.

3 **A** I want to give up studying science next year and focus on languages. My parents aren't happy. [7]_____?
B [8]_____ this carefully. Sciences are important for many careers.
A I agree, but I think languages are more useful.
B I'm not sure that's true. I think [9]_____ do some research before you make a decision.

5 5.08 PRONUNCIATION Mark where you think the links are in the sentences. Then listen and check.

1 I'm interested in improving my spoken English.
2 Keep a note of everything you spend.
3 I have some important exams this year, and I'm a bit worried.
4 Make a list of everything you need to study each week.

6 You are going to write a script of a similar dialogue to the radio phone-in. Choose the situation below or use your own ideas.

The caller has just moved to a new town with their family. It's the start of the school holidays and they are lonely. They ask for advice about …

- how to make new friends.
- what activities to do in a new town.
- how to keep in touch with their old friends.

7 Plan your work.

Make some notes on the questions the caller could ask, and advice that you think would be helpful.
Decide which useful phrases you will use to ask for and give advice.

8 Write your script. When you have finished, check that you have used a variety of phrases to ask for and give advice.

5.9 WRITING

Use a suitable register to write an email of complaint.

1 Read the bullet points and the email below. Then answer the questions.

- Say why you are writing.
- Explain the problem in detail.
- Explain how the company could improve its service.
- Say what you would like the company to do as a solution to the problem.

1 Has the writer included all four points?
2 Which parts of the email match each point?

From: Maisie Long
To: customerservice@techsoundshelp.com
Re: Delivery failure

Dear Sir or Madam,

A I am writing to complain about the [1]very bad service that I [2]received from your company recently.

B On Monday 16 October, I ordered a set of wireless headphones from you. My old headphones had stopped working, and [3]I need them for my studies. On Tuesday, you sent me an email to say they were ready to [4]pick up from your store in town. However, when I went to the store, they hadn't arrived. The assistant didn't seem [5]worried about the delay, and suggested that I should [6]return the next day.

C On Wednesday, I made a second trip to the store. The headphones had arrived, but when I opened the box, I discovered they were the wrong model. The assistant didn't [7]apologise, but [8]promised me he would order the correct ones. This would take at least two more days. I asked him to [9]get in touch with me by phone when they arrived. However, he said it was my responsibility to contact the store.

D I am [10]really unhappy with your service. Firstly, I don't think you ought to email customers unless you [11]are able to guarantee the goods they ordered are available. Secondly, your staff need to understand that [12]it isn't OK for customers to wait so long for an important order.

E I have now been without the headphones for five days. I [13]want to get some compensation for the extra cost of travelling into the city, and an apology from your company for [14]these problems.

[15]I look forward to your reply.

Yours faithfully,

Maisie Long

2 Answer the questions.

1 What did Maisie order?
2 Why is she complaining?
3 How does she think the company could improve its service?
4 What does she want the company to do about her situation?

STRATEGY Selecting a suitable register

When writing a letter or email in a formal register, …

- avoid using contractions, abbreviations, phrasal verbs and slang.
- do not use language and phrases that you would use when writing with a friend or family member.
- start and finish your letter using different phrases depending on whether you know the name of the person or not.

3 Read the strategy above. Look at the underlined words and phrases in the email. Which are formal and which are informal?

4 Match the informal words or phrases you identified in Ex 3 with the more formal ones below.

___ assured ___ collect ___ concerned ___ contact
___ extremely poor ___ it is not acceptable
___ the inconvenience ___ they are necessary
___ very dissatisfied ___ would like to request

5 Rewrite the quotes in a more formal written register.

1 'Hello there,
The service we got from your company was really bad.'

2 'No one said sorry – they just promised me everything would be fine.'

3 'If you're worried about anything, you can get in touch with us by phone.'

4 'I'm really unhappy with the goods I received, and I want to get a replacement.'

5 'It isn't OK to treat customers in this way – you need to offer some compensation for these problems.'

6 You are going to write an email of complaint. Look at the situation and make a list of two or three problems that you might need to complain about.

You and your friends play for a local football team. You recently ordered some new shirts for the team with numbers and names on the back. When the shirts arrived, there were some problems. You contacted the company, but the assistant didn't want to help you. Write an email to the manager. Explain the problems you've had, what happened when you complained and what you would like them to do now.

7 Plan your email. Use your notes in Ex 6 and the paragraph structure in Ex 1. Think about …

- what information you will include in each paragraph.
- which formal words and phrases you will use.

8 Write your email.

9 ✓ **CHECK YOUR WORK** Did you …

- start and finish your email correctly?
- use formal words and phrases from this lesson?
- avoid contractions, informal, familiar and slang words and phrases?
- check your spelling, grammar and punctuation?

Grammar

1 Match the sentence halves. Then underline the modal verb in each sentence and decide if it expresses advice, necessity, obligation or prohibition.

1 You must tell your parents where you are ___
2 Carlo needs to improve his English ___
3 We ought not to use plastic packaging ___
4 You don't have to start work at 9.00a.m. ___
5 You mustn't eat so much fast food ___
6 Students at UK schools have to wear a uniform ___
7 You should have a savings goal each month ___

A when you work for this company.
B because it's bad for the environment.
C because it's bad for your health.
D so that they all look similar.
E or they will worry about you.
F so that you don't spend all your money.
G before he studies in the US.

2 Choose the correct alternative.

Aziz I've just tried to withdraw cash from an ATM, and it says there's no money in my account. That [1]**can't be** / **mustn't be** right – my boss always pays in my wages on a Friday.

Lara Have you bought anything online recently?

Aziz Yes, one or two things. But I [2]**can't have** / **might not have** spent all my money.

Lara Then the bank [3]**must make** / **must have made** a mistake. Why don't you call them?

Aziz I will. … Oh, wait a minute. It [4]**might not be** / **mustn't be** the bank's fault.

Lara What do you mean?

Aziz You remember we played that computer game the other evening, and I bought those extra characters?

Lara Oh, yeah. You paid online with your bank card. That [5]**can be** / **must be** it!

Vocabulary

3 Complete the second sentence so that it means the same as the first. Use between two and four words including the word in **bold**.

1 Over 1 million cars are supplied to China every year. **imports**
China _____ cars every year.
2 People in Finland drink more coffee than anywhere else in the world. **consumers**
People in Finland are the biggest _____ in the world.
3 If you put products in attractive boxes, this can make them sell faster. **packaging**
Attractive _____ lead to increased sales.
4 We sell more food than any other company in this country. **retailer**
We are _____ of food in this country.
5 Who do you usually buy your stock from? **supplier**
Which _____ normally use for buying stock?
6 People buy and sell some animals illegally. **trade**
There is _____ in some animals.

4 Complete the sentences.

1 Most lenders charge an i_____ r_____ of at least 3%.
2 It's a good idea to check your b_____ s_____ every month.
3 The interest we owe you was c_____ to your account yesterday.
4 Lots of school students e_____ a w_____ by working part-time at weekends.
5 Simran doesn't want to get into d_____, so he never borrows money.
6 If you want to open a b_____ a_____, you will need some ID.
7 I usually w_____ cash from the ATM once a week.

Cumulative review

5 Complete the interview with one word in each gap. More than one answer may be possible.

Why did you start a business?
I started my sports clothing company because I couldn't find anything that I wanted to wear to the gym. I thought to myself: I [1]_____ be the only person in this situation! – there [2]_____ be other people who feel the same. I did some research and soon found there was a big [3]_____ among young people for cool sports clothes made from recycled materials.

How did you get started?
I knew exactly what I wanted to do, but I didn't have any money. I didn't really want to [4]_____ into debt by borrowing from my family, so I decided to take out a [5]_____ from a bank. Several banks said 'no', but eventually, I found a [6]_____ who specialised in young people's start-ups, and I got what I needed.

Was it hard work?
Yes! The first two or three years were crazy, but now I have a company that [7]_____ really great clothing that people love to wear. We make everything in the UK, but we [8]_____ to shops in several countries in the EU. We also sell online – social media really helped us to develop our [9]_____.

What's your advice to other young people?
You [10]_____ to believe in your business 100%. Don't let anyone tell you that you can't do it.

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 How can you apply the strategy of listening for specific details to your own listening and reading?
4 What do you think are the most difficult things to remember to include when you write a formal email or letter?

Describe the interior of different homes.

6 At home



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

1 George and his brother are both students. ___
2 The flat they share is very small, but in a great location. ___
3 Manchester is not popular with tourists. ___
4 George and his brother want to rent a flat Croatia. ___
5 The website says the flat in Croatia is near the beach. ___
6 The kitchen doesn't have enough equipment. ___
7 George and his brother will have to share a bedroom. ___
8 Croatia gets very hot in summer. ___

b 6.01 Watch or listen again and check.

2 Match words 1–8 to definitions A–H.

1 air conditioning ___
2 appliance ___
3 armchair ___
4 attic ___
5 basement ___
6 ceiling ___
7 curtains ___
8 freezer ___

A pieces of material to cover a window
B a system for keeping buildings or cars cool
C a floor in a building that is below ground level
D a comfortable piece of furniture that you sit in
E the surface of a room that is opposite the floor
F a piece of electrical equipment like a fridge or a toaster
G something you put food in to keep it very cold
H the room at the top of a house, inside the roof

3 Match the underlined phrases to the words and phrases below.

built-in cosy match the style of
spacious store take up space tiny

1 'Where can we put our bikes when we aren't using them?' ___
2 'The fire makes this room really warm and comfortable.' ___
3 'That huge sofa uses up a lot of the floor area.' ___
4 'It's a big flat and there's plenty of room.' ___
5 'The bathroom's really small – it's only 3.5 m^2.' ___
6 'I like your hat – it goes well with your coat.' ___
7 'Those shelves that are built into the wall look great.' ___

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

Overview | Reviews | Availability | Map

★★★★★

We stayed in this old apartment in Rio for a week. It was decorated in fantastic colours – the [1]_____ in the windows and the carpets were good quality and everything perfectly [2]_____ the building. There was a [3]_____ living room with two big sofas and several comfortable [4]_____. It had long shelves covering one wall from floor to [5]_____, with books. The kitchen had lots of [6]_____, although we didn't do much cooking. There was a [7]_____ which we used to make ice for our drinks, but it was [8]_____, with very little room to store any food. The washing machine was downstairs in the [9]_____. The owner [10]_____ all the boxes for his business down there, and they [11]_____ quite a lot of space, but it wasn't a problem. Our bedroom was in the [12]_____, but it was big and even had a [13]_____ wardrobe with lots of space for clothes. It was very warm and [14]_____ at night, and we had great views of Sugarloaf Mountain. It got really hot during the day, so we definitely needed to use the [15]_____.

5 6.02 REAL ENGLISH Complete the dialogue with the phrases below. Then listen and check.

fat chance find the time let me guess
let's get on with it ta-da

Ben Could you [1]_____ to give me a hand this evening?
Sam [2]_____ – you want me to help you paint the basement.
Ben How did you know?
Sam I heard Dad ask you earlier. Did he offer to pay you?
Ben [3]_____ of that! No, but he gave me money for the stuff we needed.
Sam Did you get everything?
Ben Yes, [4]_____! One can of paint and two brushes.
Sam OK, then. [5]_____!

6 VOCABULARY BOOSTER Now practise **Home** vocabulary on page 109.

1 Do the sentences contain a defining (*D*) or non-defining (*N*) relative clause?

1 My bedroom is the place where I feel most comfortable. ___
2 London, which is the UK's largest city, has the oldest metro system in the world. ___
3 Our teacher, who is Swedish, speaks four languages fluently. ___
4 In Shanghai there are at least five buildings which are over 300 metres tall. ___
5 The basement, where we usually play video games, gets really hot in summer. ___
6 I've just had a text from a girl that I knew five years ago. ___
7 Kamila, whose parents come from Pakistan, is the first person in her family to go to university. ___
8 Have you met Sami who's in your sister's class? ___

2 Complete the sentences with the correct pronoun: *who*, *which*, *where*, *whose*, *that* or – (no pronoun). More than one answer may be possible.

1 Brighton, _____ my family live, has two universities.
2 Zahra is the only person I know _____ doesn't like ice cream.
3 That table, _____ belonged to my grandmother, takes up a lot of space.
4 That's the house _____ my sisters and I used to live in.
5 Diego is the guy _____ parents bought him a car.
6 My cousin, _____ lives in Hong Kong, is staying with us.
7 This is the band _____ I was telling you about.
8 Istanbul, _____ has a population of 15.5 million, gets over 30 million visitors a year.

3 Rewrite each pair of sentences as one sentence with a defining or non-defining relative clause.

1 The house had no air conditioning. It was really uncomfortable.
_____
2 Carrie is my friend. Her family live next door.
_____
3 That looks like Mark's bike. It was stolen last month.
_____
4 Vancouver is one of the world's greenest cities. It has over 200 parks.
_____
5 Mexico has some beautiful beaches. We stayed there last year.
_____
6 I visited my brother. He lives in Switzerland.
_____
7 Barack Obama was born in Hawaii. He was the US president from 2008 to 2016.
_____
8 This is the science lab. We have chemistry lessons here.
_____

4 Correct the mistakes in seven of the sentences.

1 Harry, that father is an estate agent, is in my class.
_____
2 Venice is a city who has 18 million visitors a year.
_____
3 This is the beach which I saw a shark.
_____
4 Lola's sister, where lives in California, is an actor.
_____
5 This singer, which name I've forgotten, is great!
_____
6 Anya really enjoyed the book we read in class.
_____
7 The flat, who I rent, belongs to our uncle.
_____
8 Hasan can't find the music where he downloaded.
_____

5 Complete the text with the relative clauses below. There is one relative clause you do not need.



The US architect Adrian Smith is probably most famous as the man [1]___. The Burj Khalifa in Dubai, [2]___, has held this position since it was completed in 2010. But Smith, [3]___, has also designed many other famous buildings. These include the Trump Tower in New York, and the Jinmao Building in Shanghai, [4]___. Smith was born in Chicago, [5]___. He is particularly interested in sustainable architecture, creating buildings [6]___. One of his most recent designs is the Jeddah Tower in Saudi Arabia, [7]___.

A that are both functional and eco-friendly
B where he studied and worked for most of his career
C which is 828 m high
D that is currently the world's tallest building.
E which aims to be the world's first 1-km-high building
F which was the tallest skyscraper in China until 2007
G who designed the world's tallest building
H whose projects have won over 100 awards

6 Complete the sentences so they are true for you, or use your own ideas about a building, a person and a place you know well. Include a relative clause in each sentence.

1 My favourite building _____.
2 A person I like _____.
3 I always enjoy visiting _____.

Evaluate positive and negative points in descriptions of places to live.

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

barrel eco-friendly functional
self-sufficient unique

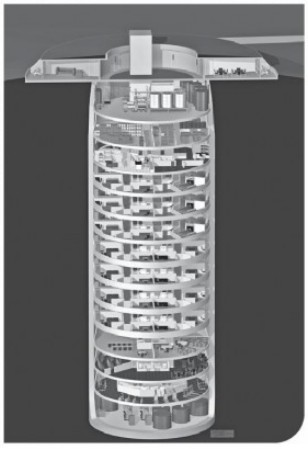
The Diogene House is unlike any other house – it's totally [1]_____. The house is tiny, but it uses modern, sustainable technologies to produce all the energy it needs, so it's completely [2]_____. It has solar panels on the roof for electricity, and it collects and stores rainwater for cooking and washing. It doesn't harm the environment, which means it's more [3]_____ than most other buildings. Everything in the house is [4]_____ – all the furniture and appliances are practical and useful. And why is it called the Diogene House? The architect named it after the Greek philosopher Diogenes, who lived in a wooden [5]_____.

2 Look at the photos of different places to live. Which ones could you describe using the words below? Which would you like / not like to live in? Why?

cosy eco-friendly functional
self-sufficient spacious unique









3 6.03 Listen to four people talking about the places in the photos. Match speakers 1–4 to opinions (A–F). There are two opinions you do not need. Which speaker …

A likes the feeling of space, but thinks noise and the weather could sometimes be a problem? ___
B says it's very spacious but doesn't have enough storage space? ___
C says it probably wouldn't suit two or more people because it isn't very spacious? ___
D likes that it's environmentally friendly, but would like more contact with other people? ___
E is worried that despite being cosy and warm, it isn't very eco-friendly? ___
F describes its advantages, but is concerned that some people may find living there difficult? ___

STRATEGY Evaluating positive and negative points

It's important to listen and evaluate what the speaker is trying to say. For example, you might listen for phrases expressing opinion and try to find positive and negative points of the things the speaker is describing.

4 6.03 Read the strategy above. Then listen again and note down at least one positive and one negative point expressed by each speaker.

	Positive	Negative
Speaker 1	close to _____	it's quite _____, not much _____ to store stuff
Speaker 2		
Speaker 3		
Speaker 4		

5 6.04 Read the sentences and decide if they introduce a positive (*P*) or a negative (*N*) point. Then listen and complete the sentences in no more than three words.

1 What's great about living there is that it looks _____ for one person. ___
2 I also like the fact that you're _____. ___
3 However, there isn't much _____ to store stuff. ___
4 Maybe it would be better if it was closer to _____. ___
5 What makes living on the _____ so special? ___
6 When you look at these breathtaking views of the city, you can see that the apartment was carefully _____. ___
7 One obvious problem is that it's a _____ down to the basement. ___
8 Another thing that's worth mentioning is that it's completely _____. ___
9 I'm a bit worried that the people who live there _____ a bit sad. ___

6 Think about a place you have read about or have seen online, or use the photo below. Write three or four sentences describing its positive and negative points as a place to live. Use phrases from Ex 5.

One of the biggest advantages of living here is …



1 6.05 What are they talking about? Listen and match the speakers to the words below.

apartment block of flats cottage
detached house lift semi-detached house
skyscraper terraced house

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

2 Match words 1–9 to definitions A–I.

1 arrange a viewing ___ 6 sign the contract ___
2 downtown ___ 7 storey ___
3 estate agent ___ 8 the suburbs ___
4 pay the rent ___ 9 within walking distance ___
5 flatmate ___

A one floor of a skyscraper
B someone you share an apartment with
C the busy centre of the city
D write your name on an official document saying you agree to do something
E give someone money to live in a flat or house that they own
F an area outside the city centre where people live
G someone whose job is to sell and rent houses to people
H organise an appointment to see a flat or house before you decide to buy or rent it
I close enough that you don't need to drive or use public transport

3 Complete the sentences with the correct words or phrases in brackets.

1 We've just been to see our new home – it's an amazing _____ in one of those tall buildings near the river. My parents are going to _____ this afternoon. I'm so excited – I've never lived in a real _____ before!
(skyscraper, apartment, sign the contract)

2 Louis's mum is happy to _____ on this flat. It's expensive, but it's in the _____ area of the city, close to where she works. The family used to live in a small _____ which was miles from anywhere, but now everything they need is _____.
(cottage, downtown, pay the rent, within walking distance)

3 Tom's mum and dad have persuaded his grandparents to sell their old _____. It's too big for them now, and it's _____, so they have to drive to get into town. They're moving to a small _____ in the city centre, which will be much easier.
(block of flats, detached house, in the suburbs)

4 Juan's family live in a _____ on the tenth floor of a ten-_____ tower block, but unfortunately there's only one _____. They are hoping to move to a _____ in a quieter area very soon.
(flat, lift, semi-detached house, storey)

5 Kaya and her _____ Anita are meeting a(n) _____ tomorrow. They want to _____ of a small _____ near the university, which they are hoping to rent.
(arrange a viewing, estate agent, flatmate, terraced house)

4 Complete the articles with the words and phrases below.

detached downtown flat flatmate
pay the rent skyscraper suburbs

Choosing your ideal home

Do you want to live in a huge [1]_____ house with a swimming pool? Or maybe you'd prefer a tiny [2]_____ on the 30th floor of a [3]_____? Living [4]_____ can be expensive, so if you don't mind taking the bus, then a place in the [5]_____ could be a cheaper option. And if you're a student, you may need a [6]_____ so it's easier to [7]_____ each month.

apartment arrange a viewing cottage estate agents
sign the contract terraced within walking distance

Some advice about renting

Are you looking for a city centre [8]_____ or a pretty little [9]_____ by the sea? Do you need shops, schools and work to be [10]_____? Whatever is important to you, always [11]_____ and see the place for yourself. Remember, [12]_____ always take attractive photos to make even the smallest [13]_____ house look like a palace! And of course, don't [14]_____ until you've read it carefully.

5 6.06 PRONUNCIATION Read the sentences and underline the stressed syllable of the compound nouns in **bold**. Then listen, check and repeat.

1 My **flatmate** and I often argue about the **housework**.
2 Our **living room** has lots of big **bookshelves**.
3 There's a **storeroom** in the basement, and a **washing machine**.
4 They have their own **bedrooms**, but they share a **bathroom**.
5 I never take the bus when I go **downtown** – there are too many **traffic jams**.
6 There's a **sports centre** with a **coffee shop** across the street.

6 Choose one of the following options and write a short description using vocabulary from this lesson.

- The flat or house where you live, or a flat or house you know well.
- How to rent a flat or house in your country.

7 VOCABULARY BOOSTER Now practise **Housing** vocabulary on page 109.

Use advanced passive structures to describe things.

Grammar animation

GRAMMAR BOOSTER SB P144

1 Complete the sentences with the correct passive form of the verbs in brackets. More than one answer may be possible.

1 When we arrived, we _____ a room with a spectacular view. (give)
2 The Copacabana Palace Hotel in Rio _____ opposite the beach. (locate)
3 Breakfast _____ in the dining room from 7.00 a.m. (will / serve)
4 Tables in the restaurant _____ in advance by guests. (can / reserve)
5 Looking at the plans, I can see the house _____ to be eco-friendly. (design)
6 We had to stand during the concert because all the seats _____ before we arrived. (take)
7 The retailer made a mistake with my online order and I _____ a refund. (offer)
8 The building _____ until the end of the year. (will not / complete)

2 Choose the correct alternative.

1 We didn't expect **to be** / **being** asked to pay three months' rent in advance.
2 My grandmother really enjoys **to be** / **being** surrounded by her family on special occasions.
3 Make sure you give Paulo clear instructions – he needs **to be** / **being** told exactly what to do.
4 I would like **to be** / **being** chosen for the school football team next season.
5 Elena hopes **to be** / **being** offered a part-time job as a hotel receptionist.
6 My sisters and I disliked **to be** / **being** taken to the dentist when we were kids.
7 I don't regret **to be** / **being** sent abroad to learn English last summer – I had a great time.

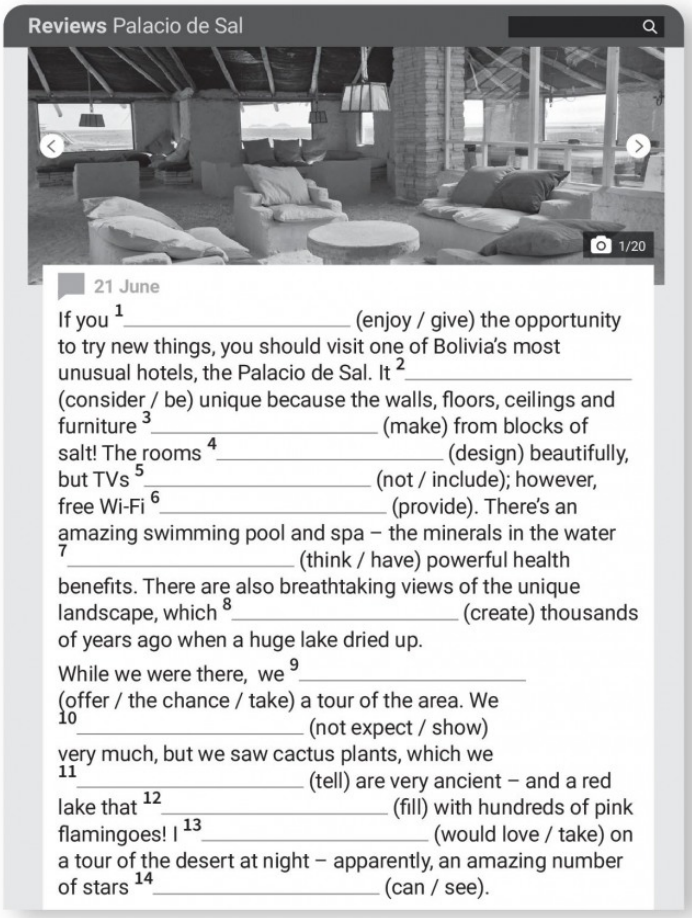
3 Write two sentences in the passive voice.

1 Amazon sent me a package.
I _____.
A package _____.
2 The hotel provides breakfast in guests' rooms.
Guests _____.
Breakfast _____.
3 Someone will show you the apartment.
You _____.
The apartment _____.
4 The airline has sent us the tickets.
The tickets _____.
We _____.
5 The store will offer me a refund.
I _____.
A refund _____.
6 They're giving each student a free dictionary.
Each student _____.
A free dictionary _____.
7 The university didn't provide me with a book list.
I _____.
A book list _____.

4 Complete the sentences in the passive voice using the prompts and the words in brackets.

1 Paris is the world's most expensive city. (believe)
Paris _____.
2 The cost of renting a flat increases every year. (know)
It _____.
3 They think the Ice Hotel is surprisingly warm and cosy. (say)
The Ice Hotel _____.
4 We know that many hotels have closed this year. (think)
It _____.
5 Eco-friendly houses will become more popular in future. (believe)
It _____.
6 People say that green is a relaxing colour to paint your walls. (think)
It _____.

5 Complete the online review with the correct passive form of the words in brackets.



6 Write sentences that are true for you. Use the sentence structures below and a passive form.

1 I enjoy / like / don't like being _____.
2 In future I hope / would like to be given / offered _____.
3 My home town is believed / known to be / have _____.
4 I was told by my parents / friends that _____.

1 What can you remember about the interview in the Student's Book? Complete the summary with the words and phrases below.

anywhere in the world family with kids
house sitters owners pay rent photographer
South Africa three weeks website designer

Naomi and Paul are excited about going to [1]_____. They are professional [2]_____ who live in other people's properties while the [3]_____ are away. They look after everything in the house and garden, and pick up important mail. For this they get paid, and they don't [4]_____. Paul is a [5]_____ and Naomi is a [6]_____. Their jobs mean they can work [7]_____. They try to stay in each place for at least [8]_____. They don't think the lifestyle is suitable for a [9]_____, but it works well for them.

2 Read the advertisements. Would either of these jobs interest you? What do you think would be the advantages and disadvantages of each job?

Friendly couple with positive attitude to life required to manage cottages and a café on a small island. Accommodation and food are provided. No experience is necessary. Email Kirsty on info@islandlifenow.net.

☆ Save

Sociable, hard-working person wanted to cook for guests on a luxury sailing boat. Must have a sense of adventure. Professional experience is useful, but not essential. Email Rob for more information: rob@oceanriders.net.

☆ Save

3 6.07 Read the two texts quickly and check your ideas in Ex 2.

STRATEGY Recognising attitude from comment adverbs

Comment adverbs such as *sadly*, *naturally*, *interestingly*, *unbelievably* modify the meaning of the whole sentence. In order to understand the writer's attitude and views, you have to pay attention to comment adverbs they use. For example, if you read *Surprisingly, living in the suburbs is expensive*, we know that the writer didn't expect that, but, in the sentence *Naturally, living in the suburbs is expensive*, the writer's expectations were confirmed.

4 Read the strategy above. Then find four comment adverbs in each text which communicate the writer's attitude.

5 Match the adverbs you identified in Ex 4 to sentences 1–7 that mean the same.

1 This was lucky. _____
2 This is easy to understand. _____
3 It would be good if this happened. _____
4 This would have been the perfect situation. _____
5 This is very surprising. _____
6 This was unexpected. _____
7 This is normal and logical. _____
8 This was disappointing. _____

6 MEDIATION Imagine you are Rory, Kasia, or Alice and a friend has asked you about your experience working abroad. Talk about four things you liked and four things you disliked, based on information from the texts below.



TEXT A: RORY AND KASIA

We both wanted to escape from our previous lives, working long hours and commuting into downtown Boston every day. Ideally, we wanted to stay in the US, but then we saw this job looking after cottages on a tiny island off the west coast of Ireland. The island belongs to the Irish government. Their aim is to protect the local wildlife, so naturally the number of visitors is limited.

We're responsible for managing three cottages which are rented to a small number of guests. We also serve tea, coffee and snacks to visitors. Everything has to be brought by boat from the mainland. We depend on the boat service for all our supplies. Obviously, we worry if the weather is bad and it can't sail.

We have our own tiny cottage and, amazingly, we don't pay any rent. One disadvantage of living here is there's no proper electricity supply. Enough electricity to charge our phones is created by a small wind turbine. It's a beautiful place to live – it's quiet, the air is clean and there are beautiful beaches. There's a big demand for jobs like this, so we feel lucky to have been chosen.

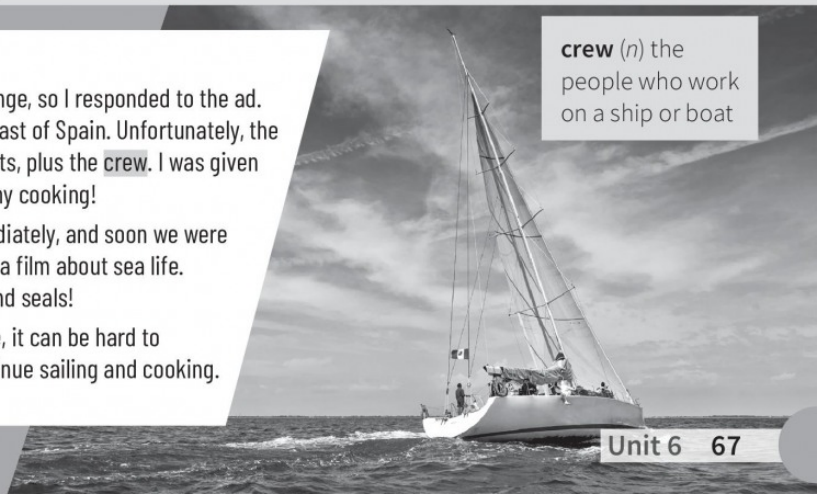
TEXT B: ALICE

I used to work for a big catering company in Bilbao. I was looking for a change, so I responded to the ad. My first experience of life at sea was a weekend sailing trip on the north coast of Spain. Unfortunately, the weather was terrible, but I was very excited about it. There were eight guests, plus the crew. I was given the freedom to create my own menus. Happily, everyone seemed to enjoy my cooking!

After this, I was asked to stay on as a member of the crew. I said yes immediately, and soon we were sailing to the south of England! The boat was rented by a company making a film about sea life. Unbelievably, I was given the chance to help with their work – I helped to find seals!

Sometimes when the weather is bad and I'm preparing a meal for 20 people, it can be hard to concentrate on cooking. But most of the time I love it. Hopefully, I can continue sailing and cooking. I would recommend it to anyone – I'm so glad I decided to answer that ad.

crew (*n*) the people who work on a ship or boat



6.7 GLOBAL SKILLS

Understand and discuss how to adapt to change.

1 What can you remember about the article in the Student's Book? Read the extract from a website providing advice for teenagers.

1 Complete the introduction with the words below.

2 Which strategies for dealing with change were mentioned in the Student's Book?

| adapt | drastic | inevitable | minor | resist

Teen Talk

Home | About | Advice | Contact | Help

Introduction

'We all experience change at some time in our lives. But even a [1]_____ change can be stressful and can seem quite [2]_____ if it isn't what we want to happen. It helps to accept that some changes are [3]_____. Rather than [4]_____ them, we need to find ways to [5]_____ to them. On this website, you'll find some strategies for how to do that.'

How to adapt to change in a positive way

1 Avoid blame. Wanting to blame other people or yourself for the change is a natural feeling, but you need to resist it. It won't change anything.
2 Allow yourself to feel emotion. It's normal to be upset, but you don't have to feel negative all the time.
3 Do things that make you happy. Read your favourite book, watch YouTube videos or listen to music.
4 Focus on what you can control. There's no point in worrying about the things you can't control. Make a list of things you can do – and try to do them often.
5 Follow your usual routine. Get up and go to bed at the same time. If you run or cycle or go to the gym, keep doing that. Try to eat as healthily as you can, at the usual times.
6 Talking helps. Don't be afraid to talk to someone about how you feel – a friend, a family member, a teacher. It's always OK to ask for support.
7 Look for opportunities, not problems. Don't wait for things to happen to you. Go out and make friends, take up a new sport or learn a new skill. Getting involved will help you adapt more quickly.
8 Accept the change. Change is inevitable, but our response to it isn't. Even if the change is not what you wanted, try to accept it in a positive way.

2 Read the posts by four teenagers. Answer the questions.

1 What change is each person experiencing?

2 Why are they unhappy about the change?

Ask for advice

Matt All my friends are moving to a new school together, but I have to go to another school in a different part of town. I hate the idea of changing schools. I'll really miss being with my friends every day.

Issie I have a part-time job in a supermarket. My employer wants me to move to a different store and change the times I work. I'm worried about moving to a bigger store and a different role working with customers.

Dara My dad's company is transferring him to a new job in Mexico, so the whole family is moving there too. I'm angry because this is a huge change for me. I don't speak Spanish and I'm really nervous about how I'll fit into a new education system.

Bea My sister is going away to university in the autumn. I'm really upset about this. We're very close and spend all our time together. My life will change a lot. I don't know what I'll do when she's gone.



3 Choose the correct alternative.

A It sounds like the move is [1]**drastic** / **inevitable** – you don't have much choice. Allow yourself to feel [2]**control** / **upset**, but also think about how you will [3]**adapt** / **resist** to the new situation. If you're really unhappy, it might help to speak to your manager and ask for their [4]**routine** / **support**. They might have some advice. But you will probably make new friends, and in a bigger store, there could be [5]**opportunities** / **support** to learn new skills.

B In stressful times, it's a good idea to make a list of the things you can [6]**control** / **support** and also follow your normal [7]**opportunities** / **routine** as much as possible. If you [8]**resist** / **upset**, it will only make things more difficult, so try to [9]**accept** / **adapt** the change and look for the positives – it's a chance to make new friends and learn a new language. It may not be as [10]**drastic** / **inevitable** as you imagine.

4 Match responses A–B to two of the posts in Ex 2.

5 Write some similar advice for one of the other teenagers. Use the outline below and information from the website in Ex 1, or your own ideas.

Allow yourself to feel _____, but also think about _____.
It's a good idea to _____, and also try to _____.
If you _____, it will only _____.
It might help to _____.
Try to _____, and look for _____.
You will probably _____, and there could be _____.

1 Read the text messages between two friends and answer the questions.

1 Which of the topics 1–6 below do you think Maya will ask Will when they meet?

2 Which do you think is the most important topic? Which is the least important?





1 if he has any previous experience
2 what time he usually goes to bed
3 if he is happy to clean the house
4 information about him
5 why he wants the job
6 what he does in his free time

2 Read the dialogue between Maya and Will, ignoring the gaps, and answer the questions.

1 Which of the topics in Ex 1 doesn't Maya mention?

2 Which questions does Maya ask that aren't mentioned in Ex 1?

Maya So, Will. Can you tell me a little bit about yourself?

Will [1]___ I'm 21 years old and I'm studying at Bath University. I spent a year travelling and working before I went to university, so I'm quite independent. I like being outdoors, especially surfing with my friends.

Maya Why are you interested in house-sitting?

Will [2]___ My flatmate is going home for the summer, and I can't afford to pay the rent on my own. House-sitting would solve that problem!

Maya I see. Have you done any house-sitting before?

Will I looked after my parents' house for a month last Christmas while they were away. [3]___ it isn't exactly the same, but I did OK.

Maya I'm glad to hear it! And are you happy to keep the house clean and tidy?

Will Yes, I don't mind cleaning at all.

Maya That's good – so … are there any jobs you can't stand?

Will Well, … cooking, I guess. [4]___ It isn't my favourite thing to do.

Maya What do you like doing at weekends? How often do you go out partying?

Will Hardly ever! [5]___, I don't go out much … except to go surfing. What else? [6]___ … I like music and playing computer games.

Maya What do you think your friends would say about you?

Will [7]___ It depends who you ask, but I think they'd say I was hard-working and reliable, but maybe not very sociable.

3 Are there any questions you think would be important to ask that do not appear in Ex 1 and 2?

STRATEGY Hesitating

It's natural to hesitate when you're speaking either in your own language or in English. However, you should always try to maintain fluency. Try to speak calmly because this will give you enough time to think. When you aren't sure what to say, use some phrases for buying time and hesitating.

4 Read the strategy above. Then complete the script in Ex 2 with the phrases below. More than one answer may be possible.

A How shall I put it?
B I mean …
C Let me think …
D The thing is,
E That's a good question.
F Where should I start?
G Well, let's put it this way.

5 6.08 Listen to the dialogue and compare your answers in Ex 4.

6 You are going to write the script of a dialogue between a person looking for a flatmate and someone who wants to share a flat. Plan your work.

- Decide what questions each person will ask to find out about their potential flatmate. Use the questions in Ex 1 for ideas.
- Decide which phrases for buying time and hesitating you will use.

7 Write your script. When you have finished, check that you have used a variety of phrases to buy time and hesitate.

Use indirect questions in an enquiry email.

1 Read the advertisement. What information do you think someone interested in renting the room would want to know?

Flatmate wanted

JenM 18 Aug, 14.08





Flatmate wanted to share lovely, spacious two-bedroom apartment with friendly female student, 19. Quiet location within walking distance of local stores and transport. Available July–September. Rent $1,250 per month. Email: jen.mcquarrie@mcquarries.com.

Reply

2 Read the email replying to the advertisement. In which paragraph does Samira …

1 ask about the location of the apartment? ___
2 suggest arranging a viewing? ___
3 say why she is writing? ___
4 ask about the contents of the apartment? ___

To: Jen McQuarrie
From: Samira Khan
Subject: Advertisement for flatmate

Dear Jen,

A I have just arrived in New York to study here for the summer and I'm looking for a quiet place to rent for three months. I saw your advertisement for a flatmate which was on roomiapp.com. I wonder if you could answer a few questions about the apartment?

B Could you tell me what street the apartment is on? I would like to live somewhere that isn't too far from the place where I am studying. The college campus is downtown – do you happen to know how long it takes to walk there?

C I was wondering if the apartment has air conditioning, as I know the city gets very hot in summer. May I also ask you what appliances you have in the kitchen – for example, is there a washing machine and dryer? Your advert says how much the rent is, but I'd be interested to know if you require a deposit in advance.

D Naturally, I would like to see the apartment before I sign the contract. Could you let me know when it would be convenient to arrange a viewing?

I look forward to hearing from you.

Best wishes,

Samira Khan

STRATEGY Using appropriate word order: indirect questions

When you're writing an enquiry email to a person you don't know and want to sound polite, use indirect questions. Remember that the word order in indirect questions is the same as in affirmative sentences.

3 Read the strategy above. Underline the indirect questions used in Samira's email.

4 A student is preparing to write an email replying to an advertisement for a roommate. Read the notes and write an indirect question for each piece of information.

1 Can you answer a few questions? _____
2 Where is the flat exactly? _____
3 Is it close to local shops? _____
4 How far is it from the college? _____
5 How much is the rent? _____
6 Are heating and electricity included? _____
7 Is there Wi-Fi? And a TV? _____
8 Can I have guests to stay? _____
9 Can I see the flat this week? _____

5 You are going to write an email replying to the advertisement below. Make notes of 4–6 pieces of information you would like to know about the flat. Use information from Ex 2 and 4 and your own ideas.

Flatmate wanted

Tom 20 Sept, 19.31

Flatmate wanted to share large, spacious flat with two other students. All furniture and appliances included. Downtown location. Available from September. £400 per month. Email: Tom on tom9903@googlemail.com.

Reply

6 Plan your work. Use your notes from Ex 5, and the paragraph structure from Ex 2.

- Write an indirect question for each piece of information you want to ask about.
- Decide what information you will include in each paragraph.

7 Write your email.

8 CHECK YOUR WORK Did you …

- explain why you are writing this email?
- use indirect questions to sound polite?
- check your spelling, grammar and punctuation?

Grammar

1 Choose the correct alternative.

1 The freezer, **which** / **that** was enormous, took up a lot of space in our kitchen.
2 The apartments **where** / – we looked at were too expensive.
3 My flatmate, **which** / **who** is a student, sometimes finds it difficult to pay the rent.
4 The hotel **where** / **that** my parents stayed used to belong to a famous actor.
5 The house sitters **who** / – were from Australia kept the place really clean.
6 Sarah's flat, **which** / **where** is on the top floor, has amazing views.

2 Complete the second sentence using the passive so that it means the same as the first sentence.

1 The architect Frank Lloyd Wright designed many famous houses.
Many famous houses _____ the architect Frank Lloyd Wright.
2 I enjoy it when someone tells me a really interesting story.
I enjoy _____ a really interesting story.
3 Everyone thinks that it is one of the most beautiful buildings in the world.
It _____ one of the most beautiful buildings in the world.
4 We hope they will send us the contract tomorrow.
We _____ the contract tomorrow.
5 People believe downtown rents have risen by 25% in the last five years.
Downtown rents _____ by 25% in the last five years.
6 The hotel manager offered us a choice of rooms.
A choice of rooms _____ by the hotel manager.

Vocabulary

3 Complete the sentences with the words below. There are three words you do not need.

appliances attic basement built-in ceiling
cosy curtains freezer match the style store
study takes up space tiny

1 I really like those _____ wardrobes in your room.
2 There's a big cupboard upstairs where we _____ our sports equipment.
3 Don't buy any more pizza – there's plenty in the _____ already.
4 I never sit on that armchair – it just _____ in my bedroom.
5 Our flat is small, but it's warm and comfortable – it feels very _____, especially in cold weather.
6 The kitchen has lots of great _____ – my favourite is the ice cream maker.
7 This modern desk doesn't _____ of the other furniture in Leo's living room, which is older.
8 There's a tiny bathroom in the _____ at the top of the house.
9 Don't make too much noise – my dad is working in his _____.
10 You get breathtaking views from these huge windows which stretch from the floor to the _____.

4 Complete the sentences with one of the pairs of words below.

arrange a viewing / flat cottage / sign the contract
detached house / block of flats lift / floor
suburbs / flat

1 When you arrive, take the _____.
Our flat is on the 25th _____.
2 I'm going to live in the countryside, and tomorrow I'll _____ to rent a cosy little _____ with a garden.
3 They used to have a tiny _____ in the city centre, but last year they moved to a house in the _____.
4 I really want to see the _____, but the estate agent hasn't managed to _____.
5 Would you prefer to live in a _____ with amazing views, or a _____ with a beautiful garden?

Cumulative review

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

Builders [1]_____ permission to develop part of the city centre [2]_____ local people currently use as a 'green' space to exercise and relax. A building 20 [3]_____ high will be built on the site. The apartments, which [4]_____ to be sold for millions of pounds, are all large and [5]_____ and have breathtaking views of the city. The building company said, 'This will improve the [6]_____ area of the city. Several wealthy people are known [7]_____ contracts to buy the properties. A member of the local community, [8]_____ did not want to [9]_____, said, 'It's sad that a beautiful part of the city, [10]_____ our children play, will be destroyed. We need homes ordinary people can [11]_____ on – not luxury homes for millionaires!'

1	**A** have given	**B** have been given	**C** which give
2	**A** which	**B** where	**C** who
3	**A** flats	**B** blocks	**C** storeys
4	**A** are expected	**B** expected	**C** were expected
5	**A** cosy	**B** spacious	**C** tiny
6	**A** downtown	**B** skyscraper	**C** suburbs
7	**A** to have signed	**B** to be signed	**C** to sign
8	**A** which	**B** who	**C** –
9	**A** name	**B** be named	**C** name them
10	**A** that	**B** which	**C** where
11	**A** pay the rent	**B** sign the contract	**C** take up space

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 are some phrases you can use when you aren't sure what to say?
4 What strategies can you use to make your writing sound polite?

Listening

EXAM STRATEGY

When you do a true / false / not given task, remember that you won't hear the exact words in the statements. Listen for the same ideas expressed in different ways.

1 Read the strategy above. Then read the statements in the exam task in Ex 2. Underline the key words, as in the first question, and think of different ways to express the same ideas.

2 6.09 You will hear a tour guide talking to a group of people at a place called Kelmscott Manor. Listen, and for each statement 1–10, write *T* (true), *F* (false) or *NG* (not given).

1 The people on this tour will find out about the history of a house. ___
2 The building they are visiting is now more than 500 years old. ___
3 According to the tour guide, Thomas Turner was a well-known architect. ___
4 George Turner died in the house during the 18th century. ___
5 William Morris admired British artists. ___
6 William Morris was concerned about environmental issues. ___
7 William Morris designed most of the furniture in the building. ___
8 Morris' wife was an artist. ___
9 *News from Nowhere* is a book by Morris about the history of his home. ___
10 Oxford University bought the house from Morris's family in 1938. ___

Use of English

EXAM STRATEGY

When you do a word formation task, think about the different prefixes and suffixes you can add to each word and how these change its meaning and grammar.

3 Read the strategy above. Then look at the first word in brackets in the exam task in Ex 4. Which prefixes and suffixes can you add to it? How do these change the meaning and grammar of the word? Which is the correct word to fit the meaning and grammar of the gap?

4 Use the word given in brackets to form a word that fits in each gap 1–10.



The story of money

We have used money for thousands of years. That's why it seems almost [1]_____ (POSSIBLE) to believe that we could soon become a cashless society. But what is the story behind the [2]_____ (DEVELOP) of money in the first place? Money is really just a way of swapping things [3]_____ (CONVENIENT). Imagine that two people each have something that the other person wants. They can swap these things – but what happens if one of them is more [4]_____ (VALUE) than the other one? When the idea of 'money' [5]_____ (ORIGINAL) developed, ancient people swapped things like tools, food or animals. But of course they might [6]_____ (AGREE) with each other about how much these different things were really worth. This is what led to the [7]_____ (INVENT) of coins about 2,700 years ago. At first, they were made of silver or gold, which meant that only the richest people could use them. Paper money was not used until hundreds of years [8]_____ (LATE). Today, money is very different; for most people, it is just a number in a bank account that we access by computer. There are still some people who feel more [9]_____ (COMFORT) with 'real' money, but it's [10]_____ (LIKELY) that cash will be with us for much longer.

Reading

EXAM STRATEGY

When you have to match headings to the correct paragraphs, first read each paragraph and summarise what it says. Then see if any of the options match your ideas.

5 Read the strategy above and 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 the world's most expensive buildings. Choose the most appropriate heading (A–J) for each paragraph 1–7. There are three extra headings which you do not need to use.

The world's most expensive buildings

1 ___

When it was built in 2004, the 500-metre high Taipei 101 was the world's tallest building. Its lifts can travel at over 60 kilometres an hour! The island of Taiwan experiences many earthquakes, so Taipei 101 had to be specially built in case there is a major one in the next few years.

2 ___

Fans of the film *Furious 7* will recognise the outside of the most expensive hotel ever built. The five-star Emirates Palace Hotel in Abu Dhabi opened in 2006 and cost an incredible $6 billion to complete. The hotel was designed to show Arabian culture to the rest of the world and the colours of the building are like those of different sands in the Arabian Desert.

3 ___

The city of Las Vegas is well known for its amazing buildings, so it's no surprise to find one of the most expensive hotels in the world there. The Bellagio has over 3,000 rooms, and one of its ceilings is covered in more than 2,000 glass flowers which were made by hand. There are also many works by famous painters in the public areas.

4 ___

The Bank of China (BOC) Tower is one of South-East Asia's most famous skyscrapers. Completed in 1990, it cost about $1 billion – that's about $2 billion in today's money. The building was the work of a Chinese–US architect and combines traditional Chinese design with a modern appearance. It has 70 floors and offers spectacular views of the city of Hong Kong.

5 ___

In 2009, The City of Dreams opened in Macau, China at a cost of $2.75 billion. This leisure destination is famous for its show *The House of Dancing Water*. It takes place in a theatre which holds around 2,000 people, with a pool the size of five Olympic swimming pools. Based around a love story, the show features a journey through time and has amazing special effects.

6 ___

Wynn in Las Vegas is considered to be one of the world's best hotels. It has a total of nearly 5,000 rooms and its guests can enjoy a wide range of shops and top-quality restaurants. Wynn has featured in many TV shows and films, including the disaster movie *2012*, and it was also home to Beyoncé's *I Am … Yours* concert show.

7 ___

Designed by a world-famous architect, the Marina Bay Sands in Singapore is the most expensive casino ever built. But a global financial crisis and rising costs meant that it opened a year later than hoped. As well as shops and restaurants, it has a theatre, a museum and a huge roof with a sky park and pool.

A Where the old and the new come together
B A man who made the impossible become possible
C Strong enough to face the future?
D A dream that never came true
E Water-themed entertainment for a huge audience
F An ideal destination for art lovers
G How a worldwide problem caused a change of plan
H A building whose appearance is inspired by its environment
I Too many people, not enough time
J A location good enough for a celebrity

Speaking

EXAM STRATEGY

When you compare two photos, don't just talk about what you can see in them. You will also need to speculate about the ideas suggested by the photos.

7 Read the strategy above. Before you read the exam task in Ex 8, think about the ideas and general topics of the photos and not just the details in them.

8 Work in pairs. These pictures show two different types of places where people live. Look at the pictures and talk about …

- the types of accommodation people live in.
- the general environment.
- what people's everyday lives are like.





Writing

EXAM STRATEGY

When you have to write a reply to someone's email, make sure you read what they have written carefully and answer all their questions.

9 Read the strategy above. Then look at the exam task in Ex 10. How many different pieces of information will you need to include in your email to Lisa?

10 Read this email from your English-speaking friend Lisa. Write your email to Lisa answering her questions.

From: Lisa
Subject: Saving money

Hi,

I need to think about saving money and would like your advice. Do you think it's a good idea to open a bank account? What are the best things to save up for? Can you suggest some ways that I can spend less money?

Let me know what you think!

Lisa

7 Learning for life





1 a What can you remember about the vlog? Answer the questions.

1 Where must you stay at school until you are nineteen?
2 How old was the youngest person ever to graduate from university?
3 How much does Institut Le Rosey cost per year?
4 Is listening to rock music a real subject in Iceland?

b 7.01 Watch or listen again and check.

2 Match the words below to the definitions.

boarding school certificate grade private school revise for state school term

1 a school that you have to pay to attend _____
2 a period of time you spend studying at school _____
3 a piece of paper that shows you have achieved something _____
4 a school run by the government which is free to attend _____
5 a mark that shows the level you have achieved in your schoolwork _____
6 work you do to prepare for a test or exam _____
7 a school where students live as well as study _____

3 Match the sentence halves.

1 It will be harder to get a good job ___
2 I'll get a teaching job after I graduate ___
3 It's important to hand in ___
4 You need a password to log in ___
5 This learning platform lets you share ___
6 I always get nervous before I sit ___
7 If you get good grades, you can win ___

A your coursework on time.
B resources with other students.
C a place at university.
D without any qualifications.
E an exam.
F from university.
G to the school's online learning platform.

4 Complete the texts with the words below.

boarding school certificate grades graduate hand in online learning platform revising for share resources sit exams state school terms win

Naomi

'I go to a school in London for the performing arts – music, theatre and dance. It's a [1]_____, so you don't have to pay. We have three [2]_____ in the year, just like a normal school. We spend about half our time learning to act, sing and dance, but we also study the usual school subjects and [3]_____ at the end of the year. I hope to [4]_____ from the school in two years' time, if my [5]_____ are good enough. The school will give me a [6]_____ to help me find work as an actor – that's my dream.'

Hugo

'It's a private [7]_____ – it's one of the best schools for sport in the country. We train every day. All the students have a tablet and we use them to log into the school's [8]_____. They're important for our studies and our sport – they allow us to [9]_____ with each other and record our progress in training. And of course, we use them to [10]_____ our coursework as well. It can be hard work, especially mixing sport with [11]_____ exams at the end of the year. But I really enjoy it and I hope to [12]_____ a place to study at university when I leave.'

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

Are you having a laugh? I'll say! No idea. That's news to me. You got it!

Ed Did you hear that James is going to boarding school next year?
Amy [1]I didn't know that. Why?
Ed [2]I don't know. Maybe his parents think he'll get better grades.
Amy I suppose his parents will have to pay a lot of money?
Ed [3]That's correct. He says it's going to cost £35,000 a year.
Amy What? [4]You aren't being serious. That's a huge amount – more than most people earn!
Ed [5]I agree. Lucky James, eh?

6 VOCABULARY BOOSTER Now practise **The education system** vocabulary on page 110.

1 Choose the correct answer: A or B.

1 Most state schools seem ___ similar subjects.
A teaching B to teach
2 I don't know anyone who enjoys ___ exams.
A sitting B to sit
3 When you've finished ___ that book, can I borrow it?
A reading B to read
4 Lydia's parents have decided ___ her to a private school.
A sending B to send
5 Ethan and Mo have suggested ___ for our exams together.
A revising B to revise
6 It's easier to learn ___ when you're young.
A swimming B to swim
7 Our school has agreed ___ nature study to the curriculum.
A adding B to add
8 Most of my friends avoid ___ at the weekend.
A studying B to study

2 Choose the correct alternative.

1 Our teacher told us **hand in** / **to hand in** our coursework on the last day of term.
2 No one will make you **revise** / **to revise** for your test, but you won't pass unless you do the work.
3 The system won't allow you **log in** / **to log in** to the learning platform without the password.
4 Kat and Chloe asked us **share** / **to share** our resources and complete the project together.
5 The school hopes **offer** / **to offer** extra sports classes to all students next year.
6 It's important to let children **be** / **to be** creative as well as teaching them **pass** / **to pass** exams.

3 Complete the sentences with one of the verbs below and the correct form of the verbs in brackets.

forget regret remember stop try

1 Bukayo needs to _____ (waste) time and get on with his studies.
2 I hope you _____ (turn off) the oven before you left the house.
3 We'll never _____ (see) *Black Panther* for the first time – it was amazing!
4 I've just _____ (explain) Instagram to my grandmother, but she didn't really get it.
5 Zoe got a very low mark in her maths test – she _____ (not / revise) for it.
6 My bike was making a strange noise so I _____ (check) what the problem was.
7 The first time I sang in public was scary and I _____ (feel) really nervous.
8 Oh, no! I _____ (go) to a meeting with my teacher this morning.
9 We _____ (tell) you that your application for the job was not successful.
10 A My laptop has _____ (work).
B Why don't you _____ (turn) it off and on again?

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



Forest schools try [1]_____ (give) children an opportunity to learn outdoors in the rain and snow. But will parents let their children [2]_____ (stay) outdoors in any weather? One mum, Ola Stenson from Denmark, used to go to forest school herself. 'I'll never forget [3]_____ (build) houses in the woods and [4]_____ (make) fires when I was a child, she says. Forest schools use child-centred learning, which allows kids [5]_____ (discover) things for themselves. For example, they learn [6]_____ (use) tools, and [7]_____ (identify) animals and plants.

Ola says, 'Kids don't stop [8]_____ (learn) when they are outside. They really enjoy [9]_____ (get) close to nature. It helps them [10]_____ (understand) the world. I hope they will remember [11]_____ (come) to forest school for the rest of their lives – like me!'

5 Complete the question and reply with the correct form of the verbs below (infinitive with or without *to*, *-ing* form).

continue decide gain learn make not take study take think win

Priti @priti234 · 3hr ···

I'm trying [1]_____ which subjects to take for my final three years at school. I get good grades in science and my teachers have told me [2]_____ with these subjects. They say they'll help me [3]_____ a place at university. However, I'd prefer [4]_____ more creative subjects that I enjoy [5]_____, like art. My teachers don't seem [6]_____ this is a good idea. What should I do?

Maria85

Replying to @priti234

It's important to avoid [7]_____ the wrong choice. If you decide [8]_____ subjects you enjoy, you'll have a good time doing this. On the other hand, you may regret [9]_____ your teachers' advice in the future. It might be better to choose subjects that allow you [10]_____ a qualification that leads to a good career. Only you know what's right for you.

6 Complete the questions with the correct form of the verbs below. Then write answers that are true for you.

do make study visit

1 What would you prefer _____ after you leave school: get a job or go to university?
_____
2 Which places in your town do you enjoy _____? Why?
_____
3 Which subject would you stop _____ if your school allowed you to? Why?
_____
4 What is the worst mistake you remember _____?
_____

1 What can you remember about the podcast in the Student's Book? Complete the sentences with the words below.

experiment instructions interested
learned learning share

1 Professor Sugata Mitra set up a(n) _____ in Delhi with a computer in the street.
2 Children tried to use the computer although there were no _____.
3 After six months, most children had _____ how to use the computer.
4 The children were able to _____ their knowledge and help each other to learn.
5 Many people outside India were _____ in Professor Mitra's experiment.
6 The School in the Cloud was set up to help schools and teachers provide online _____.



UNICEF is part of the United Nations and provides aid for children worldwide.

3.7 billion
is the number of people without internet access.

90%
of school-age children in rich countries have the internet at home.

2 Look at the photo and the infographic and think about the questions below.

1 What are the reasons why people in some countries don't have access to the internet?
2 How is life different for school-age children who don't have an internet connection at home?

STRATEGY Identifying the main idea

When you are listening to a longer text, it is easy to get lost in the different ideas people talk about. To distinguish the main idea from the subsidiary ones, listen out for words and phrases which are repeated more often.

3 7.02 Read the strategy. Listen to an interview discussing an education report by UNICEF. Match main ideas A–E to Parts 1–3 of the interview. There are two ideas you do not need.

Part 1 ___ Part 2 ___ Part 3 ___

A UNICEF is working to give young people across the world equal access to good-quality online learning.
B People in richer countries tend to value education more highly.
C Lack of internet access significantly limits children's education and opportunities.
D The 'digital divide' is related to an economic gap between richer and poorer countries.
E UNICEF is setting up new schools all over the world.

4 7.02 Listen to all three parts again. Are the sentences true (*T*), false (*F*) or not given (*NG*)?

1 About two-thirds of the world's school-age children have no access to the internet at home. ___
2 The digital divide does not affect students' educational opportunities. ___
3 The Covid-19 pandemic didn't affect children's learning if they had internet access. ___
4 Children from richer families have much better access to the internet than poor children. ___
5 Most governments are not willing to spend money on internet access in areas outside cities. ___
6 Some families may not allow children to use the internet if they don't understand how it works. ___
7 Giga has asked technical companies to identify schools without internet access. ___
8 Giga's work will improve education for millions of children worldwide. ___

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

aimed benefit depend lead prevent
result specialise succeed

1 In a group project, making progress _____ on everyone working together.
2 This course is _____ at students with good English.
3 Hana has won a place at university to study history – she wants to _____ in the post-war period.
4 Dan has failed his driving test three times, so I hope he _____ in passing it next time.
5 Don't let other people's negative comments _____ you from doing what you want.
6 Lucy hopes gaining a qualification in translation will _____ to a job with the UN.
7 Young learners can often _____ from working on projects with older students.
8 The increase in online learning could _____ in a shorter school week.

6 Complete the sentences with your own ideas.

1 The pros and cons of online learning at my school would be _____.
2 The most important way that technology helps me to learn is _____.
3 If I didn't have access to the internet at home, I would / wouldn't _____.

1 Match the words below to the definitions.

academic campus graduate
higher education lecture semester

1 learning after school, usually at college or university
_____

2 a period of time at university lasting 15–18 weeks
_____

3 relating to education and study _____

4 a person who has completed a degree at university
_____

5 the grounds and buildings of a university
_____

6 an educational talk to students at a university
_____

2 What subject do you think these students are studying? Match the university subjects below to the quotes.

economics engineering law literature
philosophy politics psychology sociology

1 'I've always been interested in how our minds work, and why people behave in certain ways.'
_____

2 'I love reading novels, plays and poetry – both traditional and modern.'
_____

3 'I'm interested in international trade and financial systems. I'd like to work in banking when I finish university.'
_____

4 'I enjoy learning about how governments work and make decisions, and what causes them to succeed or fail.'
_____

5 'I'm interested in the history of ideas. Why are we here? What does it mean to be human?'
_____

6 'Law and order is very important. I hope to be able to help people who are the victims of crimes.'
_____

7 'Society needs to do more for people with social problems, like poverty and homelessness.'
_____

8 'I love designing and building things. In the future, I want to be involved in the car industry.'
_____

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

1 Kamila has two degrees – she's a _____ of two different universities.
2 If you want a career in international finance, it's useful to study _____ at university.
3 If you don't want to fail your exams, you should study harder next _____.
4 A degree in _____ is useful for lots of jobs, as it helps you to understand how people think and act.
5 Since he graduated with a degree in _____, Ian has worked for a company building roads and bridges.
6 Over 30% of eighteen-year-olds in the UK enter _____ each year.
7 As a police officer, you need to know the rules of society, so studying _____ at university is good training.

4 Complete the dialogues with words from Ex 1 and 2.



Dialogue 1

Tim What's it like living on the university [1]_____?
Bea Great. Everything is within walking distance.
Tim What's that big white building?
Bea That's where I have my [2]_____. I have one now: 'An introduction to the history of ideas'.
Tim So you're studying [3]_____?
Bea That's right.

Dialogue 2

Zak What are you reading this [4]_____ year?
Mia At the moment, I'm reading *Julius Caesar* – it's a play by Shakespeare.
Zak Oh, right – English [5]_____. What's it about?
Mia Well, … basically, how a great leader rose and fell in Ancient Rome.
Zak Hmm. If you want to know how governments work, maybe you should study [6]_____.

5 Complete the blog post with words from this lesson.

Home **News feed** Posts Videos Photos Friends

Rachel
2hr

The 2020–2021 coronavirus pandemic happened during the second [1]_____ of my first year at university. I had always wanted to be a journalist, and I was studying a course called PPE. This combines three subjects: [2]_____, where we studied ideas about the meaning of human life, [3]_____, to get an understanding of the way governments work and [4]_____, to learn about the finance system and international trade. Life was difficult at first. We weren't allowed to move around on the [5]_____ – there was a message that told all students to stay in their rooms. The university didn't let us attend our [6]_____; we had to watch them online. We couldn't meet our teachers or other students face to face. I think studying online is OK for the more [7]_____ subjects like mine. However, if you are doing a practical subject like [8]_____, where you have to work with other people to design and make things, it's much more difficult.

Like Comment Share

6 Complete the sentences using words from this lesson and your own ideas.

1 The subjects I would enjoy studying are _____ because _____.
2 I'd like a career in _____, so it would be useful to study _____.
3 It's important to know about _____ because _____.

7 **VOCABULARY BOOSTER** Now practise **Higher education** vocabulary on page 110.

Use *wish* and *if only* to discuss your learning environment.

Grammar animation
GRAMMAR BOOSTER SB P146

1 Choose the correct alternative.

1 I wish I **could** / **would** concentrate on learning this.
2 If only we **go** / **had gone** to a different school.
3 If only my parents **would stop** / **stopped** trying to plan my life.
4 We wish we **knew** / **would know** more English words.
5 I wish my flatmate **won't borrow** / **wouldn't borrow** my clothes without asking.
6 If only I **didn't have to** / **don't have to** hand in my coursework on Friday.
7 I wish there **was** / **would be** a swimming pool on the university campus.
8 If only I **took** / **could take** my exams next semester.

2 Write sentences using the prompts.

1 Anna finds it hard to study on her own.
Anna / wish / have / someone to study with.

2 Nathalie says we've met before.
I wish / I / remember / meeting her.

3 They've been playing music all night.
If only / someone / tell them / stop.

4 Tom's friends are going to the beach this weekend.
Tom / wish / not have to / work this weekend.

5 Liam's laptop is broken – again.
Jake / wish / Liam / not keep asking / borrow / laptop.

6 I want to watch a lecture online, but I don't have a password.
If only / I / log in to / the university's learning platform.

3 Write at least two sentences beginning with *I wish* or *If only* based on these students' complaints.

1 My housemate never does any food shopping. He's always using my coffee, and he never replaces it.

2 I share a flat with three of the laziest girls in the world. I always end up doing the cleaning because they won't. They can't see how annoying it is.

3 My friend is always asking to borrow money from me. She never remembers to pay me back until I ask her to. Now I feel like I don't want to spend time with her.

4 The bus we take to go to school is always late. The driver is unfriendly and never apologises. Unfortunately, there is only one bus a day.

5 I share a bedroom with my brother. He often plays computer games until very late at night, and it keeps me awake. I've asked him not to do it, but he never remembers.

4 Complete the dialogues with *would* or *could* and/or the correct form of the verbs in brackets.

Dialogue 1

Lee So do you enjoy studying philosophy?
Raj Not really. The subject is OK, but I wish the lecturers [1]_____ (think) about what it's like for foreign students.
Lee What do you mean?
Raj Well, I wish they [2]_____ (not speak) so fast – it's hard to make notes. They can't work the technology – if only someone [3]_____ (show) them how to share their slides. And the other students chat during lectures. I wish they [4]_____ (have) a bit more respect. If only I [5]_____ (change) to another course!

Dialogue 2

Abi Are you enjoying the party?
Priti I'm a bit bored, to be honest. If only there [6]_____ (be) more people here I knew.
Abi Well, … at least you know me! But I'm leaving in a minute.
Priti That's a shame. If only you [7]_____ (stay) longer.
Abi I wish I [8]_____ (not / have to) go so soon, but …
Priti Oh, no! Ade's playing the same song AGAIN! I wish he [9]_____ (not / keep) doing that.
Abi Yeah, it's really annoying. If only he [10]_____ (have) better taste in music!

5 Write three sentences that are true for you. For example, think about …

- something you'd like to do / don't want to do.
- somewhere you'd like to be.
- something you'd like someone (not) to do.

1 If only / I wish I (didn't) _____.
2 If only / I wish I could _____.
3 If only / I wish _____ would / wouldn't _____.

1 What can you remember about the blog posts in the Student's Book? Match the people to their experiences.

Dominika Mihail Tom

1 _____ studied in Italy and learned that she/he could do more than they realised.
2 _____ spent a semester in Slovenia improving her/his English, and learned that making mistakes is OK.
3 _____ went to Russia for a year and found that people from different cultures have similar values.

2 7.03 Read the three texts quickly. Match one statement to each text. There are two statements you do not need.

A 'Education can change your life.'
B 'Working hard will always make you successful.'
C 'Money isn't the most important thing in life.'
D 'Don't let others stop you doing what you love.'
E 'Everyone should be able to go to university.'



___ **Jamie, 26** I always wanted to be a chef, but the teachers at my school thought it was a bad idea. My parents expected me to go to university – it didn't matter which subject I studied, so long as it was well respected. So I decided to do economics. I hated it and was getting bad grades. So, one of my lecturers suggested taking a year off. I decided to go to France and work in a restaurant. I learned so much in a two-year stay! Now I'm back home, I got a bank loan and I recently opened my own place. I work crazy hours, I'm not rich, but I don't care. I wish people wouldn't tell kids they can't do something. You can do anything if you really want to.



___ **Anoushka, 24** When I was growing up, my parents didn't have a lot of money, and life was sometimes difficult. They encouraged me to study hard at school so that one day I would be able to get a well-paid job. I had friends, but I didn't go out much. I was ambitious and self-confident, and I spent most of my time studying. At eighteen, I won a place at university to study law and moved away from my home town. Now I have a great job, but I work fifteen hours a day. I haven't tried to keep in touch with my old classmates, but I follow them on social media. Sometimes when I see them having fun, I wish I was more easy-going. I have a nice lifestyle, but I often feel lonely. Sometimes I wonder what I worked so hard for.



___ **Leon, 25** At school, I wasn't interested – and didn't sit any exams. After I left, I took any work I was offered – it was often boring and badly paid! But one job was gardening for an old guy, who was really well educated. Sometimes he'd chat to me and we talked about life and the world. Soon he began lending me books – and I remember thinking, there are all these ideas I didn't know about! It made me want to go back to school, then higher education. I gained a qualification as a social worker. Now I work with kids like me – it's a great job. I tell them how important education is – because for me, it was life-changing.

STRATEGY Inferring information

When you read a text, you may need to both understand information that a writer states AND infer or deduce information that the writer does not directly state. To do this, you will need to use the clues that are in the text and your own knowledge and skills.

3 Read the strategy above. Choose the most likely answer: A or B.

1 Jamie's lecturer suggested taking a year off because …
  A she realised he was doing the wrong course.
  B she was worried he would fail the course.
2 Jamie doesn't mind not making much money because …
  A he borrowed money from the bank.
  B he loves what he does.
3 Anoushka worked hard at school because her parents …
  A needed her to make money for the family.
  B wanted her to have a better life than they had.
4 Anoushka often feels lonely because …
  A she doesn't have much time to socialise.
  B all her friends are in her home town.
5 After school, Leon did low-paid jobs because …
  A he didn't enjoy academic work.
  B he had no qualifications and needed cash.
6 Leon enjoys being a social worker because …
  A he can help young people improve their lives.
  B it's a well respected job.

4 Match a word from A and a word from B to make compound adjectives from the text.

A easy- life- self- two- well

B changing confident educated going respected year

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

5 Complete the sentences with the compound adjectives from Ex 4.

1 Kamal spent a year doing charity work – it was a _____ experience for him.
2 Zahra is _____ and has qualifications from several universities.
3 Everyone looks up to my Aunt Jo – she's a _____ writer.
4 I wish I could be like Ashok – he's _____ and never gets stressed.
5 If you are _____ and believe in yourself, you can achieve anything.
6 Most courses take three academic years, but some offer _____ degrees.

6 MEDIATION A friend has sent you the following message. Think of three pieces of advice to write a short reply. Use information from this lesson.

You know I want to be an actor. My parents want me to study an academic subject at university, like literature or a foreign language. If I agree, they will pay for my studies, but not if I choose acting. What should I do?

Evaluate and discuss good study habits.

1 What can you remember about the article in the Student's Book? Are the sentences true (*T*) or false (*F*)?

1 We are able to remember information because neurons in the brain make connections with each other. ___
2 Using different senses makes no difference to how we learn and remember things. ___
3 Our brains find it easier to remember new information when it is connected to what we already know. ___
4 Recalling a piece of information many times helps to make the memory stronger. ___
5 The more information you receive at one time, the easier it is to remember it. ___
6 The best way to learn is to study a little and often, and revise what you have studied. ___

2 Read the online comments about the difficulties some students have when studying. Match one of the statements (1–7) to each student. There are two statements you do not need.

This person …

1 needs to manage their time more effectively. _____
2 gets distracted when they study with other people. _____
3 listens to music while studying. _____
4 doesn't review their notes when they get home. _____
5 might learn better if they studied a little and often. _____
6 takes too many breaks while studying. _____
7 would benefit from joining a study group. _____

Forum

School > Studying > Your comments



I always take a lot of notes in class – but then I don't read what I've written for a few days, and I can't understand anything!

Rory



I do loads of sport after school, so there isn't much time for homework – and even when I do have free time, I feel too tired to study.

Jess



I do most of my homework at the weekend – but I wonder whether I would get better grades if I did a small amount of work every day and took more breaks.

Layla



I find working on my own incredibly boring – it's much easier to learn at school, when you can share ideas with your classmates.

Ali



I often study with friends – Mum won't let us listen to music, but we spend a lot of time laughing at stuff on our phones and don't get much work done!

Mari

add new comment here

3 Complete tips 1–5 with one of the groups of words A–E below.

A avoid, distracted, periods, regular
B analyse, discuss, note, relate
C minutes, overload, revising, senses
D notes, questions, recalling, remember
E free time, manage, week, schedule

Five ways to improve your study habits

1 Make connections

Take _____ of new ideas. Think about and _____ new information and _____ it to what you already know. Join a study group and _____ what you are learning.

2 Make a plan

Try to _____ your time effectively. Look at what you do in your _____ and plan when you are going to study. Then _____ time for revising and time for _____ each day.

3 Keep focused

Study for short _____ of time and take _____ breaks. Turn off your phone and _____ social media. Find a quiet place to study alone so you aren't _____ by other people.

4 Look after your brain

Study each subject for a few _____ every day. Start by _____ what you've recently studied. Don't _____ your brain with too much information. Move around and use different _____ when you study.

5 Revise regularly

Practise _____ information you have learned. Look at your _____ when you get home and ask yourself _____ to check you understand them. It's important to revise information regularly if you want to _____ it.

4 Which tips in Ex 3 would be useful for each student in Ex 2?

Rory: _____
Jess: _____
Layla: _____
Ali: _____
Mari: _____

5 Think about your own study habits. What do you do well and what could you do better? Make a note of the good study habits from the lesson you would like to use. Then write a list of the things you will do to improve the way you study in future.



1 How do you feel when you have to take an exam? Do you think exams are the best way to measure what you have learned?

2 Read the statement and the script, ignoring the gaps. Answer the questions.

1 Does Toby think exams are good or bad?
2 What two arguments does Kate present supporting the statement?
3 Why does Toby say exams help you to understand about 'the real world'?
4 According to Kate, what is the point of education?
5 What system does Kate suggest instead of exams?
6 Does Toby agree or disagree with her? Why?

'We should stop using exams to measure students' learning.'

Toby So, [1]_____ I disagree with the statement. I'm absolutely convinced that exams are the best and fairest way to measure students' progress.

Kate That may have been true once, but it isn't true anymore. There are two points I'd like to mention. [2]_____, sitting exams is extremely stressful for many students. Secondly, exams don't actually measure what you've learned about a subject – they just show how good you are at learning to pass exams.

Toby [3]_____ exams aren't only about testing what you know. They also help you to understand about success in the real world.

Kate I'm not with you.

Toby [4]_____ I think if you have to pass an exam to get to university or gain a qualification, it makes you try harder. Exams make you more competitive. [5]_____ life is a competition. That's fairly obvious.

Kate [6]_____ I don't think you need to fail an exam to understand that. The point of education is to discover new things and enjoy learning. And besides, there are definitely better ways to measure progress than testing.

Toby [7]_____

Kate What I mean is the best person to decide what grades you should get is your teacher. Why not have a system where teachers give students grades based on the coursework they've done over the year?

Toby I'm not saying coursework isn't important. It certainly is important. But we should think carefully about what's fair too. [8]_____ if everyone does the same exam, at the same time, they all have an equal chance of succeeding. You can't argue with that.

3 7.04 Complete the script with the useful phrases below. Then listen and check.

> and there's no doubt that first of all,
> how do you mean? it's true to say that
> let me put it another way. that's a good point, but
> the first thing I'd like to say is you may be right, but

4 Match phrases 1–8 in the script with functions A–E. Find one more phrase in the script for each function.

A Expressing certainty ___ ___ _____
B Giving clarification ___ _____
C Presenting an argument ___ ___ _____
D Asking for clarification ___ _____
E Countering an argument ___ ___ _____

STRATEGY Using adverbs to add emphasis

When we have a debate or discussion, we often add adverbs into sentences to emphasise an argument or stress or soften our opinion.

*This is **absolutely** the right thing to do.*

*As far as I'm concerned, I don't think this is **particularly** useful.*

5 Read the strategy above. Underline at least six adverbs in the script. Is each one used to strengthen or soften?

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

6 7.05 PRONUNCIATION Look at the underlined sounds and decide how they are pronounced. Then listen and check.

1 it makes you try harder
2 fail an exam
3 grades based on coursework
4 have an equal chance
5 you can't argue with that

7 You are going to write a script of a similar discussion. Use one of the statements in the Student's Book, one of the statements below, or your own ideas.

'Everyone should take a gap year between school and university.'

'Doing sport at school is just as important as studying academic subjects.'

8 Think about different arguments for and against the statement. Make notes. Decide which useful phrases you will use, and which adverbs you will use to emphasise or soften the arguments.

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

- used phrases to present and counter arguments.
- used phrases to ask for and give clarification.
- used adverbs to emphasise or soften your arguments.

7.9 WRITING

Use planning to compose a for and against essay.

1 Read the essay task. Which of the following are arguments *for* the statement and which are arguments *against* it?

1 It isn't the same experience as being on a university campus.
2 Students can learn anywhere in the world.
3 It's more suitable for students who are good independent learners.
4 Students aren't able to work closely with others.
5 It's more flexible for students who have a job.
6 It's cheaper than face-to-face teaching.

Write an essay discussing the arguments for and against this statement: 'Online learning should replace face-to-face teaching for all university courses'.

2 Read the essay quickly and check your ideas from Ex 1.

Most universities offer some form of online learning. It is clearly a way to support more traditional methods of teaching, but is it a sensible idea to replace all lectures and group work with an online course?

[1]Overall, the main advantage of online learning is that it lets people study anywhere, at any time, including in another country. It is usually less expensive than studying on a typical university campus, so [2]clearly it can help students on a limited budget to gain a qualification without getting into debt. [3]Needless to say, it also makes it easier to work and study at the same time.

[4]In reality, though, online learning isn't suitable for everyone. [5]The fact of the matter is you need to be able to study independently without getting distracted. It's also true that students miss out on some elements of the 'university experience'. [6]In other words, they get less personal attention from lecturers, and don't benefit from working closely with their classmates.

[7]To a certain extent, online learning is a realistic alternative to face-to-face teaching, but not for all courses. For subjects where students must learn specific skills, such as medicine or engineering, instruction from lecturers and the opportunity to practise are essential. [8]In general, therefore, I don't believe online learning should replace traditional learning methods.

STRATEGY Planning an essay

When you are planning a for and against essay, it's important to follow a clear structure.

1 Start with a general statement that shows your understanding of the topic, or a brief introduction to both sides of the argument.
2 Present the arguments for the statement, including explanations and examples if required.
3 Present the arguments against the statement, including explanations and examples if required.
4 Finish with a summary of the arguments and your opinion.

3 Read the strategy. Then read the essay again and complete the essay plan notes.

1 OL can support but not [1]_____ traditional teaching methods.
2 For:
- People can study [2]_____ and when they want to.
- It's less expensive than studying on a typical [3]_____.
- It's easier to [4]_____ and study at the same time.

3 Against:
- Students must be able to [5]_____.
- Lecturers don't give students [6]_____.
- Students don't benefit from [7]_____ with classmates.

4 Conclusion: OL is not an alternative to [8]_____. It should not [9]_____.

4 Look at the underlined words and phrases 1–8 in the essay. Match them to functions A–E.

A making general statements ___ ___
B introducing facts ___ ___
C adding emphasis ___ ___
D saying something is partially true ___
E explaining or clarifying a statement ___

5 Look at the words and phrases below. Which underlined words and phrases in the essay could they replace?

1 it is obvious that
2 to put it another way
3 it is true to say that
4 generally speaking
5 up to a point

6 You are going to write a for and against essay. Choose one of the statements from the Student's Book or the one below.

'Studying maths and sciences is more useful than studying art and literature.'

7 Plan your essay and decide what you will write in each paragraph. Use the essay plan in the strategy to help you. Think about …

1 what you will say in your opening general statement.
2 your arguments for the statement, including explanations and examples.
3 your arguments against the statement, including explanations and examples.
4 what you will say in the conclusion.
5 which phrases from the Phrasebook you will use.

8 Write your essay.

9 ✓ **CHECK YOUR WORK** Did you …

- follow the plan: opening statement, arguments for, arguments against and summary / opinion?
- include relevant useful phrases?
- check your spelling, grammar and punctuation?

Grammar

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

1 **Max** Why don't we stop _____ (take) the bus to school? It's always late.
Chris Fine. I prefer _____ (cycle) anyway.
2 **Kiara** I hope our teacher doesn't make _____ (us / go) outside in this rain.
Mum Maybe she'll allow _____ (you / stay) indoors today.
3 **Dan** My dad's trying _____ (learn) Spanish, but he's finding it hard.
Geeta Why don't you suggest _____ (use) that new language learning app?
4 **Lily** Did you remember _____ (invite) your cousin to the party on Saturday?
Alex Yes, but I don't think he'll come – he doesn't enjoy _____ (meet) new people.
5 **Rose** Our art teacher has asked _____ (us / share) our coursework.
Kamili I know – I've decided _____ (put) mine on the school's social media page.
6 **Ryan** Is it true you've agreed _____ (take part) in a 10 km race?
George Yes, but now I regret _____ (say) yes – I hate running!

2 Complete the second sentence so that it means the same as the first sentence.

1 I never have enough time to do my coursework.
I wish _____.
2 I've always wanted to play basketball as well as my friends, but I can't.
If only _____.
3 My brother is always borrowing my clothes. I want him to stop.
I wish _____.
4 There aren't many open spaces near our house.
If only _____.
5 My sister never lets me go out with her and her friends.
If only _____.
6 I'd like to remember meeting my great-grandmother, but I was too young.
I wish _____.

Vocabulary

3 Choose the correct alternative.

1 Elif is a teacher – she gained her **exam** / **qualification** in the USA.
2 My dad has my high school **certificate** / **grade** on the wall in his study.
3 In most countries, education in **boarding** / **state** schools is free.
4 My parents will be proud if I **graduate** / **win** from university.
5 This online learning platform allows teachers to **hand in** / **share** resources with students.
6 Soroush was getting very low **exams** / **grades**, so his parents hired a private tutor to help him.
7 When you have finished your science project, you can **hand it in** / **revise for it** online.
8 Soraya hopes to win a **place** / **study** at university to study French and Spanish.

4 Complete the sentences with the words below.

academic campus economics graduates lectures psychology semester

1 Many famous people are _____ of Oxford or Cambridge.
2 The university posts some of its _____ online.
3 Adam studied _____ and politics at Harvard University.
4 We have to sit our final exams at the end of next _____.
5 Lecturers are members of a university's _____ staff.
6 Jane is a professor of _____ and has written a book about the teenage brain.
7 Our university _____ is about 5 km outside the city centre.

Cumulative review

5 Complete the text with one word in each gap.

You're in your final [1]_____ at school. You've worked hard and you have a [2]_____ to study at university in the autumn. In a few weeks, you'll [3]_____ your last exam. But you're thinking, 'If only I [4]_____ be sure I've chosen the right subject'.

Don't worry. In higher [5]_____ it isn't only the subject you study that is important.

Of course, it makes sense to choose [6]_____ if you want to be a lawyer. If you enjoy [7]_____ novels and poetry, literature is probably the right course for you.

But most subjects will help you [8]_____ develop skills that are useful in many careers. Many courses involve group projects, so you can't avoid [9]_____ together with other people in a team.

Studying [10]_____ doesn't only prepare you for a career in government – it teaches you [11]_____ to make an argument for something you believe in.

And [12]_____ is not just about building roads or bridges – it also lets you [13]_____ your ability to analyse and solve problems.

Most universities have samples of their courses available – just log onto their [14]_____ learning platform to see them. Find out how your course can prepare you for many different careers. Then you can stop [15]_____ and focus on revising for your exams!

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 How can you apply the strategy of inferring information to your own listening and reading?
4 What should you do before writing a for and against essay?

8 More than one way to earn a living



1 a What can you remember about the vlog? Complete the summaries with one word in each gap. The first letter is given.

When Daniel applied for a job at a tech company, he sent them an [1]u_____ t_____ d_____ CV and got brilliant [2]r_____ from his teachers. His mum helped him to practise by asking him [3]r_____ interview questions. Daniel tried to [4]s_____ o_____ from the crowd, but he didn't get the job. He started his own website and was [5]h_____ by a big international company.

Camilla saw that a new restaurant was looking for staff. She had the necessary [6]q_____ and she completed an [7]a_____ f_____ online. Camilla got the job, and the monthly [8]s_____ was excellent. But she forgot to [9]r_____ the job description in detail – the job was in a restaurant 1,500 km away.

The ice cream shop where Alicia works was [10]h_____ ice cream sellers. A girl came into the shop to ask about the job. She didn't have an [11]a_____ and wanted an interview straight away. She thought it was an easy job – she asked about the [12]h_____ rate and when she would receive her [13]w_____.

b 8.01 Watch or listen again and check.

2 Choose the correct alternative.

1 You can't usually see the doctor unless you have a(n) **description** / **appointment**.
2 Have you ever been asked random **interview** / **candidate** questions?
3 Rachel was so good at her job that a big company **headhunted** / **reviewed** her.
4 Remember to **complete an application form** / **review the job description** to find out what the job involves.
5 Having an unusual hobby might help you stand out against the other **employers** / **candidates**.
6 Badrey won't get the job if he doesn't have **the necessary qualifications** / **an application form**.
7 It isn't a well-paid job – the **monthly salary** / **hourly rate** is only about 1,000 euros.
8 Before they hire you, they'll contact your former employer to get **an up-to-date CV** / **a reference**.

3 8.02 Complete the information with words and phrases from the previous exercises. Then listen and check.

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Get that job!

Don't forget to review the [1]_____ so you know what the company is looking for. Whether you are asked to complete an [2]_____ or send an [3]_____, make sure that it contains the right information. It's important to show you have all the [4]_____ for the job. Also try to include some information about you – a travel experience or an interesting hobby. This can help you to [5]_____ from the other candidates

If they decide to [6]_____ you, arrive early and tell the receptionist that you have an [7]_____. The interviewers will ask you about your education and work experience. They might also ask some [8]_____ to see how you respond.

If the company wants to [9]_____ you, they will probably contact your previous [10]_____ in order to [11]_____. A job advertisement will usually include information about money, but it's a good idea to check the [12]_____ before you accept a job.

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

are you having me on blew my chances got it wrong
having a good laugh I swear tough luck

A How was your interview?
B Terrible. I [1]wasted the opportunity at the end.
A [2]Are you trying to make believe something that isn't true? You're perfect for that job.
B [3]I promise it's true. They asked me about my boss …
A The one you don't get on with?
B Yes, I said some rude things about him. But then they told me he used to work with them.
A Oh, [4]I am sorry for you.
B Yes. It's my fault – I [5]made a mistake.
A You didn't know he was their friend.
B I know. But it was stupid. They're probably [6]laughing at me right now.

5 VOCABULARY BOOSTER Now practise **Job application** vocabulary on page 111.

1 Tick (✓) the correct sentences and rewrite the incorrect sentences.

1 Jess used to work in her previous job for six months. ☐

_____

2 Other companies are always trying to headhunt our staff – it's very annoying. ☐

_____

3 We would live in the city, but we moved to the countryside three years ago. ☐

_____

4 When I was at school, I wouldn't enjoy reading, but now I love it. ☐

_____

5 My workmates and I will often start the day with a short meeting. ☐

_____

6 I used to fail my maths exam three times. ☐

_____

7 My uncle used to visit us, and he would often bring us presents. ☐

_____

8 I'm glad Steph has stopped working at the sports centre – she will always take very long lunch breaks when we were really busy! ☐

_____

2 Complete the sentences using the prompts in brackets. More than one answer may be possible.

1 My friend _____ (always ask) me for help with his coursework – it drives me crazy!
2 Ali _____ (do) badly in exams, but these days he regularly gets top marks.
3 Mimi's family _____ (move) house five times before she was ten years old.
4 When we go out, Ruben _____ (sometimes pretend) he's forgotten his wallet so he doesn't have to pay.
5 Dom often plays games on his phone in class – he _____ (always get) into trouble for it.
6 My friends and I went to the beach a lot last summer – we _____ (spend) hours swimming in the sea.
7 My sister _____ (sing) loudly in the shower – I wish she would be quiet!
8 When you were little, _____ (you / buy) ice cream when you went to the park?

3 Complete the short texts about past habits with one example each of *used to*, *would* and the past simple.

1 I _____ (live) in a flat in London. The neighbour downstairs _____ (play) loud music most nights. I _____ (suffer) for three months before I complained.
2 **A** My brother Bill _____ (work) for two years in a busy office. He _____ (often stay) late after his colleagues went home.
B Why did he _____ (do) that?
A I think he enjoyed the peace and quiet.
3 My grandfather _____ (be) a farmer. Each morning he _____ (get up) at 4.00 a.m. to feed the animals. He _____ (do) that every day for 40 years.
4 I _____ (work) part-time in a café for a couple of summers. We _____ (not / receive) our wages weekly – the owner _____ (pay) us in cash daily.
5 When I _____ (be) a student, I _____ (share) a house with three other people. One of my housemates was really lazy – he _____ (leave) the house whenever we did any cleaning.
6 Maisie _____ (play) the piano for years before she decided to learn the guitar instead. She _____ (love) playing, and she _____ (spend) hours practising every day.

4 Complete the text with the correct form of the verbs in brackets. More than one answer may be possible.



I [1]_____ (work) in a big, noisy office. It was my first job after I left school and I [2]_____ (not / enjoy) it. Some of the people who worked there [3]_____ (be) quite irritating. For example, one guy [4]_____ (sing) to himself while he was working. People [5]_____ (spend) hours on social media when they were meant to be working. And everyone [6]_____ (steal) pens and paper from the office. After a few months, I decided I'd prefer to work for myself, so I left.

Now I [7]_____ (work) from home. My business is going well, and the phone [8]_____ (constantly / ring) with enquiries from new clients. However, it isn't perfect. One client [9]_____ (insist) on emailing me with urgent questions very late in the evening. My housemate [10]_____ (always / interrupt) me to ask if I want a coffee. Friends [11]_____ (forever / phone) me for a chat, even though they know I'm working. But when I think about the things I [12]_____ (find) annoying when I worked in the office, I realise it isn't so bad.

5 Complete the sentences so they are true for you. Think about …

- hobbies you used to have when you were younger.
- books you used to enjoy.
- things online or on TV you find annoying.
- things other people do or say that irritate you.

1 I used to _____, but now I _____.
2 In the past, I would often _____.
3 After school, I'll sometimes _____.
4 It's quite annoying, but I'm _____.

8.3 LISTENING

Identify linking words to understand a discussion about job interviews.

1 What can you remember about the stories in the Student's Book? Complete the sentences with the phrases below.

> accepted things ask questions average interview
> fun and enthusiasm good employees
> important decisions necessary knowledge
> personality tests random question solve problems

Speaker 1 said that interviewers at Oxford University _____ which check whether candidates can use what they know to _____.

Speaker 2 uses _____, asks candidates to solve problems and checks that they have the _____ to do the job they're applying for.

Speaker 3 practised the start of an interview because studies show that, although the _____ lasts 40 minutes, interviewers make most of their _____ about a candidate in the first 90 seconds.

Speaker 4 was asked a _____ about the last costume she wore because the interviewers were looking for someone who could bring _____ to the job.

Speaker 5 talked about Henry Ford, who didn't approve of people who _____ without testing them first – he thought they wouldn't make _____.

2 Which of these things should you do / not do at or before a job interview? Write *Do* or *Don't*.



1 _____ research the company online.
2 _____ avoid asking questions.
3 _____ arrive before the time of your appointment.
4 _____ talk as much as possible.
5 _____ use positive body language.
6 _____ dress smartly.
7 _____ interrupt the interviewer.
8 _____ ask about money.
9 _____ turn off your phone.
10 _____ be negative about a previous employer.
11 _____ prepare questions to ask.
12 _____ talk about your qualifications.

3 8.03 Listen to a careers adviser talking to students about how to prepare for and behave in an interview. Which of the items in Ex 2 does she mention?

4 8.03 Listen to each part again and number the following points in the order they are mentioned.

Part 1

Practise the interview with someone you know. ___
Learn as much about the company as possible. ___
Prepare some questions to ask. ___
Review the job description carefully. ___
Think of questions the interviewers might ask. ___

Part 2

Listen carefully to each question. ___
Avoid being negative about a previous employer. ___
Arrive early for the interview. ___
Ask a couple of questions. ___
Think about your body language. ___

STRATEGY Identifying different types of linking words

When someone talks, the events and ideas are connected by different types of linking words which serve different purposes, for example, to show …

- contrast: *although*, *even though*, *though*, *yet*, *despite*, *in spite of*, *whereas*, *however*.
- reason and result: *since*, *because*, *because of*, *as*, *so*.
- sequencing: *after*, *before*, *then*, *later*, *next*.
- examples: *for instance*, *for example*, *such as*, *like*.

5 8.04 Read the strategy above. Then listen to extracts 1–8 and for each choose the correct answer A–D to describe the relationship. Then note down the word or phrase that tells you this.

A Contrast **C** Sequencing
B Reason and result **D** Examples

Extract	Relationship	Word or phrase
1		
2		
3		
4		
5		
6		
7		
8		

6 MEDIATION Your friend has messaged you to say they are going to have a job interview. They have asked you for some advice. Choose three or four things from this lesson that you think would help your friend. Then write a reply.

1 Choose the most likely alternative.

1 To prevent a **burglary** / **vandalism** at your home, make sure you lock all your doors and windows.
2 Someone stole David's bag on a crowded train, but a **witness** / **pickpocket** saw the crime and told the police.
3 Lying about how much money you have in order to avoid paying tax is a **crime** / **theft**.
4 There was **an investigation** / **a robbery** at the 24-hour petrol station last night – money was stolen, but no one was hurt.
5 Tom's bike was taken by a **pickpocket** / **thief** from outside his house.
6 Have you seen that **shoplifters** / **vandals** have broken all the windows in that old building?
7 The job of the police is to prevent crime and catch **suspects** / **criminals**.
8 Stealing food from a supermarket is a typical example of **shoplifting** / **robbery**.

2 Match a verb from A and a noun from B to make seven collocations. You need to use some words more than once.

A arrest break commit confess to interview launch report

B a crime a suspect a witness an investigation the law

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

3 Complete the sentences with collocations from Ex 2. You may need to change the form of the word in some sentences.

1 In the US you can _____ a _____ to the police by phoning 911.
2 Police _____ three _____ who they believe are responsible for several robberies in the area.
3 In many cities in the UK, you are _____ the _____ if you cycle on the pavement.
4 If you _____ a serious _____, you may be sent to prison.
5 When a lot of money went missing, the company _____ an _____ to find out what had happened.
6 The police had no suspects for the thefts, but then a local man contacted them and _____ the _____.
7 When police _____ a _____, a lawyer is usually present to help them answer the questions.

4 Complete the news reports with the words below.

committed interviewed launched pickpockets reported suspects thefts witnesses

NEWS > Crime

Police have [1]_____ an investigation into reports of a gang of [2]_____ operating in the city centre. Local people have [3]_____ a large number of [4]_____ – including wallets, purses and other valuable items. Police have [5]_____ more than 20 [6]_____. They would like to speak to any [7]_____ who might have seen the crimes being [8]_____.

arrested burglar committing crime criminals shoplifting vandalism

NEWS > Crime

Local police are concerned about a recent increase in teenage [9]_____ in the town. This includes [10]_____, with groups of friends working together to steal clothes from local stores. [11]_____, like painting graffiti on buildings, is also common. Often, people who become [12]_____ as adults start by [13]_____ smaller crimes when they are young. Later, they may progress to breaking into houses, but being a [14]_____ is more serious: if you are [15]_____ you can be sent to prison.

5 8.05 Complete this extract from an interview with a police officer with words from this lesson in the correct form. Then listen and check your ideas.

Reporter What happens when someone phones the police to [1]_____ a crime? For example, if they are calling to report a [2]_____ at their house?
Officer We [3]_____ an investigation to gather more information. We try to find evidence which the [4]_____ has left at the scene.
Reporter Why is that important?
Officer Because you can't [5]_____ someone without evidence, or unless you have a good reason to believe they have [6]_____ the law. Or unless they [7]_____ to a crime, which is very unusual!
Reporter OK. So what happens next?
Officer Usually we'll try to find [8]_____ who may have seen something important. Then we [9]_____ them. We need information which helps us to identify suspects.
Reporter Then you can arrest the suspects.
Officer Yes, if we're quite sure they [10]_____ the crime.

6 Choose one of the questions below and write two or three sentences to answer it.

1 What famous crimes have you read about or seen on TV / online? Did the police catch the criminals?
2 What do you think are the good and bad things about working as a police officer?
3 Do you think it's ever OK for a person to break the law? Why? / Why not?

7 VOCABULARY BOOSTER Now practise **Crime** vocabulary on page 111.

Express future in the past in different ways.

Grammar animation
GRAMMAR BOOSTER SB P149

1 Choose the correct alternative.

1 We **were going to invite** / **were inviting** you to the party, but we thought you were away.
2 Tomas thought someone had stolen his bike and **would call** / **was about to call** the police when he remembered a friend had borrowed it.
3 Going into the exam, I hoped I **wasn't forgetting** / **wouldn't forget** everything I had revised.
4 The detective **was to have interviewed** / **was about to interview** us that evening, but he never came.
5 The police **were about to launch** / **were launching** an investigation into a number of robberies when someone confessed to the crimes.
6 I'm sorry you couldn't be here when Ade and Mia were visiting – they **were hoping to see** / **were going to see** you before they left.

2 Complete the sentences with the words below.

about going have was wasn't
were would wouldn't



1 I _____ going to clear up the house after the burglary, but the police said they needed to collect some more evidence.
2 We _____ hoping to have lunch in the garden, but unfortunately it started to rain.
3 As soon as his car was stolen, Omar's dad reported it to the police – however, the car _____ be found for several weeks.
4 Mina was _____ to get into the taxi when she realised someone had stolen her purse.
5 We were really nervous until the police said they weren't _____ to interview us about the accident.
6 Alice was to _____ studied law at university, but she decided to join the police service instead.
7 At first, the suspect refused to admit doing anything wrong, but later he _____ confess to the robbery.
8 We didn't go to the airport until late afternoon because our flight _____ leaving until the evening.

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

1 I meant to ask you about the shoplifters you saw in the supermarket, but I forgot. (was)
I _____ about the shoplifters you saw in the supermarket, but I forgot.
2 The police arrived and stopped the robbers from breaking into the bank. (about)
The police arrived when the robbers _____ the bank.
3 We expected to arrest the suspect at 6.00 a.m., but we were delayed due to heavy traffic. (have)
We _____ the suspect at 6.00 a.m., but we were delayed due to heavy traffic.
4 Was it the detective's intention to interview all of the witnesses before she arrested the suspect? (planning)
Was the detective _____ all of the witnesses before she arrested the suspect?
5 My parents hadn't intended to move house, but my dad was transferred to an office in Glasgow. (going)
My parents _____ house, but my dad was transferred to an office in Glasgow.
6 In 1998, thieves stole some jewellery from a museum in London – years later, it appeared in a shop in Amsterdam. (would)
In 1998, thieves stole some jewellery from a museum in London – years later, it _____ in a shop in Amsterdam.

4 Complete the dialogues with the future in the past and the verbs in brackets.

1 **A** Your mum just told me that you've got an interview at the university to study maths. I didn't even know you had applied.
B I'm sorry, I _____ (tell) you, but then I decided to wait until I won a place.
2 **A** Is it true that your sister was a witness to a robbery at the museum?
B That's right. She said that she _____ (forget) the thieves running away with the paintings under their arms.
3 **A** Why have you still got that book? I thought it was a leaving present for Senyo?
B It is. We _____ (give) to him on his last day at work, but he didn't show up because he was ill.
4 **A** Where's Ethan? He's usually home by now.
B He texted me to say he's still at the police station. The police _____ (not / interview) him about the burglary he witnessed, but now they've decided they will.
5 **A** It's a shame you couldn't come to the party last Saturday.
B I know, but one of my cousins _____ (leave town) the next day, and it was my last chance to see her.
6 **A** Why did you release the suspect?
B I _____ (interview) him when I got a call to say that someone else had confessed to the crime.

5 Write three sentences that are true for you about …

1 something you promised to do for someone (e.g. a friend, your mum, a teacher), but didn't do.

_____

2 an event (e.g. a party, a trip) that had to be cancelled because of the weather.

_____

3 something important to you that you lost, but then found later.

_____

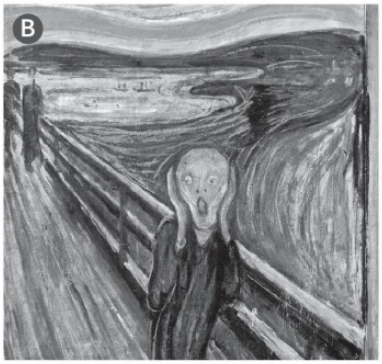
1 What can you remember about the article in the Student's Book?

1 Who was Stéphane Breitwieser?
2 Roughly how many works of art did he steal?
3 According to Breitwieser, why did he steal art?
4 What did his mother do after he was arrested?

2 These paintings have both been stolen from museums in the past. Try to guess the title and the artist of each painting. Then think about the questions.

1 Why might someone steal a famous painting?
2 What do you think happens to most artworks that are stolen?





3 8.06 Read the text quickly. Which paragraph …

1 attempts to explain the actions of some art thieves? ___
2 describes the theft of some expensive paintings which have never been found? ___
3 talks about someone who bought a painting but did not know it had been stolen? ___
4 gives information about how stolen art is recovered? ___
5 explains what happened to the two paintings in Ex 2? ___

STRATEGY Scanning: distinguishing proper nouns

When reading an informative text, you may come across a lot of unfamiliar names of people and places. It helps your understanding if you can identify who or what these refer to.

4 Read the strategy above. In the text, find the names of …

1 four paintings.
2 seven artists.
3 five museums.
4 two art thieves.
5 an art dealer.
6 an international event.

5 Read the text again and complete the sentences.

1 Some of David Van Auker's _____ thought the painting he had displayed in his shop was _____.
2 A(n) _____ employee at the _____ museum stole a famous painting in 1911.
3 Two different _____ of a work by Edvard Munch were stolen in _____, ten years apart.
4 A huge cash _____ was offered to find the _____ Boston paintings, but they have not yet been recovered.
5 It isn't difficult to _____ stolen artworks or _____ them, which is why some criminals commit this type of theft.
6 Vjeran Tomic, also called _____ by police, said he stole because art _____ him.
7 Only a small percentage of stolen art is _____ – and where the rest of it is remains a _____.

6 Do you think eight years in prison is a long or a short time for committing a crime such as stealing famous paintings? Why?

STEALING BEAUTY: FAMOUS ART THEFTS

A David Van Auker was an antique dealer from Silver City in the US. He used to help the families of people who had died to sell any furniture or art in their houses. In 2017, he bought a painting he thought was interesting and put it in his shop. He was going to sell it, but several customers told him they believed it was a valuable work of art. After some research, Van Auker realised the painting was William de Kooning's *Woman-Ochre*, which had been stolen from the University of Arizona Museum of Art 32 years earlier. It was now worth $160 million. He returned it to the museum, but who stole it remains a mystery.

B Many other valuable paintings have been stolen from museums. In 1911, an Italian called Vincenzo Perrugia, who used to work at the Louvre in Paris, committed perhaps the most famous art theft of the 20th century. He stole the *Mona Lisa* because he wanted to return it to Italy, the home of its creator, Leonardo da Vinci. *The Scream* by Norwegian painter Edvard Munch was stolen not once, but twice. In 1994, on the opening day of the Winter Olympics in Norway, it was taken from the National Museum in Oslo. And in 2004, a different version of the painting was stolen from another Oslo museum. Both versions would later be recovered.

C The largest art theft in history occurred in 1990 when thieves took thirteen paintings from the Gardner Museum in Boston, US. Together they were worth over $500 million and included the most valuable painting ever stolen, Johannes Vermeer's *The Concert*. They are still missing, despite a $5 million reward.

D So why will thieves steal famous paintings? Obviously, one reason is that they are worth millions of dollars. They are also easy to hide and transport. One thief, Vjeran Tomic, claimed he was inspired by a love of art. Known to French police as 'Spiderman', he would climb the outside of buildings in Paris to commit burglaries, stealing paintings and jewellery from rich people's apartments. In May 2010, Tomic broke into the Musée d'Art Moderne and stole several paintings by artists such as Picasso, Matisse and Modigliani. He was later caught and sentenced to eight years in prison.

E Some countries have special police units to investigate art theft, but many do not. It is estimated that less than 10% of all stolen artworks have ever been recovered. The location of the others remains a mystery that may never be solved.

antique dealer (*n*) someone who buys and sells old furniture, paintings, jewellery, etc.

Evaluate and discuss what good communication skills are.

1 What can you remember about the leaflet in the Student's Book? Complete the phrases with the verbs below to make tips for how to communicate effectively.

be get give keep listen respect show speak use

1 _____ carefully ☐
2 _____ empathy ☐
3 _____ friendly and polite ☐
4 _____ an open mind ☐
5 _____ non-verbal communication ☐
6 _____ others ☐
7 _____ clearly ☐
8 _____ feedback ☐
9 _____ to the point ☐

2 8.07 Listen to someone giving a training course for customer service assistants. Tick (✓) the skills in Ex 1 that she mentions.

3 8.07 Listen again. According to the speaker, …

1 how can you show a customer that you are willing to help them?
2 what does it show if you make eye contact, nod and ask questions?
3 what makes it easier to change your mind?
4 why is it important to show empathy to customers?
5 how will the other person know you are taking them seriously?
6 what do customers NOT want you to do, and why?

4 Read the comments below and match them to one or more of the tips in Ex 1.

Workplace discussions Log in Register

We asked four young people what they've learned about communication in the workplace. Here's what they said.

A Some people seem to think a meeting is a chance to talk about anything they want, for a long time. Obviously, this is selfish and quite rude, because others may also have useful things to say. But also, the longer you talk, the less people listen to what you are saying. So if you want to get your message across, do it quickly and simply. Then be quiet and let someone else speak.
amelie902

B When you are in a one-to-one meeting or a video meeting, look at the speaker, and nod to show you understand. People also appreciate it when you say 'I see' or 'That's interesting' – it shows you're paying attention. It's also good to ask questions – that helps you to check that you've understood correctly, but it also suggests you want to know more.
robjsmith

C Where I work, we have to discuss some serious topics, which people often feel strongly about. I've learned that you should listen to everyone's point of view, because you won't always be right. If someone makes a good argument, then you need to be prepared to change your mind. It's also important to recognise that other people's opinions are as valuable as yours – even if you disagree with them.
CateB23

D Think about the effect of what you say on other people. It's easy to upset someone by saying the wrong thing because you haven't tried to understand how they're feeling. Also, it's helpful to be told when you did something well. But it's also good to know if you didn't, so you can improve your performance – we learn by making mistakes!
thatnewguy404

5 Match the rules to the words below.

gossip mumble offend someone
ramble whisper

FIVE THINGS NOT TO DO IN MEETINGS

1 talk continuously or too much _____
2 speak very quietly _____
3 talk about people's private lives _____
4 speak quietly and unclearly _____
5 make someone upset or annoyed _____

6 Two friends are discussing what they have learned about communication skills. Complete the dialogue with words and phrases from the previous exercises.

A OK, so first, it's important to [1]_____, especially in meetings – don't whisper or [2]_____. Make sure people can hear you.
B Right, and don't [3]_____, either – [4]_____ quickly and don't talk for too long. What else?
A When you meet someone, [5]_____ and polite – it's always good to smile and make eye contact.
B Yes, in fact, [6]_____ is just as important as what you say. Like, nodding to show you understand.
A Yeah, exactly. It shows you're [7]_____ – and asking questions helps with that too.
B But also, it's good to [8]_____. Like saying 'well done' if a colleague does a good job.
A And it's important to show that you [9]_____ other people and their ideas, even if you don't agree. You should never be rude or you might [10]_____ someone.
B OK, so think about people's reactions to what you say. Have some [11]_____ because you need to try and understand how they feel.
A You also need to keep a(n) [12]_____. You know … that you're ready to change your opinion if someone makes a good argument.
B Yes, that's true.

7 You are applying for a part-time job as a shop assistant in a mobile phone shop. As part of the application process, you have been asked to write a summary of what you think the most important communication skills for the job are. Use the information in this lesson to write a short statement.

1 Look at the photo and answer the questions.

1 Who are the people and where are they?
2 What do you think is happening now?
3 What might have happened before the photo was taken?



2 8.08 Complete Parts 1 and 2 of the script with the words and phrases below. Then listen and check.

behind could be I can clearly see in the middle
maybe it's on the left this photo shows

[1]_____ a street with several people in it. [2]_____, I can see a teenage girl and a policeman. They're standing on the pavement and there's a bicycle between them.

The girl is wearing a jacket and a tie – [3]_____ a school uniform. The policeman is holding the bicycle with one hand and the girl is talking to him. [4]_____ of the photo is a large old building with a black fence – it [5]_____ a museum or a public building. Further down the street, [6]_____ trees and it looks like there are houses too. [7]_____ the girl and the policeman, there are two boys, or perhaps one of them is a man, I'm not sure. They're talking to each other. They aren't looking at the girl and the policeman. Behind them, a van is driving out of the building onto the road.

I suppose he's about to I think
if I had to make a guess judging by the fact that
looks like perhaps seem to be

The girl and the policeman [8]_____ arguing. She [9]_____ she is upset about something. [10]_____ she is holding onto the seat of the bike, [11]_____ it's probably her bike. [12]_____, I'd say the policeman has stopped her for committing a minor crime. [13]_____ it's because she was riding on the pavement. Or maybe she didn't stop at a red light. The policeman has one hand on his radio – [14]_____ contact the police station. It's possible he thinks the girl has stolen the bike.

3 Put the phrases from Ex 2 into the correct column. Add one more phrase to each column.

Describing what you can see	Saying what you think is happening

PRONUNCIATION Stress for emphasis

When you speak and want to draw attention to certain words, you stress them. It means you pronounce them louder and longer than other words in a sentence.

4 PRONUNCIATION Read the Pronunciation box. Then say sentences 1–6 out loud. Underline the words you think should be stressed.

1 They're standing on the pavement and there's a bicycle between them.
2 The girl is wearing a jacket and a tie.
3 They aren't looking at the girl and the policeman.
4 I'd say the policeman has stopped her for committing a minor crime.
5 Or maybe she didn't stop at a red light.
6 It's possible he thinks the girl has stolen the bike.

5 8.09 Listen and check your answers to Ex 4. Listen again and repeat.

STRATEGY Making notes for a picture description task

When you're preparing to describe a picture, it helps to use a two-column table to make notes. In one column, write phrases to describe and make speculations about the scene. In the other column, note down a few useful words and phrases to talk about objects or people in the picture.

6 Read the strategy above. Choose one of the photos to describe. Use a table like the one below to make notes.

Phrases to describe the picture	Words to describe what's in the picture





7 Write your description. When you have finished, check that you have …

- used phrases to describe what you can see in the picture.
- used phrases to say what you think is happening.

Use direct quotations in a magazine article.

1 Do you know anyone who has been the victim of a crime? If so, how did they react? How do you think you would react if someone tried to rob you?

2 You are going to read an article about an unsuccessful robbery. Put the paragraph descriptions in the order you think they will appear.

The author describes what happened first. ___

The author says how the story finished and how they felt. ___

The author describes what happened next and explains what they decided to do. ___

The author introduces the story and grabs the reader's attention. ___

3 Read the article quickly, ignoring the gaps. Do paragraphs A–D match the descriptions in Ex 2?



THE MOST RIDICULOUS BANK ROBBERY EVER!

Amelia Benson

A 1 _____

I work in a bank, so I think about it quite often. One morning last year, I was working in the bank when a young man came in. He was wearing a hoodie and carrying a rucksack. As he walked towards me, I smiled and asked, 'Good morning. Can I help you?'

B 2 _____

He just pushed a note written on a piece of paper under the glass screen between us. 'Can I help you?' I repeated. He leaned towards me and whispered, 'Read the note.'

But the handwriting was so bad that I couldn't understand it. I looked back at the young man. 'Read it,' he insisted, more loudly.

'Your writing is terrible,' I replied. 'You'll have to tell me what it says.'

'Put the money in the bag!' he demanded.

C 3 _____

Strangely, I wasn't frightened, but to gain some time, I explained, 'I can't do that unless you have an account with us. Also,' I continued, 'You haven't given me your bag.' He looked surprised. Then he tried to push his rucksack through the gap under the glass screen. Unfortunately, it wouldn't fit. I pulled it from my side, but it got stuck. The situation was so ridiculous that I started to laugh.

D 4 _____

Then he grabbed his bag and ran out of the door. A few minutes later, the police arrived. I gave them the note. It had been written on the back of an envelope. On the other side were the robber's name and address! I was glad when they arrested him, but I felt a bit sorry for him too.

4 Match sentences A–E to gaps 1–4 in the article. There is one sentence you do not need.

A The robber looked at me in embarrassment.

B Quickly, I put the money into his rucksack.

C Have you ever wondered what you would do if someone tried to rob you?

D I realised this was a bank robbery!

E The young man didn't say anything.

STRATEGY Introducing quotations

When you want to include a direct quotation, you introduce it with a reporting verb followed by a comma. Then use single quote marks ('…') and add punctuation, for example:

He added, 'Only until Friday. It must remain a secret!'

To make your writing more interesting, use a variety of reporting verbs.

5 Read the strategy above. Find at least six examples of reporting verbs used in the article.

6 Complete the sentences with some of the reporting verbs from Ex 3. More than one answer may be possible.

1 The bank robber walked up to the counter and _____, 'Put all the money in this bag!'

2 When Tom _____, 'When will I receive my wages?' his employer _____, 'When you've finished your work!'

3 The police arrested a suspect, who _____, 'I haven't broken the law!'

4 My sister _____, 'I think I've lost my phone.' I didn't hear her, so she _____ more loudly, 'I think I've lost my phone!'

7 You are going to write a similar article. Choose one of the topics below or use your own ideas.

- My house was burgled while I was at home.
- A famous artist gave me a painting and I lost it.
- I committed a crime – by accident!

8 Plan your article. Make notes using the paragraph plan below. Use ideas in Ex 2 and think about …

- phrases you can use to grab the reader's attention.
- reporting verbs you can use to make the article more interesting.

Paragraph plan

Paragraph A: _____

_____

Paragraph B: _____

_____

Paragraph C: _____

_____

Paragraph D: _____

_____

9 Write your article.

10 ✓ **CHECK YOUR WORK** Did you …

- follow the paragraph plan?
- use phrases to grab the reader's attention?
- use a variety of reporting verbs and some direct quotations?

Grammar

1 Choose the correct alternative.

1 Paul is a fantastic baker, and he **will always bring** / **always brings** cakes to work on Fridays.
2 When they got married, my parents **would** / **used to** live in a flat above the family shop.
3 I don't like sharing a workspace with Mona – she **is forever complaining** / **would forever complain** that it's too hot, too cold or too noisy.
4 Soroush's previous employer **would** / **will** never pay him extra wages if he worked late.
5 Laura was a junior football champion until she was sixteen – she **trained** / **used to train** for five years.
6 The police **used to** / **will** normally interview a suspect when their lawyer is present.
7 When my grandmother was young, women didn't **use** / **used** to stay in a job after they got married.
8 Tim's boss **is always asking** / **used to always ask** him to make coffee, which isn't part of his job description.

2 Complete the sentences with one word.

1 The police officers were _____ to arrest the suspect when he jumped off the bridge into the river.
2 I decided to stay home that evening because I was _____ up early for an appointment the next day.
3 When the police officer's phone started ringing, the suspect she was interviewing was _____ to confess.
4 At her interview, Sara didn't stand out against the other candidates – no one imagined she _____ become the head of the company ten years later.
5 Jamal _____ going to mention money, but then his interviewer asked him how much he was hoping to earn.
6 Tom was to _____ attended an important appointment tomorrow with his new employer, but they cancelled it at the last minute.
7 We _____ going to hire you, but you got such a great reference from your previous employers that we changed our minds!

Vocabulary

3 Complete the sentences.

1 Make sure that your CV is u_____ t_____ d_____ – that way the company can see you have the necessary q_____.
2 Thanks so much for writing me such a b_____ r_____! I got the job, and the monthly s_____ is considerably more than I used to be paid!
3 Before you complete an a_____ form, you need to know exactly what the employer is looking for, so review the job d_____ carefully.
4 When you write your CV, it's useful to include information about your hobbies, volunteering experience or travel – these can help you s_____ o_____ against other candidates, and increase your chances of getting an i_____.
5 Could you tell me what the h_____ r_____ is for this position? I'll need to receive a decent w_____.
6 It isn't usual to be h_____ for your first job, but it can happen as companies often want to h_____ graduates from the best universities.

4 Complete the interview with a police officer with the words below. In each case, there is one word you do not need.

burglars commit pickpockets
shoplifting theft vandalism

Reporter What sort of crimes do people typically [1]_____ in your area?

Officer Stealing is common. There are many different kinds of [2]_____. For example, [3]_____ – people taking things from shops and not paying. We always watch out for [4]_____ too – there are some big houses in this area. [5]_____ can be a problem – kids spraying graffiti on walls.

arrest confess criminals interview
launch reports suspects witnesses

Officer If someone [6]_____ a serious crime, then we [7]_____ an investigation. First, we talk to [8]_____ to find out what they saw, then we make a list of [9]_____ – these are usually people that we already know are [10]_____.

Reporter And what happens after you [11]_____ someone?

Officer We'll take them to the police station and [12]_____ them.

Cumulative review

5 Complete the second sentence so that it means the same as the first. Use between two and five words including the word in **bold**.

1 After two hours of questions, the suspect admitted that he had stolen the bike. **confess**
After two hours of questions, the suspect _____ stealing the bike.
2 Mr Lin sometimes surprised candidates by asking random questions. **would**
Mr Lin _____ random questions in order to surprise candidates.
3 Witnesses would sometimes be interviewed in the street. **used**
The police sometimes _____ witnesses in the street.
4 My employer wasn't sure what my hourly rate was. **what**
My employer asked me, '_____ hourly rate?'

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 three things will you do to improve your communication skills?
4 What did you find the easiest about writing an article? What did you find the most difficult?

Listening

EXAM STRATEGY

When you do a matching 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 8.10 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 8.10 You will hear five short extracts in which people are talking about getting older. 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.

Which speaker says this?

A I no longer worry about comparing myself to other people.
B I'd probably regret doing the same as one of my family members.
C There are some things about being an adult that I'm not looking forward to.
D I think most things were better for me in the past.
E I have a better relationship with certain members of my family than I used to.
F My siblings and I are all about the same age.
G I've learned a lot from someone much older than me.
H I've managed to solve a relationship problem I'd had for several years.

Speaker 1 ___
Speaker 2 ___
Speaker 3 ___
Speaker 4 ___
Speaker 5 ___

Use of English

EXAM STRATEGY

The focus of the questions in multiple-choice cloze tasks may be on grammar or vocabulary. Before you answer each question, look at the rest of the sentence to see what the focus is.

3 Read the strategy above. Then look at the gaps in the exam task in Ex 4 and decide which of them test grammar, and which test vocabulary.

4 Read the text below and choose the correct answer, A, B, C or D, for each gap 1–10.

Tour guides wanted!



Do you have a good level of spoken and written English? Have you got a friendly personality and a good [1]___ of humour? Can you communicate clearly and enjoy [2]___ time with other people? Are you an enthusiastic person who is interested in the history of your area?

If you can answer 'yes' to all these questions, then we [3]___ love to hear from you! We are looking for young people to work [4]___ tour guides during the summer months. Your job would be to take small [5]___ of tourists around your town and tell them about its history. We will provide you with all the necessary training and equipment. No [6]___ experience is necessary, but you must be prepared to work long hours in any weather! A minimum of five people and a maximum of ten will participate in each tour. We [7]___ offer individual tours on specialist subjects.

If you are interested, please email us and tell us something about your background and experience and [8]___ you want to work with us. We hold interviews throughout April, at which you will be expected to [9]___ a short test in English. Working as a tour guide is a great way to improve your language skills and to meet interesting people from [10]___ different countries. We can't wait to hear from you!

1	**A** feeling	**B** kind	**C** sense	**D** idea
2	**A** taking	**B** spending	**C** making	**D** wasting
3	**A** would	**B** do	**C** will	**D** could
4	**A** for	**B** at	**C** as	**D** like
5	**A** groups	**B** tours	**C** bands	**D** excursions
6	**A** before	**B** last	**C** old	**D** previous
7	**A** too	**B** also	**C** again	**D** as well
8	**A** who	**B** whose	**C** why	**D** which
9	**A** make	**B** finish	**C** end	**D** complete
10	**A** many	**B** more	**C** most	**D** much

Reading

EXAM STRATEGY

In a true or false task, remember that the statements are in the order of the text. This will help you to find the information you need to answer the questions.

5 Read the strategy above and then read the exam task in Ex 6. Underline the parts of the text that each statement relates to. One question has been done for you as an example.

6 Read the article about how we change with age. For each statement 1–8, write *T* (true) or *F* (false).

How age changes us

Is life better when we are younger or when we are older? The answer probably depends on which things in life matter most to you. While it's true that most people are usually physically fitter at a younger age, there is evidence that we may be more able mentally, and have more positive emotions, the older we get.

It used to be thought that our brains develop very fast when we are young, and that we have most brain power in our early twenties, before our mental abilities start to fail in middle age. However, scientists now believe that our brains may actually improve with age in some ways. Studies have shown that when given specific tasks, younger people often use only one side of the brain (the left side for logic or the right side for creativity). Older people, on the other hand, tend to use both sides together, and the result may be better decision-making.

Experiments by Swiss neuroscientist Lutz Jäncke suggest that when older people learn something new, for example, how to play a musical instrument, there is clear evidence of activity and development in the parts of the brain connected to hand movements, hearing and memory. Scientists have also shown that not all types of memory get worse with age. Procedural memory, which relates to how we do everyday things, tends to stay the same no matter how old we are. And semantic memory, which is connected to remembering ideas and general facts, seems to actually improve over time.

In his book *Old Masters and Young Geniuses*, David W Galenson uses examples of famous artists, writers and film directors to examine two types of artistic creativity. Some of them, such as Picasso and Orson Welles, were at their most inspired when they were young. However, the 'old masters' such as Michelangelo, Rembrandt and Hitchcock, improved with age as a result of a lifetime of experience and experiment. While we may not all become old masters, years of knowledge and experience (what we call 'wisdom') can have benefits for all of us. For example, it can make us better and faster at our jobs and help us to make decisions in new situations.

As for emotional improvements, we usually understand people and relationships better with age and are likely to choose to spend more time with those we care about. We are also more aware of how our decisions affect other people. Older people often pay more attention to the positive things in life and choose to focus less on the negative. Something that seems like a disaster when we are young may not seem so important in the bigger picture that old age lets us see.

1 The writer begins by suggesting that getting older may have benefits. T
2 Scientists now think that older brains are actually faster than young ones. ___
3 The writer says that young people find it difficult to use both sides of their brains at the same time. ___
4 Lutz Jäncke's research focused on people who had forgotten how to play an instrument. ___
5 There is evidence that different types of memory change in different ways as we get older. ___
6 In his book, David W Galenson refers to Picasso as a young genius. ___
7 The writer suggests that the older we are, the better we can deal with unexpected issues. ___
8 According to the writer, young people spend too much time worrying about relationships. ___

Speaking

EXAM STRATEGY

In a discussion task, you and your partner should talk equally about each of the points before trying to reach an agreement. Encourage your partner to speak by asking their opinion.

7 Read the strategy above. Then complete these questions appropriately. There are a number of possible answers.

1 What do you _____ about this point?
2 What's your _____ of this idea?
3 Would you _____ or _____ with me about that?
4 Shall we _____ this idea next?

8 Work in pairs. You are going to discuss which things from your school years will be most important to you as an adult. Talk to each other about why these things might be important to you in the future and decide which two would be the most useful.

- getting good exam grades
- exploring effective ways to study
- making friends with other people
- learning how to use technology
- understanding different cultures and values

Writing

EXAM STRATEGY

When you write a formal or semi-formal email or letter, make sure you use appropriate language and include appropriate formal / semi-formal phrases.

9 Read the strategy above and the exam task in Ex 10. Then rewrite the sentences in a more formal style.

1 Hi there!
2 I want to know more about the job.
3 Do you need anything else from me?
4 Hope to hear from you soon!

10 You have seen an online advert for a summer job helping young children to learn English. Write an email in which you …

- explain why you are interested in the job.
- give the main reason why you think you would be good at the job.
- give an example from your experience to support your application.
- ask for more information about the job.

Transitive and intransitive verbs

1 Read the sentences. Decide which ending A or B is correct. Sometimes both answers are correct.

1 Emily usually edits …
   A texts for our school magazines.
   B for hours before she's happy with the final version of the text.
2 Let's choose …
   A quickly or we'll have to stay here for the whole day.
   B a location that not many people know of.
3 It was raining …
   A heavily when filming the last scene.
   B a shower when we were rehearsing our lines.

WORD SKILLS Transitive and intransitive verbs

All verbs can be divided into two groups: transitive and intransitive. When a verb is followed by an object (a noun or a pronoun), we call it 'transitive'. It means that the action of the verb is done or transferred to someone or something, for example *give flowers, buy food, check mail*, etc. Sentences with transitive verbs can be changed into passive (*flowers are given, food is bought, mail is checked*). Most verbs in English are transitive. There's also another group of verbs that don't need an object and can't be put into passive voice. These are intransitive verbs, for example *go, fall, sleep, shout*. Some verbs can be both transitive and intransitive, for example *eat*:

I ate a sandwich. (transitive)
It's time to eat. (intransitive)

2 a Read the information above. Decide if the verbs in the sentences below are transitive (*T*) or intransitive (*I*).

1 I <u>laughed</u> so hard when I read that poem. ___
2 How many times do you <u>rehearse</u> your lines before a performance? ___
3 Our English teacher <u>wrote</u> the script for the end-of-year school play and it was really good. ___
4 I <u>agree</u> that the last chapter isn't very clear. ___
5 We <u>drove</u> for hours to get to the beach. ___
6 It says here that Anna B. Sheppard <u>designed</u> costumes for *Spider-Man: Far From Home*. ___
7 Dave <u>looked</u> everywhere and he still hasn't found his car keys. ___
8 We <u>posted</u> a few pictures from our trip to Madrid on our blog. ___

b Check your answers in Ex 2a by trying to put the <u>underlined</u> verbs in sentences 1–8 into passive. Write – if a sentence can't be changed into passive.

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

3 Complete the sentences with 1–5 words to make sure the <u>underlined</u> verb is transitive.

1 My little sister has always wanted to <u>write</u> _____.
2 It was late and Jessie was still <u>studying</u> _____.
3 Don't <u>move</u> _____. It might fall.
4 Have you <u>done</u> _____?
5 Let's <u>open</u> _____.
6 Can you <u>help</u> _____?

LEARNING STRATEGY Noticing verbs patterns

When you learn a new verb, it helps to check how it works in a sentence. Is it transitive or intransitive or can it be both? Is it followed by one object (*play football*) or by two objects (for example, *give me flowers*)? If it's followed by another verb, would it be a gerund (*enjoy swimming*) or an infinitive (*want to swim*)? What are some of its common collocations (*play football, play a part, play music, play a game*, etc.)?

4 Read the strategy. Complete the table. Use a dictionary if you need to.

Verb	Transitive / intransitive / both	Followed by *-ing* / *to* + infinitive	Common collocations
do	both	–	homework, exercises
make	1 _____	–	2 _____ 3 _____
go	4 _____	–	5 _____ 6 _____
hate	7 _____	8 _____	-
give	9 _____	–	10 _____ 11 _____
take	12 _____	–	13 _____ 14 _____

5 a Choose three verbs below. Write sentences with them in your vocabulary notebooks and make notes like the ones in Ex 4.

break catch come cross direct
edit follow keep offer promise

b Add two more verbs that you've recently learned to your list in Ex 5a. Complete the information about each verb like in Ex 4.

Adjectives, nouns and verbs with dependent prepositions

1 Choose the correct alternative.

1 My parents are always proud **with** / **of** me.
2 I'm responsible **of** / **for** ironing my own clothes.
3 I have to focus **on** / **to** the exams and study more.
4 His decision had a big impact **for** / **on** my life.
5 He's interested **in** / **with** modern art.

WORD SKILLS Adjectives, nouns and verbs with dependent prepositions

A lot of English adjectives, nouns and verbs are followed by prepositions. Sometimes one word can be followed by different prepositions. These prepositions sometimes have the same meaning and can be used interchangeably, for example *amazed at* and *amazed by*. However, sometimes different prepositions are used for different contexts, for example *I'm angry* with *Tom. I'm angry* about *Tom's decision.* It's important to learn the words together with the prepositions they go with.

2 Read the information above. Match the adjectives with dependent prepositions to their definitions and example sentences.

angry about angry with good at good for
good to guilty about guilty of

1 able to do something well
Ella is quite _____ taking photos of landscapes.
2 willing to help; showing kindness to other people
Drew is _____ his young brother. He always helps him.
3 having strong feelings about something that you dislike very much
I was _____ the fact that the government does nothing to stop greenhouse gas emissions.
4 having done something illegal
How can you prove that he's _____ stealing all this money?
5 having a useful or helpful effect on somebody / something
It's _____ tourists to bring a map in case their phone doesn't work.
6 feeling annoyed with someone
I don't know why James is so _____ me. I haven't done anything wrong.
7 feeling ashamed because you have done something that you know is wrong
I feel _____ forgetting to call Amira back.

3 Complete the sentences with the prepositions below.

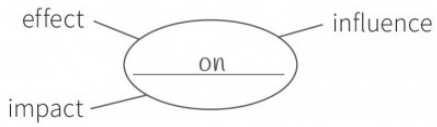
about by of (×2) on (×2) with

1 Maryam is obsessed _____ photography. She takes hundreds of photos each week.
2 The park was surrounded _____ a tall wall.
3 They're fond _____ hiking and bike riding.
4 Sadly, I can't rely _____ my brother Sam when I need his help.
5 I'm worried that people will be jealous _____ my success.
6 I'm feeling a bit embarrassed _____ this whole situation.
7 My sister has never been keen _____ science fiction books.

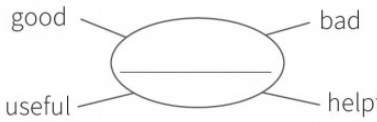
LEARNING STRATEGY Identifying patterns in meaning

Learn adjectives, nouns and verbs together with the prepositions and their contexts, for example *angry with someone* but *angry about something*. It helps to make a list of different parts of speech followed by the same preposition because these words may have similar meanings or are used in a similar context. For example, *of* is often used with adjectives describing fear, such as *afraid of, frightened of* or *scared of.*

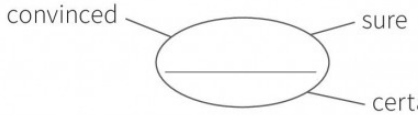
4 Read the strategy. Then complete the diagram with the prepositions and the meanings which the words share.

1


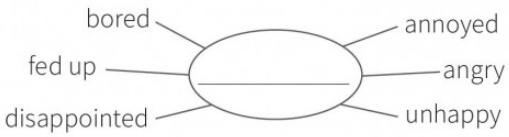
shared meaning: to have an effect or influence

2


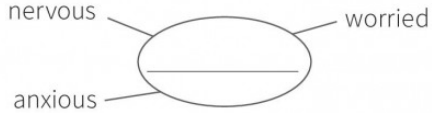
shared meaning: _____

3


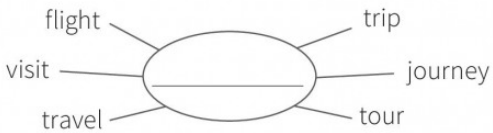
shared meaning: _____

4


shared meaning: _____

5


shared meaning: _____

6


shared meaning: _____

5 In your vocabulary notebook, make a diagram with at least two words that share the meaning of the same preposition. Use the dictionary if you need to.

Analysing differences between similar words

1 Complete the sentences with the words below.

| hurt painful sore

1 Camille can't talk much today. She has a _____ throat.
2 The accident looked serious but luckily no one was badly _____.
3 What has been the most _____ experience in your life so far?

| journey travel trip

4 We took a _____ to Colliford Lake in Cornwall.
5 I'd like to have a job which would involve a lot of _____, especially to Asia and North America.
6 She was a bit tired after a six-hour train _____.

WORD SKILLS Words with similar meaning

There are some words in English which seem to have the same meaning, however there are some small differences between them. For example, the words *old, elderly* and *ancient* have similar meanings. *Old* is the most general word. *Elderly*, on the other hand, is a polite word which you use to talk about old people. *Ancient* describes things or traditions belonging to a period of history that is thousands of years in the past.

2 Read the information above. Look at the words below and choose the correct answers. Use a dictionary if you need to.

| cure improve recover treat

1 Which word would you use to say that someone who has had an illness is healthy again?
A treated B improved C cured
2 Which word is the most general and can be used to say that someone's condition is getting better but also that, for example, a situation or a quality of life is better?
A recover B improve C treat
3 Which word is used to say that someone is getting medical help or care?
A cure B treat C recover

| learn revise study train

4 Which word describes how you study facts one more time before an exam?
A revise B learn C train
5 Which word is used to talk about spending time learning about a subject by reading, going to college, etc?
A revise B train C study
6 Which of these verbs is used when we talk about preparing to do a job?
A train B learn C study

LEARNING STRATEGY Analysing differences between similar words

To make sure you use words with similar meanings correctly you have to analyse the factors which contribute to the subtle differences in their meaning:

- meaning and usage, for example the word *trip* refers to a short journey for pleasure or a particular purpose
- collocations – what other words often go with it? For example, *go on / take a trip*
- connotations – What feelings and ideas are associated with the word? For example, *a boat trip* or *a day trip* suggest it's a short journey.

3 a Read the strategy. Choose the correct words to complete the definitions and information about the usage.

1 **come across** / **encounter** (v) to meet somebody, or discover or experience something, especially somebody / something new, unusual or unexpected
Usage: rather formal, mostly in written English
2 **discover** / **come across** (v) to meet or find somebody / something by chance
Usage: rather informal
3 **discover** / **meet** (v) to find somebody / something that was hidden or that you did not expect to find

b Complete the sentences using the words from Ex 3a.

1 A collection of 16th century paintings have been _____ in the old theatre in our town.
2 The report presents what difficulties the research team _____ during their trip to Antarctica.
3 You won't believe it but I _____ my old diary when I was cleaning my desk.

4 Look at the words below and add one or two words which have a similar meaning. What is the difference in meaning? Usage? Collocation? Connotation? Use a dictionary.

1 coast, seaside
coast is the land next to or near to the sea or ocean; along the coast, on the south / east coast of England
seaside is an area that is by the sea, especially one where people go for a day or a holiday; at the seaside, a trip to the seaside
2 gorgeous, _____
3 harm, _____
4 author, _____

5 Choose two sets of words with similar meanings and explain the differences between them in your vocabulary notebook.

| challenging difficult hard strong
| stream river waterfall

The meaning of particles in phrasal verbs

1 a Complete the sentences with the same word.

1 Over the last ten years, Bako built _____ a large collection of comic books.
2 I was brought _____ by my grandparents because my parents were at work most of the time.
3 You look sad! What can I do to cheer you _____?
4 My little brother keeps saying that he wants to travel to the moon when he grows _____.

b Match the definitions A–D to the sentences. Tick (✓) the definitions which mean 'increase or improve'.

A ☐ teach a child how to behave ___
B ☐ make someone happier ___
C ☐ become greater or larger in number ___
D ☐ develop into an adult ___

WORD SKILLS Particles in phrasal verbs

Phrasal verbs consist of verbs (for example *break*) and particles (for example *down*). Together they form a new meaning which is different from the meaning of its parts, for example *break down* means to 'stop working'. Sometimes, particles share patterns of meaning and the same particle added to different verbs changes the meaning in a similar way. For example, the particle *down* can mean 'to finish, stop or complete'. Apart from *break down* we notice the same pattern of meaning in *close down* or *burn down*.

The same particle can have several different meanings, for example 'down' can also mean 'move down' as in *sit down* or *fall down*. It can also mean 'become smaller in number or size' as in *turn down the music* or *slow down*.

2 Read the information above and the different meanings of the particle *out*. Match the phrasal verbs in bold from the sentences to the correct pattern of their meaning (A–C).

A *out* which means 'finish or complete' – *check out*, _____, _____, _____, _____
B *out* which means 'move outside or do something outside' – _____, _____, _____ _____
C *out* which means 'not include' – _____, _____

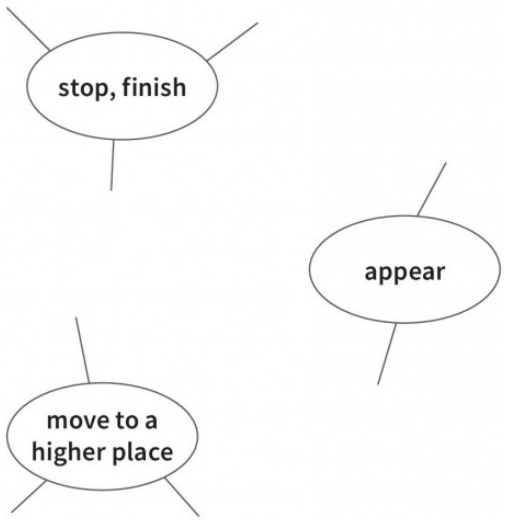
1 We had to **check out** from the hotel before 8 a.m. to catch the morning train to Bristol.
2 **Keep out** of the kitchen because Syed is cooking. He doesn't like it when someone gets in his way!
3 Can you **take out** the rubbish, please?
4 Lily used to work as a babysitter and all the parents were pleased with her because she **carried out** her duties really well.
5 We usually **go out** every Friday evening. Last weekend we went to a concert and next week we're planning to see a film in the cinema.
6 Sami often **eats out** because he doesn't like cooking.
7 I'm so glad things have finally **worked out**!
8 I can't make a cake because we've **run out of** eggs.
9 You have to come to Peyton's party! You don't want to **miss out** on all that fun.
10 I don't know how to **sort out** my problems.

LEARNING STRATEGY Identifying the meaning of particles

It helps to keep a record of the phrasal verbs you've learned. It's a good idea to divide them according to the particle they are followed by. Once this is done, you can try to categorise the groups of phrasal verbs by the meaning of these particles. It's usually quite general and although there's a clear link between them, you'll sometimes have to use your imagination to visualise it.

3 Read the strategy and the sentences below. Then add the phrasal verbs in **bold** to the mind maps.

1 I was talking to Kayla on the phone but she suddenly **hung up**. ___
2 I like to I **get up** early because then I have time to do yoga.
3 It's not easy to **give up** these unhealthy snacks but I know I should do it.
4 My little brother never **picks up** his toys from the floor.
5 Who **showed up** at Mike's party?
6 Santi promised he would visit me right after school but he never **turned up**.
7 Miriam was sitting on the sofa but she **stood up** as soon as she heard a doorbell.
8 We've **used up** all the eggs to make a cake so there aren't any left in the fridge, sorry!



4 Look at the list of phrasal verbs with the particle *back* below. Decide what patterns of meaning they have. In your vocabulary notebook, divide them into categories using a table like the one below or a mind map like in Ex 3.

call back come back go back look back
pay back put something back send back
take back think back

Pattern of meaning	Examples of phrasal verbs
refer to events in the past	*look back*
_____	_____

Prefixes

1 a Choose the correct prefixes in sentences 1–3.

1 These potatoes are too hard. I can't eat them. I think they are **over** / **under**cooked.
2 New Zealand produces and then **ex** / **im**ports milk and cheese to China, Australia, the USA and to many other countries.
3 After Monica fell out with her brother, she started crying and immediately **dis** / **re**appeared to her room.

b Complete the table with the missing prefixes in Ex 1a.

Meaning	Prefix
too much	___
again	___
below, not enough	___
out of	___
not, the opposite of	___
in, into	___

WORD SKILLS Prefixes

Prefixes are groups of letters which are added to the beginning of the word and change its meaning. Being familiar with different prefixes makes it easier to understand new words. For example, it's possible to guess the meaning of the word *misunderstand* ('understand in a wrong way') when we know that the prefix *mis-* means 'wrongly'.

2 **a** Read the information above. Complete the sentences with the prefixes below.

anti- co- de- ex- extra-
fore- inter- non- over-

1 We go to a(n) _____national school. There are students from all over the world but mostly from India, Japan and Korea.
2 Is it true that one pilot can't operate a plane during a commercial flight? I've heard that there must always be a(n) _____-pilot.
3 Have you checked the weather _____cast for tomorrow? I wonder if it's going to rain again.
4 Don't go to that shop. All their products are _____priced. I don't understand why people pay so much for things which they can get cheaper in other places.
5 The view from these cliffs is truly _____ordinary. I've never seen anything so beautiful!
6 Nate doesn't read many novels. He prefers _____-fiction.
7 _____forestation causes problems with water which may lead to droughts or floods.
8 We have just installed a(n) _____virus software on our computer to protect it from hackers.
9 I wonder how much money the _____-president gets.

b Complete the table below with the prefixes and examples in Ex 2a.

Prefix	Meaning	Example
anti-	opposed to; against	anti-virus
_____	the opposite of, removing	deforestation
_____	not	_____
_____	together with	_____
_____	too much	_____
_____	before	_____
_____	very, more than usual	_____
_____	between; from one to another	_____
_____	previous, former	_____

LEARNING STRATEGY Spelling of the prefixes

When we add a prefix to a word, we keep all the letters in the base word and in the prefix. This may lead to situations when some letters will have to double, for example, *mis- + spell* makes *misspell*. Most prefixes added to the base word will create one word. However, some prefixes such as *co-, ex-* and sometimes *anti-* are often used with hyphens, for example *ex-president* or *co-pilot*. There are no definite rules whether the prefix will require the use of a hyphen so if you're not sure, it's best to check it in a dictionary.

3 Read the strategy and the definitions 1–10. Write the words using the prefixes below.

co- dis- ex- im- ir- mis- non- over- re- un-

1 to play again a video or music recording – _____
2 to have a different opinion to someone else – _____
3 to treat a person or an animal in a cruel, unkind or unfair way – _____
4 not necessary – _____
5 a previous boss – _____
6 something that isn't perfect – _____
7 (of a person) not being responsible – _____
8 a person that somebody works with – _____
9 too excited and not behaving in a calm or sensible way– _____
10 something that contains no fat – _____

4 Find at least two other examples of words with prefixes. Use a dictionary if you need to. Write them in your vocabulary notebook.

anti- co- dis- ex- im- mis- over- re-

Idioms

1 a Match the phrases to meanings A–D. Don't worry if you are not sure if your answers are correct.

1 cut corners ___
2 let the cat out of the bag ___
3 be a piece of cake ___
4 wash your hands of something ___

A to refuse to be responsible for or involved with somebody / something
B to be very easy to do
C to tell a secret carelessly or by mistake
D to do something in the easiest, cheapest or quickest way, often by ignoring rules or leaving something out

b Match the definitions A–D in Ex 1a to the idioms in **bold** below. Did you guess the definitions correctly in Ex 1a?

1 I've **washed my hands of** that project. I don't want to be part of it. ___
2 I'm sorry but I **let the cat out of the bag** and now Greta knows we're preparing a surprise party for her. ___
3 Some companies want to save money and **cut corners** on the safety of their employees. ___
4 I didn't have any problems setting up a bank account. It **was a piece of cake**. ___

WORD SKILLS Idioms

Idioms are groups of words whose meaning is different from the meanings of the individual words, for example *once in a blue moon* means '*rarely*' whereas *a piece of cake* means 'something easy'. They're often used in informal situations. It's difficult to guess the meaning of idioms without a context, so when you see an unusual combination of words, it's good to check it in the dictionary.

2 Read the information above. Complete the sentences with the correct form of the words below.

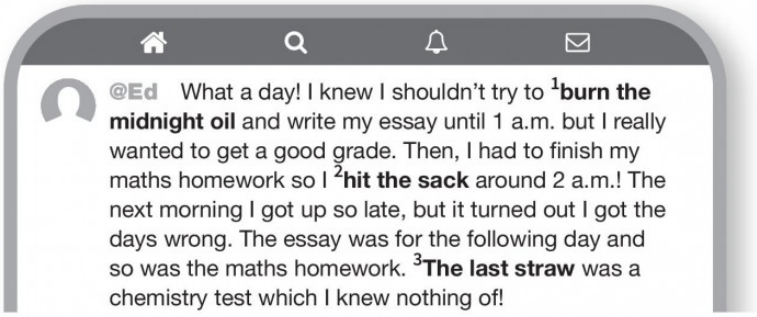
chance clue cut dream hand luck make ring

1 When I wasn't able to understand physics, Mark **gave me a helping** _____ and studied with me for hours.
2 Jordan explained why he hadn't done his homework and actually his story **had a** _____ **of truth to it**.
3 **To** _____ **a long story short**, we first met when I moved to this neighbourhood and we were both nine years old.
4 I **don't have a** _____ how to turn on the air conditioning here.
5 When I check her social media, she seems to be **living the** _____. She travels a lot, eats out in nice restaurants and has enough time to work out and relax.
6 The sweets I got from my grandma really _____ **my day**.
7 You think the teacher will give us no homework?! **Fat** _____**!**
8 **Tough** _____ but this is what happens when you forget to fill up your car with petrol. We have to call for help!

LEARNING STRATEGY Making the best of incidental and deliberate learning

Deliberate vocabulary learning can involve studying a list of words and learning their translations, definitions and pronunciation. Incidental vocabulary learning happens when you remember new words by accident, for example when you see the word in a book you read or hear it in a song. Studying lists of words is helpful but it's also important to keep your eyes open, perhaps you'll hear a new phrase or idiom on TV or in a magazine. Try to guess its meaning from the context, ask yourself questions about how or when it's used, or check it in a dictionary.

3 a Read the strategy and the social media post below. Look at idioms 1–3 in the text and answer the corresponding questions 1–3.



@Ed What a day! I knew I shouldn't try to [1]**burn the midnight oil** and write my essay until 1 a.m. but I really wanted to get a good grade. Then, I had to finish my maths homework so I [2]**hit the sack** around 2 a.m.! The next morning I got up so late, but it turned out I got the days wrong. The essay was for the following day and so was the maths homework. [3]**The last straw** was a chemistry test which I knew nothing of!

1 Do you think 'burning the midnight oil' is a good thing? What did Ed do which he describes as 'burning the midnight oil'?

_____

_____

2 What could Ed do at this time? What other words could you use to replace the idiom?

_____

_____

3 Was it a good or a bad thing for Ed? What other things have happened to him before?

_____

_____

b Match the idioms 1–3 in Ex 3a with the correct definitions A–C.

A to study or work until late at night ___
B the last in a series of bad events that makes it impossible for you to accept a situation any longer ___
C to go to bed ___

4 Look at the idioms in **bold** below. Write what you think they mean. Which clues help you guess the meaning?



@Alex I finally bought a new laptop!!! My previous one stopped working when I accidentally dropped it. I was so upset with myself, but Mum told me not to **cry over spilled milk**! It was slow and old anyway. Unfortunately, it **cost an arm and a leg** so my parents had to help me pay for it.

1 **cry over spilled milk** – _____
Clue: _____
2 **cost and arm and a leg** – _____
Clue: _____

Words in context

1 a Match the underlined verbs in sentences 1–6 to their meanings A–C.

1 Katie won a place at the university. ___
2 The president's recent plans haven't won the support of many people. ___
3 Who won the Civil War in the USA? ___
4 Miles won £50 in a lottery. ___
5 It isn't easy to win Omar's respect. ___
6 Our team won the last two matches. ___

A to be the most successful in a competition, race, battle
B to get something as the result of a competition, race, election, etc.
C to achieve or get something that you want, especially by your own efforts

WORD SKILLS Words in context

New words are often taught in lexical sets. These are groups of words which are linked to the same topic, for example education. Lexical sets can consist of words which belong to different parts of speech. Some of these words may have very similar meanings or they might include words that you know already but with a different meaning, for example you may know *sit* (*on a chair, at your desk*, etc.) but when learning the lexical set for *education* you can find out that *sit an exam* means *take an exam*. It's important to learn words in context and check what meaning of a word appears in the text or sentences you study.

b Read the information above. Read the sentences below and tick (✓) the ones which are true for you.

1 When I learn new words I prefer when they belong to one lexical set. ☐
2 I often have problems finding differences in the meanings of similar words. ☐
3 The best way for me to learn words from a lexical set is to translate them into my own language. ☐
4 I usually check not only the meaning of the word but also how it's used in sentences. ☐
5 I often mix up words or phrases in one lexical set because they are very similar to me. ☐
6 It's difficult for me to remember words which have different meanings. I usually remember only the most basic one or the one I learned first. ☐

2 Read the sentences A–C and tick (✓) the ones which use the word in **bold** in the same meaning.

1
A The bank **charges** a 10% interest rate on my loan. ☐
B My phone is almost dead. I need to **charge** it. ☐
C Some online shops don't **charge** you for delivery if you spend more than £50. ☐

2
A A lot of people like to **arrange** books by the colour of their covers instead of by alphabetical order. ☐
B Can you call the estate agent to **arrange** a viewing of the flat we've seen the ad of? ☐
C Jason **arranged** to meet with his friend on Tuesday. ☐

3
A Martin is not my cousin! We're not **related** at all. ☐
B Mrs Hughes is our neighbour but she's also **related** to my mum. Her mum was my grandma's aunt. ☐
C My second question is **related** to what we were talking about earlier. ☐

4
A This camera was quite expensive so I'm **treating** it with care. ☐
B These pills can be used to **treat** different infections. ☐
C Our coach doesn't **treat** all players in the same way. I don't like it. ☐

5
A The book that I'm reading is **set** in England in the 16th century. ☐
B I'm late because I forgot to **set** the alarm clock. ☐
C The air conditioning works well only when it's **set** on very low temperatures. ☐

LEARNING STRATEGY Personalising lexical sets

The higher your level of English is, the more challenging it may be to learn lexical sets. The differences in meaning can be very small and it's very easy to confuse such words. To avoid these problems, try to learn the words in context, for example use the new words to create a short story or to make sentences which describe your experiences or refer to people you know.

3 Read the strategy and look at the lexical set for *education*. Divide the words into groups of three. Add one more word to each group. Then, write some short stories in your vocabulary notebook using the words you have chosen. Use a dictionary if you need it.

academic attend concentrate campus coursework curriculum determined drop out graduate hand in progress term

Example:

set: graduate, campus, determined

extra word: ***degree***

My sister Jules has always been very determined and hard-working. When she was 8 years old, she told everyone she would graduate from Harvard. We all laughed at it then but guess what, she has just called to say she's arrived at Boston safely and is heading for the campus. She's about to begin her studies at Harvard! ***She hopes to do a degree in engineering.***

Collocations

1 Complete the underlined phrases with the same word. How would you translate those phrases into your language? Do you translate the missing word in the same way in each phrase?

1 The phone I bought last week isn't working so I decided to _____ a complaint.
2 I often go shopping for clothes but I never _____ a purchase without discussing my choice with my friend first.
3 Your qualifications definitely _____ a difference when applying for a job.
4 It's easy to _____ friends when you're sociable.

WORD SKILLS Collocations

When two or more words often go together we call them a collocation. We would rather say:

take orders not ~~get orders~~
commit a crime not ~~pick a crime~~
review the job description not ~~inspect the job description~~
heavy rain not ~~strong rain~~

Collocations can be made up of different parts of speech, for example:
verb + noun – *report a crime* (not ~~tell a crime~~)
adjective + noun – *academic year* (not ~~educational year~~)
verb + adverb – *terribly sorry* (not ~~horribly sorry~~)
adverb + adjective – *pleasantly surprised* (not ~~cheerfully surprised~~)

2 Read the information above. Choose the correct word to complete the sentences.

1 Who's going to **take** / **play** the part of Hamlet in the new TV show?
2 I **strongly** / **firmly** recommend that you get references from your former employer.
3 Children have to learn to **get** / **take** turns while playing games.
4 This study is trying to explain why people **make** / **commit** crimes.
5 You have to **hang** / **stay** positive.
6 If you want to keep in **shape** / **fitness**, you should go to the gym regularly.
7 I'm afraid I **blew** / **threw** my chances of getting onto the team. I didn't score a single goal.
8 I like people who try to **stretch** / **develop** their skills in their free time, for example by taking part in different classes or lectures.
9 It's been a long week and I need to rest. I'm **cold** / **dead** tired.
10 Minnie isn't feeling well and she has a **large** / **high** temperature.

LEARNING STRATEGY Verifying collocations

If you need to use a collocation don't rely on translating it word by word from your native language. Collocations in different languages are often made up from different words.

It's always a good idea to learn collocations, not just single words. However, if you want to use a collocation and you're not sure if it's correct, you can:

- use a collocations dictionary if you have one.
- check an English–English dictionary and look for example sentences. There, usually in **bold**, you can find some of the most popular and the strongest collocations, for example:

goal *noun*
BrE /gəʊl/ ; NAmE /gəʊl/

something that you hope to achieve
→ SYNONYM AIM
· *to work towards a goal*
· *to* ***achieve/attain a goal***
· *You need to* ***set yourself*** *some long-term* ***goals****.*
· *Our* ***ultimate goal*** *must be the preservation of the environment.*
· *Their goal was to eradicate malaria.*

- use a web search. Put your idea for a collocation in speech marks ("…") and see how many hits it has. Even if it's popular, check if these websites can be trusted (for example these are magazines or reliable articles, not posts on forums).

3 Read the strategy. Look at the definitions and possible collocations. Use a search engine to check which one is more popular. Remember to use "speech marks". Write the number of results you get next to each collocation. Then, tick (✓) the correct collocation.

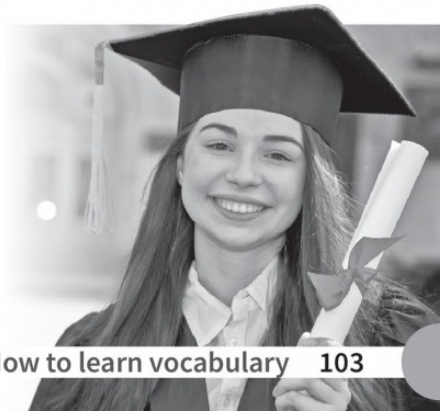
1 to see something / somebody for a moment
   A catch the sight of – _____ results ☐
   B throw the sight of – _____ results ☐
2 to go to see a person
   A pass a visit – _____ results ☐
   B pay a visit – _____ results ☐
3 a mistake that happens without meaning to cause harm
   A true mistake – _____ results ☐
   B honest mistake – _____ results ☐

4 Read the definitions and complete the collocations below.

1 fully awake – w_____ awake
2 to listen carefully – p_____ attention
3 provide enough money for something – c_____ the costs
4 do something even though you know that something bad could happen as a result – t_____ a risk
5 traffic that is worse than usual – h_____ traffic

5 What's happening in the picture? What will the girl do next? Write sentences in your notebook using collocations. You can use the ideas for collocations below.

s_____ her own business
g_____ work experience
d_____ out of college
d_____ a degree
g_____ a qualification



Film-making and The written word

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

1 Some directors prefer actors not to ___ their lines before they start filming.
A play B rehearse C script

2 Did you know that films like *Black Panther*, *Ant Man and the Wasp* and some parts of *The Avengers* were made not in Hollywood but in a ___ in Atlanta?
A film studio B line C plot

3 The first *Beauty and the Beast* film was made in 1991 and animated, but in 2017 Walt Disney Pictures produced it again, this time as ___.
A a live-action film B special effects C a script

4 I remember that during my first school play I was so nervous that I forgot to say half of my ___.
A parts B plot C lines

5 The TV show *Money Heist* is ___ in Madrid.
A directed B set C rehearsed

6 Ben Affleck and Matt Damon not only played in the film *Good Will Hunting* but they also wrote the ___.
A script B lines C locations

2 Complete the sentences with the correct form of the words below.

chapter editor horror poetry post publisher

1 It's the scariest _____ I've ever read. When I finished it, I couldn't fall asleep at night because I was sure the story was real!
2 Ashu talked to several _____, but nobody was interested in printing her book.
3 Jill doesn't enjoy novels, but she often reads _____.
4 You should really read this book! The first _____ is a bit confusing but later it all becomes clear.
5 My cousin Martin and his wife Ally both work in a local newspaper. They are _____ so their job is to correct the articles before they're printed.
6 In English class, we had to write a poem and then _____ it on our school website.

3 Write the missing letters to complete the sentences.

1 There's always a bit of magic in f___ ___ ___ ___-t___ ___ ___ ___, for example a frog turns into a prince.
2 What I really like about reading m___ ___ ___ ___ ___ ___ n___ ___ ___ ___ ___ is that as the plot develops I can try to guess who is responsible for the crime that was described in the first chapter.
3 Tessa began her writing career by writing s___ ___ ___ ___ s___ ___ ___ ___ ___ ___. She said they were easier to plan because they had fewer characters and a simpler plot than novels.
4 If you're looking for a book about volcanoes, go to the n___ ___-f___ ___ ___ ___ ___ ___ section which is on the left next to the magazines.
5 Have you noticed that in most s___ ___ ___ ___ ___ ___ f___ ___ ___ ___ ___ ___ novels machines think and behave like humans?

4 **EXTEND** Choose the correct alternative.

1 I feel this film is going to be a huge **quotation** / **blockbuster**.
2 Kaheem wanted to be a journalist but ended up as a **villain** / **screenwriter** writing mostly TV shows.
3 'To be or not to be' is the most famous **quotation** / **adaptation** from Shakespeare's *Hamlet*.
4 This is such a great event! You have to come with me. We'll be able to meet all the members of the **blockbuster** / **cast** of our favourite TV show.
5 Maggie has always dreamed of preparing a TV show **adaptation** / **genre** of her favourite Jane Austen novel.
6 We had our last **cast** / **rehearsal** of *Peter Pan* before tomorrow's performance.
7 Which **genres** / **screenwriters** of books would you recommend to someone who doesn't like reading that much.
8 At the end of the story, it turns out that the **rehearsal** / **villain** wasn't such a bad person after all.

5 Complete the dialogue with the correct form of the words below. There are two words you do not need.

adaptation blockbuster cast genre
quotation rehearsal screenwriter villain

Elle Great news! Our English teacher posted the [1]_____ list for the play we're going to perform this semester and I'm going to play one of the main characters! I just hope I'm not going to be the [2]_____ again. I hate playing the bad guys!
Jake Congratulations! What's the title of the play?
Elle I don't remember. It's quite a popular [3]_____ of a short story written by an Australian blogger. It's something about what the world might look like in 100 years. There was even a film based on this play which turned out to be a huge [4]_____. Everyone was talking about it.
Jake Sounds great, and science fiction is my favourite [5]_____. When are you starting the [6]_____?
Elle We're meeting on Friday, and Mr Hume promised to give us the script so we can start learning our lines.

6 Do a survey to find out what genres of films and books your friends and family like. Ask them to tell you what film they have recently enjoyed and why. Write a short report and prepare to give a presentation to the class.

Name	Favourite genre of books and films	A title of the movie they've recently enjoyed	Reasons why they liked it

Landscapes and The environment

1 **PRACTISE** Complete the sentences with the words below.

breathtaking views cave coast peaceful lake
seaside surrounded by the edge of the cliff valley

1 They spend every summer at the _____. Sun and salty water are what they like the most.
2 If you stand near _____, you can take a better picture of the ocean.
3 It's such a beautiful place! The river runs through the _____ and there are mountains on both of its sides.
4 Milla has a picture of a _____ as the wallpaper on her laptop. The water isn't moving so it looks so quiet and relaxing!
5 The city of Innsbruck in Austria is _____ mountains. It's a great place to go if you want to go skiing.
6 If you get to the top of this hill, you'll be able to enjoy the most _____ of this whole area.
7 I remember that the _____ we were exploring was really cold and dark. There were lots of bats too!
8 We were driving along the _____ for hours. The views of the ocean were spectacular.

2 Correct the underlined words in the sentences with the words below. Two sentences are correct and you don't need to change them.

climate change deforestation environmental harm natural resources recycling waste
renewable energy solar panels sustainable

1 This campaign is aimed at showing people how cars pollute the atmosphere every day.
2 A lot of houses in this area have natural resources on their roofs. I guess it's because when you have such hot sunny weather, it's the perfect way to produce your own energy.
3 Temperatures and the amount of rain have changed over the last hundred years so much that more and more people worry about deforestation.
4 Gas and coal aren't solar panel sources, but wind or water are.
5 If they want to be called environmental farmers, they should grow food in a way that protects natural resources for future generations.
6 I think water, forests and soil are the most important climate change. We wouldn't be able to live without them!
7 Renewable energy is the act of cutting down trees.
8 Every now and then I read about products that harm our environment. Plastic straws, cleaning supplies or regular tea bags – this list is huge!
9 This article discusses why tourism has such a negative sustainable impact.

3 Complete the leaflet with the underlined words in Ex 2.

Are you worried about floods, droughts and other problems caused by [1]_____?

Here are a few tips on [2]_____ living.

- Drive less! When you ride a bike or use public transport, you don't [3]_____. Clean air is so important for all of us.
- Turn off the lights when you leave the room. You might also consider using [4]_____ at your home. One of the most common solutions is to install [5]_____ and rely on sunlight.
- Join a local [6]_____ group that wants to help the planet. Show others how to recycle waste or protect [7]_____ such as water or forests.
- Buy recycled products and use less paper to stop [8]_____. You might even plant a tree!

4 **EXTEND** Choose the correct answer: A, B or C.

Last weekend we took [1]___ to Vancouver Island. It's famous for gorgeous scenery, wild beaches and wildlife. There's also a spectacular [2]___ which stretches along the whole island. Its highest point, 2198 m, is the Golden Hinde. On Friday, we stopped at Botanical Beach, a nature [3]___ where you can see a lot of unique sea plants and animals. The next day we went hiking. I really hoped we'd see a Vancouver Island marmot, [4]___, but we weren't that lucky. On Sunday, we had a picnic on the [5]___ and swam in the ocean. It was perfect!

1	**A** a shore	**B** an excursion	**C** a landfill
2	**A** mountain range	**B** nature reserve	**C** coast
3	**A** excursion	**B** reserve	**C** generate
4	**A** an endangered species	**B** an excursion	**C** a shore
5	**A** generate	**B** shore	**C** landfill

5 Complete the sentences with the missing words. The first letters are given.

1 It's my dream to visit a n_____ r_____ in Kenya where animals live freely in the grasslands.
2 Our boat was about 500 metres from the s_____ when we heard the thunder.
3 This is an old l_____. It was closed a few years ago when they run out of space for more rubbish.
4 Plants need c_____ d_____ to make food.
5 All these wind turbines g_____ enough electricity for the whole town.
6 The Andes, with the length of 7,000 km, are the longest continental m_____ r_____ in the world.

6 Do a short project about a place of natural beauty which is at risk because of climate change.

Find out and describe …

- what place it is and where it is.
- what makes this place special.
- what environmental dangers this place has to face.
- how people can save and protect this place.

Illnesses and injuries and Getting better

1 **PRACTISE** Complete the sentences with the missing words. The first letters are already given.

1 You have to be more careful with the knife next time. Luckily, this c___ ___ isn't very deep.
2 I got a minor b___ ___ ___ on my hand. I was ironing my shirt in hurry and I accidently touched the hot iron.
3 When my sister was a baby, she often had ear i___ ___ ___ ___ ___ ___ ___ ___s. The doctor said they were caused by some bacteria.
4 Every time we go camping, I come back with lots of m___ ___ ___ ___ ___ ___ ___ b___ ___ ___ ___. I use different sprays but nothing seems to help.
5 A lot of people die from h___ ___ ___ ___ a___ ___ ___ ___ ___ ___ because they don't look after themselves. They eat unhealthily, don't control their weight and smoke.
6 Will doesn't exercise at all, so whenever he goes up the stairs to our office, he g___ ___ ___ o___ ___ of b___ ___ ___ ___ ___.
7 If you have a sore throat, a fever and feel really tired, it might be a sign that you have t___ ___ f___ ___.

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



This website promotes a variety of natural [1]___. There's a list of diseases at the top, and when you click on one of them, you can find suggestions on how to [2]___ whatever is bothering you. For example, if you touch something hot and have a [3]___, you should use cool water and some aloe vera. I've tried only one of these things – putting an onion on a mosquito [4]___ on my leg. I was quite surprised at how much it helped. Although I like natural products, I still [5]___ my vitamins each morning and next week, just like every year, I'll go to my doctor for [6]___.

1	**A** treatments	**B** surgeries	**C** symptoms
2	**A** get out of	**B** recover	**C** treat
3	**A** cut	**B** burn	**C** sore throat
4	**A** bite	**B** fever	**C** flu
5	**A** go for	**B** keep	**C** take
6	**A** an infection	**B** a backache	**C** a check-up

3 Choose the correct alternative.

1 Good **mental health** / **prescription** allows you to enjoy life and deal with negative experiences.
2 Doctors say that we should do **surgery** / **a blood test** once a year to check that we don't suffer from any diseases.
3 There's usually no point in trying to **treat** / **recover** a cold with antibiotics because antibiotics fight bacteria not viruses.
4 Julie's blood test results weren't good, so her doctor ordered her to **cure** / **take vitamins** and eat more healthily.
5 It's important to **keep in shape** / **go for a check-up** every year. It helps the doctor to see if you don't have any serious diseases.
6 When I have a sore throat, I drink tea with honey. I think such natural **treatments** / **symptoms** can be as effective as the tablets you get at the chemist's.

4 **EXTEND** Complete the sentences with the correct form of the words in brackets. In each case, there is one word you do not need.

1 The flu _____ helps your _____ system to fight the disease. (germ, immune, vaccination)
2 When my grandpa had a heart attack, the _____ arrived in less than ten minutes. The doctor _____ my grandad and decided he needed to be taken to hospital. (ambulance, examine, sneeze)
3 The accident was two weeks ago, and Ollie still has a deep _____ below his knee. It's _____ slowly and it doesn't hurt him much. (examine, heal, wound)
4 If you cover your mouth when you _____, you'll stop _____ from spreading. (germs, sneeze, vaccination)

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

ambulance examine germ heal
immune sneeze vaccination wound

1 The nurse removed the bandage to check if the _____ had begun to heal.
2 _____ cause diseases when they spread from one person to another by coughing, talking or touching.
3 We were travelling on a motorway when three _____ passed by us. We thought there had been an accident ahead, so we took the next exit to avoid traffic jams.
4 Strong perfume always makes me _____. It might be because of their rich smell.
5 There are some diseases that once you've had it as a child, you're _____ to it for the rest of your life.
6 I was _____ by an eye doctor twice, but he didn't find any signs of infection which could make my left eye burn and water.
7 There are a few _____ required for newborn babies in the first six months of their lives.
8 Use this cream on any cuts or wounds. It'll help them to _____ faster.

6 Do a short project about possible health problems you can have when you are on holiday. Write a short report and prepare to give a presentation to the class.

Find out and describe …

- five possible health problems or illnesses that often happen when you're on holiday.
- how you can avoid or prepare for these problems.
- what you should do once you have them.

Personal description and Types of relatives

1 **PRACTISE** Complete the comments with the words below.

cope well with determined fairly on the bright side
sociable such a positive attitude to
to complain upset easily

Comments

@Martin My brother Matt has [1]_____ life! He believes that everything will be ok in the end and there's no need to worry. I, on the other hand, get [2]_____. If something bad happens to me, I'm unhappy and disappointed. I wish I was more like him. What type of person are you?

@Bako I'm [3]_____ cheerful. Even if there's a problem, I try to look [4]_____.

@Anita I tend [5]_____ too much, at least that's what my friends tell me. I think I only do it when I'm dissatisfied with something, but they say I do it all the time.

@Iris I'm definitely [6]_____! I love being around people and this always makes me feel good, but I don't [7]_____ stress. When we have a test at school, I get really nervous!

@Mike I'm a very [8]_____ person. If I have a plan to do something, I'll definitely do it. It may sound great, but it often makes me miserable.

2 Complete the sentences with the correct form of the words below.

ancestors bring up get-together great-grandmother
look up to on my mum's side stepsister

1 Abigail's parents worked abroad when she was a little girl, so she was mostly _____ by her grandparents.
2 Ayesha is my _____. When our parents got married, she moved in with us.
3 Leo has always _____ his older brother. He wants to be like him!
4 My grandpa is turning 70 next week so there'll be a huge family _____ on Sunday.
5 Ethan's _____ were Irish and Italian, but he has never been to Europe.
6 My _____ died at the age of 95. My grandma says she takes good care of herself so she will live even longer!
7 I rarely see my cousins _____. This is because my mum's sister lives in New Zealand.

3 **EXTEND** Choose the correct alternative.

1 My cousins Josh and Austin aren't twins but they **look alike** / **socialise**.
2 If you want to be a good manager, you need to have great **open-minded** / **people skills**.
3 That was a very rude things to say! Next time try being more **immature** / **sensitive** to other people's feelings.
4 Dylan is eighteen years old, but he's still very **close-knit** / **immature**.
5 My sister is at university, but I think she spends more time **looking alike** / **socialising** than studying.
6 Parents complain that their **adolescent** / **people skills** children spend too much time on their phones.
7 **Open-minded** / **Sensitive** people aren't afraid to ask questions and leave their comfort zone.
8 We're a really **close-knit** / **adolescent** team. We spend a lot of time together and support each other.

4 Complete the second sentence so that it has the same meaning as the first. Use the words below.

adolescent close-knit immature look alike
open-minded people skills sensitive socialise

1 It's really difficult to accept other people's opinions when you don't agree with them.
It's really difficult to _____ when you don't agree with someone.
2 Most problems that teenagers have disappear with time.
Most _____ disappear with time.
3 My brother and I look completely different.
My brother and I _____.
4 We're a very supportive and loving family.
We're _____.
5 My sister turned ten last week, but she still behaves like a five-year-old.
My sister is ten, but she _____.
6 In my opinion, all shop assistants need to know how to deal with people.
In my opinion, all shop assistants need to _____.
7 We really like our new neighbours so we often spend time with them.
We really like our new neighbours so we often _____.
8 You need to deal with these types of situations in a way which wouldn't hurt anyone's feelings.
You need to deal with these types of situations _____.

5 Do a short project about family relations. Ask your friends and family …

- who brought them up and who they take after.
- who they look up to in their family or whose footsteps they would like to follow in and why.
- who their favourite relative on their mum / dad's side is and what this relative is like.
- what they have in common with their close family or siblings.

International trade and Saving up

1 PRACTISE Complete the fragments of news articles with the words below.

demand distribution goods manufacturing
market packaged retail stock

'A new phone company is expected to enter the [1]_____ in the spring.'

'Over 300 families were waiting for food [2]_____ during an event organised by a local charity.'

'There's been an increasing [3]_____ for houses with gardens. People want to grow their own vegetables or plant flowers.'

'We're expecting the [4]_____ prices of shoes and accessories to fall by 10% in spring.' Read more

'Doctors warn that eating too much [5]_____ food may be the cause of many diseases.'

Trending

'After the factory producing parts for cars was closed, 1,200 people lost their jobs in [6]_____.'

'A leading supermarket chain promises to reduce the prices of basic [7]_____ such as meat or eggs.'

'Toilet paper and hand sanitisers were out of [8]_____ in the first weeks of the coronavirus pandemic in 2020.'

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

1 Where's the nearest ___? I need to withdraw some cash.
A ACM B ATM C MCM

2 I'm trying to set a realistic ___ for this year, but a lot depends on whether I'm going to get a pay rise.
A bank statement B interest rate C savings goal

3 Everyone keeps saying that they have to pay too much ___.
A deposit B tax C lender

4 Dad is the only person in our family who makes most of his ___ by cheque.
A payments B loans C wages

5 The bank accidently ___ my account with £100. I never made such a deposit.
A withdrew B credited C took out

6 Some ___ charge very high interest rates when you want to take out a loan.
A debts B bank statements C lenders

3 Choose the correct alternative.

What makes economy grow?

Countries need to build a strong economy to function well, but in order to achieve this goal we, the [1]**consumers** / **retailers**, are needed the most. Every day when we pay for services or buy things, we create the [2]**supply** / **demand** for the [3]**stock** / **production** of goods by companies. Only one-third of the money we earn we spend on [4]**goods** / **trade** such as clothes, household appliances or food. The remaining two-thirds of our money is spent on services such as banking, education, transport or medical treatment. Taking out [5]**a loan** / **cash** is also good for economy. That's why some governments make it easier for us, by, for example, reducing the [6]**interest rate** / **bank statement** we're charged in our banks.

4 EXTEND Match questions 1–8 to answers A–H.

1 What did he do with the money he'd earned working as a gardener in the summer? ___
2 Why has he paid so much for his last order of school uniforms? ___
3 What do you think of digital currencies, like Bitcoin?
4 What is this building on the left? ___
5 Why does he keep a blog if he has a job? ___
6 Why hasn't he signed his employment contract yet?
7 Why isn't he going to buy a new laptop? ___
8 Why has he given you £10? ___

A It's an old **warehouse**, but I don't know what it's used for now.
B They're a good **investment**.
C He **transferred** it to a savings account.
D It might because the **shipping** cost was so high.
E He **owed** me for the coffee we had last week.
F He's still **negotiating** his salary.
G It isn't in his **budget** for this year.
H It adds to his monthly **income**.

5 Complete the short texts with the correct form of the words below. In each case, there are three words you do not need.

budget investment negotiate
owe transfer warehouse

Dave promised he would finally [1]_____ that £100 he [2]_____ me to my account. I know he lost his part-time job and his [3]_____ is low, but I need this money too!

income investment negotiate
owe shipping warehouse

We've been buying rare and antique books as a form of [4]_____. When they completely disappear from the market, we can resell them at a higher price. We've recently found a great second-hand bookshop in Paris but, unfortunately, their standard cost of [5]_____ is €30. I'm thinking of calling them and [6]_____ that price if we order larger quantities of books.

6 Do a survey to find out what your family and friends' savings goals are. Ask how they're planning to achieve it. Write a short report and prepare to give a presentation to the class.

Home and Housing

1 **PRACTISE** Match the sentence halves.

1 Our flat is cool on hot summer days ___
2 We can have a table, six chairs, a sofa, a coffee table and two bookshelves in our living room ___
3 The dark green rug looks great in the **study** ___
4 I like hanging out in my grandma's **tiny** living room in the evenings ___
5 You have to go downstairs to get your old photo albums ___
6 We have four standing lamps in the living room ___
7 To see grandad's old letters you have to climb up these stairs ___
8 This is the most comfortable place to sit on ___

A because we keep them in the **basement**.
B because we keep them in the **attic**.
C because it's **spacious**.
D because it has **air conditioning**.
E because it's our new **armchair**.
F because it's warm and **cosy**.
G because there aren't any hanging from the **ceiling**.
H because it **matches the style of** the **curtains**.

2 Complete the sentences with the missing words. The first letters have been given.

1 If you're looking for a flat to rent, a_____ a v_____ during the day. It's important to know if the rooms aren't too dark.
2 This website helps you find r_____s. It has the information about who this person is and what they like doing.
3 Rhys and Freya live in the same b_____ of f_____. She lives on the first floor and he lives on the fourth.
4 I'm worried because I lost my job and I won't be able to p_____ the r_____ on time this month.
5 There are only white t_____ h_____ in this street. They all look the same and I often wonder how people remember where they live.
6 D_____ h_____ in the suburbs are good for families with small children who need a lot of space for the kids to play and a garden.
7 We're going to celebrate tonight because my parents finally s_____ the c_____ for the house in San Francisco. We're moving next month.
8 We're staying in an amazing hotel in d_____ Manhattan. It's within walking distance of the Highline, SoHo and the Empire State building.
9 The Torre Latino is a s_____ in downtown Mexico City. The views from the top are breathtaking.
10 The tallest building in the world is the Buri Khalifa in Dubai. It is over 828 metres tall and has more than 160 s_____.

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

1 There's a street lamp directly outside my bedroom window. It's so bright at night that I need ___.
A tenants B patios C blinds
2 In the summer, we often have a barbecue or eat lunch on the ___.
A security deposit B fireplace C patio
3 My neighbour has got a spare room which he usually rents to students. He's currently looking for a new ___ in case you're interested.
A tenant B landlord C security deposit
4 When we moved in here, all the bedrooms were ___, but there was this table and the armchairs in the living room.
A decorated B unfurnished C blinds
5 At the same time you sign the contract, you have to pay a ___ which is equal to one month's rent.
A security deposit B tenant C landlord
6 We finally ___ our cottage last weekend. These walls haven't been painted for years!
A blind B unfurnished C decorated
7 I love sitting by the ___ and looking at the wood burning.
A blinds B fireplace C patio
8 We're renting this flat from an amazing ___. He will come and repair anything that breaks down immediately.
A landlord B tenant C decorate

4 Decide if the sentences are correct (*C*) or incorrect (*I*). Correct the incorrect ones using the words in Ex 3.

1 The **landlord** has to pay the security deposit.
_____
2 The walls in my bedroom have a new colour because my dad has **unfurnished** them.
_____
3 If you sit close to the **patio**, you'll feel warmer.
_____
4 Pull down the **blinds** if you want the room to be darker.
_____
5 All the furniture on our **security deposit** got wet because it was raining all night.
_____
6 These **tenants** never pay the rent on time.
_____
7 She **decorated** the whole house in white. I wonder how quickly these walls will get dirty.
_____

5 Do a survey to find out the following among your family and friends. Then write a short report and prepare to give a presentation to the class.

- What type of house do you live in? Is it in the suburbs or downtown? Would you prefer to live in a different type of house? Which one?
- What is your house within walking distance of?
- What appliance couldn't you live without?
- What furniture or equipment would you like to have in your bedroom or living room that you don't have in it now?
- What is your favourite piece of furniture? Why?

The education system and Higher education

1 **PRACTISE** Complete the text with the correct form of the words below. There are two words you do not need.

boarding	coursework	curriculum	gain
hand in	resources	sit	use	win

I went to an independent [1]_____ school for the last three years of secondary school. The [2]_____ we followed was different from other schools, but I think studying there helped me [3]_____ a place at university. We were often busy all day from early morning till late in the evening. In the morning we did [4]_____, [5]_____ an online learning platform for self-study or studied in the library. We had lots of homework and it was important to [6]_____ essays and assignments on time. I remember the day we were [7]_____ our final exams. I felt incredibly happy and relieved that I finally got there!

2 Complete the sentences.

1 If you want to be a doctor, you should study _____.
2 Although studying _____ doesn't have a clearly defined career path like law or business studies, it teaches you to analyse and interpret ideas and values in texts and understand how they impact culture and society. Many _____ go on to work in Media, Communications and education.
3 A lot of my friends would like to study _____ because they'd like to work in business or finance.
4 Daniela studied _____, but she doesn't work in court. She helps her clients by giving them legal advice or checking the contracts they'll be signing.
5 If I were as good at computers at you are, I'd study _____ and get a job as a software engineer or computer programmer.
6 Martina wanted to study _____ because she said she wanted to contribute to society by designing eco-friendly buildings.

3 Complete the sentences with the correct form of the words in brackets. In each case, there are two words you do not need.

1 Although the _____ year starts on Monday, most students arrived on _____ last week to get their rooms ready and see their friends. Julie says she has Monday off. Her first classes and _____ are on Tuesday. (law, lecture, semester, campus, academic)
2 It's my last _____ at the university so I've already started looking for job opportunities for _____. (academic, graduate, semester, medicine)
3 If you're thinking of a career as a journalist, you should definitely go on to _____ and study _____, not _____ as your parents want you to. (media studies, graduate, economics, campus, higher education)

4 **EXTEND** Choose the correct alternative.

1 We have fantastic **master's degrees** / **seminars** on politics because we're in a small group and have time to discuss different topics.
2 Taking a **crib sheet** / **gap year** will help students see the world, learn about other cultures and might even give them some career skills.
3 You'll be in serious trouble if you ever **play truant** / **enrol** again.
4 Our science teacher gave Matt an F because she caught him using a **seminar** / **crib sheet** during a test.
5 Yesterday, I **played truant** / **enrolled** on a Chinese course, but the classes don't start until on 12 September.
6 My classmate Maddison speaks three languages and has a **master's degree** / **gap year** in economics from the University of California.

5 Complete the short texts with the correct form of the words in Ex 4.



Charlotte wasn't much into studying when she was in secondary school. She preferred [1]_____ to attending classes. She never revised for a test and usually [2]_____ saved her life. Somehow, she finished school and decided to take a [3]_____ and teach English in Japan. This experience changed her life. During her stay in Tokyo, she [4]_____ on a Japanese course and after a few months she was able to communicate. Now she has a [5]_____ in Japanese Language and Literature and gives lectures on Japanese culture all over the country.



Oscar [6]_____ on a media studies course. These were very practical classes and Oscar especially enjoyed [7]_____ with different experts. For a brief moment, he even considered doing a [8]_____ in business. Oscar keeps saying that it's the only course he did where he never had to prepare any [9]_____ to either help him study or on tests.

6 Do a short project. Choose five people who inspire you (your family, famous people, celebrities, etc.) and find out what their education looked like. Did they graduate from university? If so, where and what did they study? Write a short report and prepare to give a presentation to the class.

Job application and Crime

1 **PRACTISE** Complete each sentence with the words below.

ask	complete
get (x2)	have
receive	review
stand out	
application form	hourly rate
job applications	
necessary qualifications	
other candidates	
random questions	
reference	wages

1 Before my appointment with my future employer I _____ the _____ which they sent me by email. There were about twenty questions.
2 Tom is working as a gardener for one family this summer. He's very happy because he _____ a high _____.
3 Waiters and cooks in our restaurant _____ _____ once a week, on Monday, but managers are paid monthly.
4 To get a job as a flight attendant in good airlines you need to _____ against _____ by, for example, knowing more foreign languages or by having a positive attitude.
5 This was the weirdest job interview I've ever had! I was _____ completely _____ and I really didn't know what to say.
6 Jenna _____ hundreds of _____ every day but she can never find one that she likes or which she has necessary qualifications for.
7 How many actors do you know that actually _____ the _____ to do their job? Most of them haven't even finished acting schools.
8 My new boss asked me to _____ a _____ from my former employer. It should say how long I worked there and how well I carried out my duties.

2 Complete the sentences with the correct form of the words in brackets.

1 Have you ever _____ (shoplifter) anything small, for example a packet of chewing gums?
2 A group of _____ (theft) has been stealing cars in the south part of the city.
3 I can't imagine why someone would _____ (vandalism) the new skate park.
4 Police think that the _____ (burgle) entered the house through the kitchen window which was accidently left open.
5 When Ellie saw a man in a black hoodie, a black hat and a scarf around their mouth enter the bank, she assumed he must be a _____ (rob).
6 Who was the first person to arrive at the scene of the _____ (criminal)?

3 Complete the texts with the correct form of the words below. In each case, there are three words you do not need.

break into	burglar	commit	interview a few suspects
justice	launch an investigation		report the crime
shoplifting	vandalism	witness	

As soon as I noticed that our garage had been [1]_____, I called the police and [2]_____. The officer asked me what was missing and promised that they would immediately [3]_____. However, he warned me that it might be hard because there were no [4]_____. I've just heard that they [5]_____, mostly people who had previously [6]_____ the same crime in the area where I live. Unfortunately, they haven't caught the [7]_____ yet.

arrest	break	burgle	confess	criminal
pickpocket	rob	theft	vandal	

Yesterday evening I saw a [8]_____. It was a girl in her early twenties, and she was taking a wallet out of someone's backpack. She hid it under her jacket and disappeared quickly. Luckily, the police saw her too. A few minutes later, they [9]_____ her and she was probably taken to the police station. I wonder if she would [10]_____ to stealing or if she would make up a story which would explain the [11]_____. It seems to me that [12]_____ often [13]_____ the law and later escape punishment.

4 **EXTEND** Choose the correct alternative.

1 Although the man admitted to a criminal **sentence** / **offence**, he wasn't arrested immediately.
2 Being a nurse has been seen as a traditional female **offence** / **occupation** for years, but now a lot of men do this job too.
3 You can't be a teacher if you have a **criminal record** / **suspect**.
4 Call that company and ask if they have any job **occupations** / **vacancies**.
5 I wanted to **resign** / **record** but my boss gave me a rise which convinced me that it was worth staying.
6 They do a lot of **voluntary** / **vacancy** work for the animal charity.
7 The burglary **sentence** / **suspect** is a man in his early thirties. He was wearing a black jacket and jeans.
8 The robber **resigned** / **was sentenced** to five years in prison.

5 Replace the underlined fragments of sentences with the correct form of the words in **bold** in Ex 4.

1 The man was punished and will have to spend a year in prison because he broke into five houses.
2 I've called three banks to ask if they need any employees.
3 This is a very serious crime.
4 Jamie didn't earn as much as he wanted so he decided to stop working.
5 Please write your full name, age and the job you do.
6 The police told the newspapers that there were three men who might have committed the burglary.
7 Ayesha has never worked for free.
8 Does your future employer need to see a document which says what crimes you have committed?

6 Do a survey to find out what your friends and family think is a suitable punishment for different kinds of crimes. Ask why. Write a short report and prepare to give a presentation to the class.

Unit 1

Having a discussion p.17

Expressing a preference / an opinion

I'd go for …	U1 Speaking
As far as I'm concerned, …	U1 Speaking
Personally, I much prefer …	U1 Speaking
All things considered, …	U1 Speaking

Giving a reason or explaining an answer

In my opinion, …	U1 Speaking
When you think about it, …	U1 Speaking

Agreeing and disagreeing

Good point.	U1 Speaking
I'm with you on that.	U1 Speaking
I couldn't agree more.	U1 Speaking
I'd take a different view on that.	U1 Speaking
I'm not sure I agree.	U1 Speaking
I see it a bit differently.	U1 Speaking

Interacting p.17

Keeping the conversation going

What does everyone else think?	U1 Speaking
Would you agree with that?	U1 Speaking
Don't you think that … ?	U1 Speaking

Interrupting someone

Can I stop you there?	U1 Speaking
Hang on a moment.	U1 Speaking

Writing a review p.18

Background

It was first published / released in …	U1 Writing
It has sold more than 10 million copies worldwide.	U1 Writing

Describing the plot

It tells the story of …	U1 Writing
The story / film / game is set in …	U1 Writing

Describing the characters

The main character in the story / film / game is …	U1 Writing
The relationship between the characters is …	U1 Writing

Giving opinions

I really enjoyed this book / film / game.	U1 Writing
It really makes you think.	U1 Writing
It's a very slow read.	U1 Writing
My only criticism is …	U1 Writing

Giving recommendations

I'd definitely recommend it.	U1 Writing
This book / film / game isn't for everyone.	U1 Writing
You certainly won't regret reading it.	U1 Writing

Unit 2

Organising your ideas p.31

Presenting similar ideas

as well as	U2 Speaking
both	U2 Speaking
similarly	U2 Speaking
equally	U2 Speaking
also	U2 Speaking
not only … but also	U2 Speaking

Introducing more ideas

Moreover, …	U2 Speaking
Furthermore, …	U2 Speaking
What's more, …	U2 Speaking
Additionally, …	U2 Speaking

Emphasising your point

absolutely	U2 Speaking
clearly	U2 Speaking
without any doubt	U2 Speaking
in fact	U2 Speaking
obviously	U2 Speaking
definitely	U2 Speaking

Giving examples

for instance	U2 Speaking
for example	U2 Speaking
such as	U2 Speaking
like	U2 Speaking

Opinion essays p.32

Giving opinions

In my opinion, …	U2 Writing
From my point of view, …	U2 Writing
It seems to me …	U2 Writing
In my view	U2 Writing
it seems obvious to me	U2 Writing
I'm convinced	U2 Writing
I'm certain	U2 Writing
I believe	U2 Writing

Presenting a general situation

It's generally seen …	U2 Writing
It goes without saying	U2 Writing

Giving arguments

First of all, …	U2 Writing
Moreover, …	U2 Writing
Furthermore, …	U2 Writing
Similarly, …	U2 Writing
Firstly, …	U2 Writing
Secondly, …	U2 Writing
Additionally, …	U2 Writing

Introducing contrasting arguments

However, …	U2 Writing
On the other hand, …	U2 Writing
Having said that, …	U2 Writing

Summing up

On balance, …	U2 Writing
To sum up, …	U2 Writing
All in all, …	U2 Writing
On the whole, …	U2 Writing
All things considered, …	U2 Writing

Unit 3

At the pharmacy p.45

Asking for advice

Could you recommend something for … ?	U3 Speaking
What would you suggest?	U3 Speaking
What would you advise?	U3 Speaking

Finding out about the problem

Would I be able to see … ?	U3 Speaking
Can you tell me when this happened?	U3 Speaking
Do you know if you are allergic to anything?	U3 Speaking

Checking understanding

What do you mean by that?	U3 Speaking
I'm afraid I didn't quite catch that.	U3 Speaking
Sorry, do you think you could repeat that last part?	U3 Speaking

Giving advice

May I suggest … ?	U3 Speaking
I think the best course of action is …	U3 Speaking
You must …	U3 Speaking
It's really important that you …	U3 Speaking

Sequencing p.46

Starting

First of all, …	U3 Writing
To begin with, …	U3 Writing
The first thing you need to do is …	U3 Writing

Indicating the order

Next, …	U3 Writing
After that, …	U3 Writing
Then, …	U3 Writing
Before …	U3 Writing

Describing two things happening at the same time

While …	U3 Writing
As …	U3 Writing
Meanwhile …	U3 Writing
At the same time as …	U3 Writing

Ending

Finally, …	U3 Writing
To finish, …	U3 Writing
Lastly, …	U3 Writing

Unit 4

Keeping the conversation going p.59

Starting a new topic

Guess what!	U4 Speaking
Listen to this!	U4 Speaking
You'll never believe what …	U4 Speaking
Have you heard … ?	U4 Speaking

Changing the topic

Speaking of …	U4 Speaking
That reminds me …	U4 Speaking
Oh, by the way …	U4 Speaking
Anyway, …	U4 Speaking
Now that you mention that, …	U4 Speaking
Before I forget, …	U4 Speaking
I nearly forgot to say / tell you / mention …	U4 Speaking
There's something else I meant to ask / tell you …	U4 Speaking
Funny you should mention that …	U4 Speaking

Continuing the topic

Back to what I was saying, …	U4 Speaking
As I was saying, …	U4 Speaking
In any case, …	U4 Speaking

Where was I?	U4 Speaking
Describing people p.60	
General appearance	
attractive	U4 Writing
good-looking	U4 Writing
gorgeous	U4 Writing
handsome	U4 Writing
sporty	U4 Writing
stylish	U4 Writing
well dressed	U4 Writing
Height and build	
short	U4 Writing
tall	U4 Writing
medium-height	U4 Writing
skinny	U4 Writing
overweight	U4 Writing
slim	U4 Writing
Hair	
short	U4 Writing
long	U4 Writing
wavy	U4 Writing
curly	U4 Writing
straight	U4 Writing
dark	U4 Writing
blonde	U4 Writing
brown	U4 Writing
fair	U4 Writing
grey	U4 Writing
red	U4 Writing
bald	U4 Writing
Face	
moustache	U4 Writing
beard	U4 Writing
blue / brown / green eyes	U4 Writing

Unit 5

Asking for and giving advice p.73	
Asking for advice and recommendations	
What's the best thing to do?	U5 Speaking
How do you think I should … ?	U5 Speaking
What about … ?	U5 Speaking
What would you advise me to do?	U5 Speaking
Giving advice and recommendations	
It would be a good idea for you to …	U5 Speaking
You really should think about …	U5 Speaking
If I were you, I'd …	U5 Speaking
You'd better …	U5 Speaking
You need to …	U5 Speaking
Your best option is to …	U5 Speaking
Have you thought about … ?	U5 Speaking
Have you tried … ?	U5 Speaking

Unit 6

Hesitating p.87	
Buying time	
How shall I put it?	U6 Speaking
Where should I start?	U6 Speaking
Let's put it this way …	U6 Speaking
It depends …	U6 Speaking
How can I explain / say this?	U6 Speaking
What I'm trying to say is …	U6 Speaking
Well, what I mean / want to say is that …	U6 Speaking
Let me think about that.	U6 Speaking
That's a good question.	U6 Speaking
It's hard to say, really.	U6 Speaking
You mean … (what I like doing at weekends)?	U6 Speaking
Actually, …	U6 Speaking
Hesitating	
Well, …	U6 Speaking
… let me think …	U6 Speaking
… you know …	U6 Speaking
… you see …	U6 Speaking
I mean …	U6 Speaking
The thing is …	U6 Speaking
Indirect questions p.88	
Could you let me know (if / when) … ?	U6 Writing
Could you tell me … ?	U6 Writing
I would be grateful if you could …	U6 Writing
I have been wondering …	U6 Writing
I would be interested to know …	U6 Writing
May I ask you … ?	U6 Writing
Do you happen to know … ?	U6 Writing
Could you answer a few questions?	U6 Writing
I wonder if you could …	U6 Writing

Unit 7

Debating p.101	
Presenting arguments	
The first thing I'd like to say is …	U7 Speaking
First of all, … / Secondly, … / Finally, …	U7 Speaking
Countering someone else's argument	
That may have been true once, but …	U7 Speaking
… isn't only about …	U7 Speaking
Possibly, but have you thought about … ?	U7 Speaking
Expressing certainty	
It's true to say that …	U7 Speaking
I'm absolutely convinced that …	U7 Speaking
You can't argue with that.	U7 Speaking
Asking for clarification	
I'm not with you.	U7 Speaking
Are you trying to say that … ?	U7 Speaking
Giving clarification	
What I mean is …	U7 Speaking
Writing an essay p.102	
Making general statements	
Generally speaking, …	U7 Writing
In general, …	U7 Writing
On the whole, …	U7 Writing
Overall, …	U7 Writing
Introducing facts	
In fact, …	U7 Writing
The fact of the matter is …	U7 Writing
It is true to say that …	U7 Writing
In reality, …	U7 Writing
Adding emphasis	
It is obvious that …	U7 Writing
Indeed, …	U7 Writing
Clearly, …	U7 Writing
Needless to say, …	U7 Writing
Saying something is partially true	
In a way, …	U7 Writing
In some cases, …	U7 Writing
To a certain extent, …	U7 Writing
…, up to a point.	U7 Writing
Explaining / Clarifying a statement	
In other words, …	U7 Writing
To put it another way, …	U7 Writing
That is to say, …	U7 Writing

Unit 8

Describing pictures p.115	
What you see	
The photo / picture shows / depicts …	U8 Speaking
In this picture, I can clearly see …	U8 Speaking
It was (probably) taken …	U8 Speaking
On the right / left, …	U8 Speaking
In the middle …	U8 Speaking
In the top / bottom right / left-hand corner …	U8 Speaking
In front of / behind / opposite / next to something / somebody …	U8 Speaking
To the left / right of something / somebody …	U8 Speaking
What you think you see	
I think / guess / suppose …	U8 Speaking
It / he / she looks like … / as if …	U8 Speaking
It / he / she could / may / might / must / can't be …	U8 Speaking
They seem to be … *-ing*.	U8 Speaking
Maybe / Perhaps it's a …	U8 Speaking
I suppose / guess he/she's about to …	U8 Speaking
If I had to make a guess, I'd say …	U8 Speaking
Judging by the fact that …, I think / suppose …	U8 Speaking
I have the impression …	U8 Speaking
Grabbing readers' attention p.116	
Have you ever wondered … ?	U8 Writing
Would you agree if someone told you … ?	U8 Writing
Are you one of those people who … ?	U8 Writing
How do you know … ?	U8 Writing
I don't think I'll ever forget …	U8 Writing
(…) events proved me wrong / put my character to the test.	U8 Writing
When I look back at the events of that day, I still …	U8 Writing
I would have never thought …	U8 Writing
That moment, I knew my life would never be the same.	U8 Writing
The thing that happened that day surprised us all / changed my life.	U8 Writing

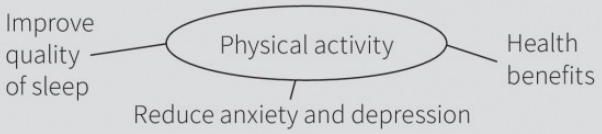
An online article

In an online article, you write to a wider audience about a subject that interests you. The article can be formal or informal, depending on your target audience and should give your thoughts and opinions as well as facts.

Example task: Choose one of the topics below to write an article:
Looking after your mental health
Stress and anxiety in a digital age
The benefits of physical activity

Get ideas

- Choose ono of the topics. Think about what you already know about the topic and make notes.
- Draw a mind map of ideas for each of the topics you want to include in your article. For example:



Plan

- Choose the best ideas from your notes.
- Think about who your audience is and what your purpose is for writing the article. Use vocabulary that will fit the topic content, and who it is targeted at.
- Organise your ideas into paragraphs.
  Introduction – Introduce your topic and engage your readers.
  Main body – Make clear and interesting points about your topic. You can use headings to organise your ideas.
  Conclusion – Summarise the points in your article.

Write

Choose a good title for your article.

Start your article with an introduction which gets the reader's attention and introduces the topic.

Include occasional rhetorical questions to make the style more engaging.

Write in a simple, clear style appropriate to the publication (online newspaper, magazine, etc.). Avoid language that is too formal.

Use headings to direct readers through the text and draw their attention.

Include a short conclusion. This can detail your personal opinion, or the most important point in the article.

EAT HEALTHY, LIVE LONGER

We all know that sticking with healthy habits can improve your mood and prevent certain diseases, such as cancer and diabetes. But did you know that it can also make you live longer? That's right – it can actually extend your life expectancy by as much as 13 years. So why isn't everyone doing it?

Short on time

These days, we spend less time at home during the week. Few people have the time to prepare fresh and healthy meals and instead, choose processed foods which are quick and easy to prepare.
So, it is possible to live a busy lifestyle and prepare healthy meals? Let's take a look at a few simple things you can do.

Tips for eating healthily

I know you hear this one a lot but eating more fresh produce really is one of the best things you can do to for your health. But did you also know that nuts and nut butters are linked to longevity? Try adding a spoonful of nut butter into your smoothies or stir into porridge.

Eat more meat-free meals

Not only would you be helping the environment by eating more plant-based meals, but you could add years onto your life. Scientists have discovered five areas, called blue zones, where people live the longest and happiest lives. And, one thing they have in common is that they eat primarily plant-based diets.

It's never too late to change our eating habits, and knowing the long-term benefits of healthy eating, I'll definitely be making some changes.

Tips for writing an online article

- Make sure the style of language used is consistent throughout.
- Use informal and colloquial language to engage your readers.
- Use headings to highlight the main topics in the article.
- Use a catchy title to grab your readers' attention.
- Use rhetorical questions to encourage the readers to agree with your point of view.

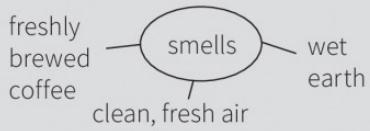
A descriptive essay

In a descriptive essay, you describe something, such as an object, person, place or experience and paint a picture of what you are describing by using descriptive devices and the senses.

Example task: Write a description of a place you loved as a child.

Get ideas

- Think about what the place looked like and how you felt there.
- Think about sensory details. What could you smell, taste, hear and see? What did it feel like to touch?
- Draw a mind map of ideas for each topic. For example:







Plan

- Choose the best idea from your notes.
- Organise your ideas into a paragraph plan, for example:
  Introduction – Include information about where and when your story happened.
  Main Body – Tell the main story in the second, third and fourth paragraphs.
  Conclusion – Bring your narrative to a clear end in the final paragraph.

Write

Give your description an interesting opening paragraph.

Use different narrative tenses – past simple, past continuous, past perfect, used to/would.

Use a wide range of vocabulary.

Use a mix of longer and shorter sentences – this will make your description more interesting to read.

Use time expressions and sequencers to connect events.

Describe feelings as well as events – this will make your description more entertaining and involving.

Include sensory details to engage your readers five senses of sight, hearing, touch, smell and taste.

Use figurative language such as analogies, similes and metaphors to help paint a picture in the readers' mind.

Use specific adjectives and nouns, for example *I devoured my lunch* instead of *I ate my lunch.*

I can remember the first time I climbed a mountain like it was yesterday. It happened last summer while I was camping with my family. We used to go camping a lot in Nemo, our bright orange camper van, but this was our first time in Wales. The weather was gloomy when we arrived, and all the mountaintops were covered by thick grey clouds. The morning of the ascent was no different.

It was still early when we got to the busy parking lot from where the hike started, and a heavy mist had fallen over the valley. It was impossible to see more than 50 meters in front of you. It was quite cold, so I put my fleece on and headed to the start of the track.

When we began hiking, I could hear cars on the road below, but all I could see was a white blanket of fog. The rocks along the path were smooth and wet to touch, and we had to be careful where we tread to not fall over on the slippery surface.

As we came around the mountainside, the sun broke through the clouds and we were able to see the incredible scenery and peaceful lake below. Ahead, the path snaked its way up and was dotted by people that looked like a caterpillar disappearing into the white cloud that still hid the mountaintop from view.

The climb got harder and steeper, and I was soon out of breath. When I finally reached the top, the views of the mountain range were breathtaking. It was definitely one of the best experiences I've ever had.

Tips for writing a descriptive essay

- Be consistent with register. A descriptive essay is often informal.
- Give a clear description of the context so the reader knows when and where the event happened.
- Use the past continuous to set the scene and to show longer actions, the past simple for main events, and the past perfect for events that happened earlier.
- Describe the atmosphere and feelings as well as what happened.
- Use descriptive words and provide sensory details, e.g. smells, sounds, sights, touch, and taste.

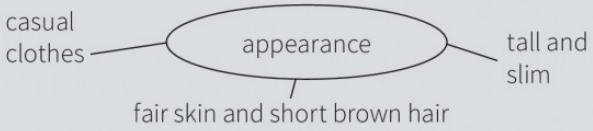
A literary character description

In a literary character description, you give the reader information about a character. For example, you might include details of the character's visual appearance, personality or interests. A good character description helps the character come to life in the readers' imagination.

Example task: Write a description of your favourite fictional character from a book or invent your own character.

Get ideas

- Think about the character's visual appearance. Physical attributes are the first thing we notice about a person and it's important to create a vivid image for your reader.
- Think about your character's personality and interests. A lot can be revealed about a character from things that interest them.
- Draw a mind map of ideas for each topic. For example:
- Draw a mind map for their personality, too.



Plan

- Choose the best idea from your notes.
- Organise your ideas into a paragraph plan, for example:

Paragraph 1

- Start with their physical appearance. Include basic details about the character: their name, who they are, and a description of their appearance and physical traits.

Paragraph 2

- Personality – describe how your character acts and behaves: How do they think? What do they do?

Paragraph 3

- Think about your characters interests. Characters are much more than their physical appearances.

Write

Use figurative language such as analogies, similes and metaphors to help paint a picture in the readers' mind.

Use a wide range of vocabulary.

Use interesting adjectives – this will make your description more interesting to read.

Make comparisons.

Use different narrative tenses – past simple, past continuous, *used to/would*.

Mr Hernandez was the new science teacher at school. He was tall; over six foot, with a slim build and long lanky arms and legs which made him look like a giant praying mantis towering over his students. His small beady eyes were set behind a pair of thick rimmed glasses which rested on his long, pointy nose. His curly white hair framed his face, making him look a bit like Doc from *Back to the Future*. He usually wore casual clothes: shirts with references to pop culture, superheroes and science. But today, he was wearing a faded blue suit and his favourite red tie. It looked like he had dressed in a hurry, or in the dark, because the buttons of his shirt were done up wrong.

Mr Hernandez was far more intelligent than most, which made him quite arrogant. Although he wasn't very sociable or easy-going, one thing he didn't lack was confidence in his abilities and he had no problem voicing his admiration of his superior intellect to his co-workers, which didn't make him very popular among his colleagues. In fact, he often came across as rude and self-centred.

Like most other science nerds, Mr Hernandez enjoyed watching science fiction films and was a huge fan of Star Trek. Wednesdays were videogame night when he would always order the same Chinese takeout. And he would spend most weekends in the comic bookstore down the street.

Tips for writing a literary character description

- Use the past simple and past continuous for narrative descriptions.
- Use a range of vocabulary including descriptive adjectives, adverbs and verbs.
- Use figurative language, such as similes and metaphors.

A cover letter

In a cover letter or email, you explain why you are writing and what position you are applying for.

Example task: Write a cover letter for a part-time job.

Get ideas

- Write a list of as many part-time jobs you can think of.
- Choose one of the jobs from your list that you are most interested in.
- Think about why you would like this job and what makes you stand out from other candidates.
- Think about what skills and qualifications you would need for this job and give real life examples of your achievements to demonstrate these skills.

Skills	Examples
Strong organizational skills	Organized a fundraiser event at school

Plan

- Choose the best idea from your notes.
- Think about the sort of language you need to use.

Write

If you're writing a letter, put your address and the date in the top right-hand corner. Put the name and address of the person you are writing to in the top left-hand corner. In an email, you don't need to include this.

If you don't know the name of the person you're writing to, use *Dear Sir or Madam* or *Dear Sir / Madam*. If you do know their name, use their title (*Mr*, *Mrs*, *Ms* etc.) and family name (*Dear Ms Smith* etc.).

In the first paragraph, say why you are writing and where you saw the job advertisement.

Say what documents you are enclosing. If you're writing an email, say *Please find attached my CV and a reference.*

In the second paragraph, give reasons for your interest in the job.

In the third and fourth paragraphs, give information about your achievements and experience.

You can use this phrase to bring your letter/email to an end.

If you started with *Dear Sir or Madam*, end with *Yours faithfully*. If you used *Dear Mr / Mrs / Miss / Ms* + family name, end with *Yours sincerely*.

If you're writing a letter instead of an email, print your name in addition to signing.

76 Mzima Springs road,
Nairobi
3 September, 2022

Hiring Manager,
Nairobi Leisure Centre,
Parklands road,
Nairobi

Dear Sir / Madam,

Re: Lifeguard position

I am writing to apply for the position of lifeguard at Nairobi leisure centre, which is advertised on your website.

Please find my CV and a reference letter enclosed.

I am 17 years old and still at school. I believe that I have the skills and enthusiasm needed to perform the job effectively and that my passion for swimming makes me a strong candidate for this position.

As you will see from my CV, I have been on my school's swim team for the last couple of years, during which I have won a number of medals. I also train with my local swimming club and have recently been to Kampala to take part in an open water swimming competition against other swimmers from all over the world. In addition to this, my school offers basic first aid training and I have recently been awarded a level 2 first aid certificate. I also have some experience teaching children, as I often help out with the classes at my local pool on Saturdays. I have enclosed a reference from the manager at the pool for this job.

I would like to thank you for considering my application. I am available for an interview immediately and can provide further references if required. I look forward to hearing from you.

Yours faithfully,

Kamili Sauda

Tips for writing a cover letter

- The cover letter should be formal.
- Use the appropriate opening and closing expressions.
- Use full forms (*I am*), not short forms (*I'm*).
- Use formal structures, expressions and linkers, and avoid friendly, familiar language.
- If you're attaching documents to an email, make sure you give them clear names.

A report

In a report, you give information about a subject that you have researched.

Example task: Your class has recently been on a school trip camping. The school wants to improve students' experience for next year. They have asked you to do a survey and write a short report.

Get ideas

- Think about the subject of your report. Brainstorm different details you could focus on from the survey. For example, what the accommodation was like, the location of the campsite, etc.
- Make notes about the positive and negative points for each detail.
- Think of ways to improve the negative points.

Plan

- Think of a title for your report.
- Organise your notes under subheadings.
- Use a paragraph plan to organise your ideas. For example:

Paragraph 1

Introduction – explain the aim of your report. You can use phrases such as *The aim of this report is to, I am writing this report to …*

Paragraph 2–4

Main details organised under subheadings – talk about the good and bad points. You can start the detail with a fact, for example, *Most students agreed …* It's a good idea to start with a positive finding before writing about the negative aspects.

Paragraph 5

Conclusion – Summarize your findings and make clear recommendations. You can use expressions such as *In conclusion, To sum up, Overall …* and *I recommend / I suggest / We should consider …*

Write

Give your report a title.

Explain the aim of your report.

Use headings to make the organisation of your report clear.

Use linkers of reason, addition and contrast to connect your ideas.

Include statistics to support your findings if possible.

Living off grid: To do or not to do

Introduction

Last week, our class went on a school trip to Findhorn ecovillage. After our trip, I interviewed my classmates about their experience there. The aim of this report is to analyse the advantages of living in a sustainable community and recommend areas of improvement.

Getting there

The community was completely off-grid and access was difficult due to the lack of public transport. Most students agreed that being so far away from the nearest town would mean they would have trouble getting to school. However, one third of students said they enjoyed being away from the city and surrounded by nature.

Accommodation

A lot of the students commented on how spacious the rooms were and 68% of people said that "it was the most stylish house they had ever seen". Nevertheless, there were a few complaints about there not being any hot water for the shower and 26% of students said there was not enough storage space.

Food and drink

Almost all students said that they loved how fresh the food was, but, a few students complained about the limited choice of food since most of it was harvested from people's own gardens. Additionally, there were a few negative comments about all the meals being vegetarian.

Recommendations

In conclusion, for sustainable living to be more accessible, it would be better if they were in the suburbs of towns, closer to schools and other shops where there is a wider selection of food.

Tips for writing a report

- Use full forms (I would like), not short forms (I'd like).
- Use formal structures, expressions and linkers. Avoid colloquial language.
- Use headings to make it easier to read the report.
- Support your ideas with facts and statistics.
- End with a conclusion which gives a clear recommendation to the reader.

A Review of an event

In a review of an event, you give your opinion about a convert, festival, performance, etc. and say whether or not you recommend it.

Example task: Write a review of a show or event you have recently attended.

Get ideas

- Choose a show / event to write about.
- Make notes about what you remember from the event.
- Decide whether you would or would not recommend it and think about why.

Plan

- Organise your ideas into paragraphs.

Paragraph 1
Introduction – give background information and your overall impression.

Paragraph 2
Give details about the show / event and say what you liked about it.

Paragraph 3
Give details about what you didn't like about it.

Paragraph 4
Conclusion – give your opinion and make a recommendation.

Write

Give background information and your overall impression.

I recently went to a trail running festival which is held annually in my town. Although I like to keep in shape, I'm not really that into running as I get out of breath quite easily, but a friend persuaded me to go and I'm glad she did. The event was truly amazing and the views on the course were breathtaking.

Use adjective intensifiers to emphasize your opinion.

Talk about how you and other people felt.

The festival was held in a field surrounded by mountains. What I loved most about the festival was that you could take part in so many different activities – not just trail running. I particularly enjoyed watching the documentaries in the outdoor cinema. They were all about different outdoor sports, such as rock climbing, trail running, and hiking. My friend wasn't that into the films, but she loved watching the live bands and trying out the running gear from the shop.

Give reasons for your opinion.

If I have one criticism of the festival, it would be that the distances for the runs were quite long, for example 10k and 20k, but there wasn't anything for beginner runners, like me. Also, the cost of the food from the food trucks was extremely expensive. I didn't think it was fair to charge the festival-goers so much as they had already paid rather a lot to get in.

Sum up your opinion.

Give a clear recommendation.

In my opinion though, the festival was totally worth it. I had such a great time and would definitely recommend. If you get a chance to go next year, I wouldn't miss it for the world.

Tips for writing a review of an event

- Don't include too much factual information about the show or event. Just give essential details.
- Readers want to know your opinion, not just read a summary.
- Use a lively style to attract attention.
- End with a recommendation – this can be positive, negative or mixed.

= in the Oxford 3000 wordlist
All page numbers refer to the Student's Book

Introduction

A different exercise, p.4

athlete (n)	/ˈæθliːt/
coach (n)	/kəʊtʃ/
compete (v)	/kəmˈpiːt/
court (n)	/kɔːt/
get fit	/get fɪt/
opponent (n)	/əˈpəʊnənt/
point (n)	/pɔɪnt/
race (n)	/reɪs/
referee (n)	/ˌrefəˈriː/
score (v)	/skɔː(r)/
spectator (n)	/spekˈteɪtə(r)/
take part in	/ˌteɪk ˈpɑːt ɪn/
track (n)	/træk/
train (v)	/treɪn/
work out	/ˌwɜːk ˈaʊt/

Travel the world? p.5

a few (det)	/ə ˈfjuː/
all (det)	/ɔːl/
any (det)	/ˈeni/
both (det)	/bəʊθ/
each (det)	/iːtʃ/
every (det)	/ˈevri/
little (det)	/ˈlɪtl/
many (det)	/ˈmeni/
most (det)	/məʊst/
several (det)	/ˈsevrəl/
some (det)	/sʌm/

What if ... ? p.6

computer system (n)	/kəmˈpjuːtə(r) ˈsɪstəm/
hardware (n)	/ˈhɑːdweə(r)/
network (n)	/ˈnetwɜːk/
program (v)	/ˈprəʊgræm/
screen (n)	/skriːn/
software (n)	/ˈsɒftweə(r)/
update (n)	/ˌʌpˈdeɪt/
window (n)	/ˈwɪndəʊ/

New old hobbies p.7

baking (v)	/ˈbeɪkɪŋ/
decorating cakes	/ˈdekəreɪtɪŋ keɪks/
drawing (v)	/ˈdrɔːɪŋ/
gardening (v)	/ˈgɑːdnɪŋ/
painting (v)	/ˈpeɪntɪŋ/
playing bingo	/ˈpleɪɪŋ ˈbɪŋgəʊ/
sculpture (n)	/ˈskʌlptʃə(r)/
sewing (v)	/ˈsəʊɪŋ/
stamp collecting (n)	/ˈstæmp kəlektɪŋ/
cheap (adj)	/tʃiːp/
deeply (adv)	/ˈdiːpli/
interested (adj)	/ˈɪntrəstɪd/
modern (adj)	/ˈmɒdn/
popular (adj)	/ˈpɒpjələ(r)/

Unit 1

Film-making p.9 and p.120

choose a location	/tʃuːz ə ləʊˈkeɪʃn/
direct a film	/daɪˈrekt ə fɪlm/
follow the plot	/ˈfɒləʊ ðə plɒt/
play a part	/ˌpleɪ ə ˈpɑːt/
rehearse your lines	/rɪˈhɜːs jɔː(r) laɪnz/
say a line	/seɪ ə laɪn/
use special effects	/juːz ˈspeʃl ɪˈfekts/
write the script	/raɪt ðə skrɪpt/
act (v)	/ækt/
character (n)	/ˈkærəktə(r)/
director (n)	/daɪˈrektə(r)/
ending (n)	/ˈendɪŋ/
episode (n)	/ˈepɪsəʊd/
hero / heroine (n)	/ˈhɪərəʊ ˈherəʊɪn/
journalist (n)	/ˈdʒɜːnəlɪst/
magazine (n)	/ˌmægəˈziːn/
review (n)	/rɪˈvjuː/
scene (n)	/siːn/
stage (n)	/steɪdʒ/
title (n)	/ˈtaɪtl/

Real English p.9

give it a shot	/gɪv ɪt ə ʃɒt/
playing it safe	/ˈpleɪɪŋ ɪt seɪf/
smashed it	/smæʃt ɪt/
Sorted.	/ˈsɔːtɪd/
You're kidding, right?	/jɔː(r) ˈkɪdɪŋ raɪt/

Blogging p.11

be original	/bi əˈrɪdʒənl/
come up with new ideas	/kʌm ʌp wɪð njuː aɪˈdɪəz/
connect with your audience	/kəˈnekt wɪð jɔː(r) ˈɔːdiəns/

create content	/kriˈeɪt ˈkɒntent/
focus on the positives	/ˈfəʊkəs ɒn ðə ˈpɒzətɪvz/
get to the point	/get tə ðə pɔɪnt/
use your imagination	/juːz jɔː(r) ɪˌmædʒɪˈneɪʃn/

The written word p.12 and p.120

blogger (n)	/ˈblɒgə(r)/
cover (n)	/ˈkʌvə(r)/
edit (v)	/ˈedɪt/
editor (n)	/ˈedɪtə(r)/
fairy tale (n)	/ˈfeəri teɪl/
horror (n)	/ˈhɒrə(r)/
journal (n)	/ˈdʒɜːnl/
mystery novel	/ˈmɪstri ˈnɒvl/
non-fiction (n)	/ˌnɒn ˈfɪkʃn/
poet (n)	/ˈpəʊɪt/
poetry (n)	/ˈpəʊətri/
post (v)	/pəʊst/
publish (v)	/ˈpʌblɪʃ/
publisher (n)	/ˈpʌblɪʃə(r)/
romantic novel	/rəʊˈmæntɪk ˈnɒvl/
science fiction novel	/ˈsaɪəns ˈfɪkʃn ˈnɒvl/
short story (n)	/ˌʃɔːt ˈstɔːri/
songwriter (n)	/ˈsɒŋraɪtə(r)/
thriller (n)	/ˈθrɪlə(r)/
adaptation (n)	/ˌædæpˈteɪʃn/
blockbuster (n)	/ˈblɒkbʌstə(r)/
cast (n)	/kɑːst/
genre (n)	/ˈʒɒnrə/
quotation (n)	/kwəʊˈteɪʃn/
rehearsal (n)	/rɪˈhɜːsl/
screenwriter (n)	/ˈskriːnraɪtə(r)/
villain (n)	/ˈvɪlən/

Unit 2

What a view! p.23 and p.121

admire the landscape	/ədˈmaɪə(r) ðə ˈlændskeɪp/
at the edges of the cliff	/ət ðə ˈedʒɪz əv ðə klɪf/
at the seaside	/ət ðə ˈsiːsaɪd/
breathtaking view	/ˈbreθteɪkɪŋ vjuː/
cave (n)	/keɪv/
coast (n)	/kəʊst/
gorgeous scenery	/ˈgɔːdʒəs ˈsiːnəri/
grassland (n)	/ˈgrɑːslænd/
mountain stream	/ˈmaʊntən striːm/
surrounded by a peaceful lake	/səˈraʊndɪd baɪ ə ˈpiːsfl leɪk/
valley (n)	/ˈvæli/
waterfall (n)	/ˈwɔːtəfɔːl/
woodland area	/ˈwʊdlənd ˈeəriə/
arrive at your destination	/əˈraɪv ət jɔː(r) ˌdestɪˈneɪʃn/
explore the area	/ɪkˈsplɔː(r) ðə ˈeəriə/
get some time off from work	/get sʌm taɪm ɒf frəm wɜːk/
go backpacking	/gəʊ ˈbækpækɪŋ/
go canoeing	/gəʊ kəˈnuːɪŋ/
go hiking	/gəʊ ˈhaɪkɪŋ/
go rock climbing	/gəʊ rɒk ˈklaɪmɪŋ/
set off on a journey	/set ɒf ɒn ə ˈdʒɜːni/

Real English p.23

as simple as that	/æz ˈsɪmpl æz ðæt/
bucket list (n)	/ˈbʌkɪt lɪst/
dead tired	/ded ˈtaɪəd/
didn't see the point	/ˈdɪdnt siː ðə pɔɪnt/
Fine by me.	/faɪn baɪ mi/
miss out on	/mɪs aʊt ɒn/

Worried about global warming p.26 and p.121

climate change (n)	/ˈklaɪmət tʃeɪndʒ/
deforestation (n)	/ˌdiːˌfɒrɪˈsteɪʃn/
environmental problem	/ɪnˌvaɪrənˈmentl ˈprɒbləm/
global warming (n)	/ˌgləʊbl ˈwɔːmɪŋ/
greenhouse gas emission	/ˈgriːnhaʊs gæs ɪˈmɪʃn/
harm (v)	/hɑːm/
have an impact on	/hæv ən ˈɪmpækt ɒn/
natural resources (n)	/ˌnætʃrəl rɪˈsɔːsɪz/
nuclear energy (n)	/ˌnjuːkliər ˈenədʒi/
polluting the atmosphere	/pəˈluːtɪŋ ðə ˈætməsfɪə(r)/
power station (n)	/ˈpaʊə steɪʃn/
recycling waste	/ˌriːˈsaɪklɪŋ weɪst/
renewable energy (n)	/rɪˌnjuːəbl ˈenədʒi/
solar panel (n)	/ˌsəʊlə ˈpænl/
sustainable (adj)	/səˈsteɪnəbl/
wind turbine (n)	/ˈwɪnd tɜːbaɪn/
endangered (adj)	/ɪnˈdeɪndʒəd/
excursion (n)	/ɪkˈskɜːʃn/
generate (v)	/ˈdʒenəreɪt/
landfill (n)	/ˈlændfɪl/
reserve (n)	/rɪˈzɜːv/
shore (n)	/ʃɔː(r)/

A post-carbon future p.28

colony (n)	/ˈkɒləni/
filter (n)	/ˈfɪltə(r)/
greenhouse (n)	/ˈgri:nhaʊs/
handheld (adj)	/ˈhændheld/
mineral (n)	/ˈmɪnərəl/
orbit (v)	/ˈɔ:bɪt/
spread (v)	/spred/

Dealing with a moral dilemma p.30

consequence (n)	/ˈkɒnsɪkwəns/
duty (n)	/ˈdju:ti/
face (v)	/feɪs/
perspective (n)	/pəˈspektɪv/
principle (n)	/ˈprɪnsəpl/

Unit 3

Illnesses and injuries p.36 and p.122

backache (n)	/ˈbækeɪk/
burn (n)	/bɜ:n/
cough (n)	/kɒf/
cut (n)	/kʌt/
fever (n)	/ˈfi:və(r)/
get a cold	/get ə kəʊld/
get out of breath	/get aʊt əv breθ/
heart attack (n)	/ˈhɑ:t ətæk/
infection (n)	/ɪnˈfekʃn/
mosquito bite	/məsˈki:təʊ baɪt/
sore throat (n)	/ˌsɔ: ˈθrəʊt/
the flu (n)	/ðə ˈflu:/
break an arm	/breɪk ən ɑ:m/
do a workout	/du: ə ˈwɜ:kaʊt/
do yoga	/du: ˈjəʊgə/
have a cold	/hæv ə kəʊld/
healthy lifestyle	/ˈhelθi ˈlaɪfstaɪl/
high temperature	/haɪ ˈtemprətʃə(r)/
injury (n)	/ˈɪndʒəri/
look after yourself	/lʊk ˈɑ:ftə(r) jɔ:ˈself/
rest (v)	/rest/
suffer from	/ˈsʌfə(r) frəm/

Real English p.37

a bit random	/ə bɪt ˈrændəm/
Hang on a sec.	/hæŋ ɒn ə sek/
How come?	/haʊ kʌm/
I'm epic	/aɪm ˈepɪk/
To cut a long story short,	/tu: kʌt ə lɒŋ ˈstɔ:ri ʃɔ:t/

Health foods? p.39

cut down (phr v)	/kʌt daʊn/
depend on (phr v)	/dɪˈpend ɒn/
get across (phr v)	/get əˈkrɒs/
go ahead (phr v)	/ˌgəʊ əˈhed/
go on (phr v)	/gəʊ ɒn/
keep on (phr v)	/ki:p ɒn/
put on (phr v)	/pʊt ɒn/
work out	/ˌwɜ:k ˈaʊt/

Getting better p.40 and p.122

blood test (n)	/ˈblʌd test/
cure (v)	/kjʊə(r)/
get a prescription	/get ə prɪˈskrɪpʃn/
go for a check-up	/gəʊ fə(r) ə tʃek ʌp/
keep in shape	/ki:p ɪn ʃeɪp/
mental health (n)	/ˌmentl ˈhelθ/
natural treatment	/ˈnætʃrəl ˈtri:tmənt/
recover (v)	/rɪˈkʌvə(r)/
surgery (n)	/ˈsɜ:dʒəri/
symptom (n)	/ˈsɪmptəm/
take vitamins	/teɪk ˈvɪtəmɪnz/
treat (v)	/tri:t/
ambulance (n)	/ˈæmbjələns/
examine (v)	/ɪgˈzæmɪn/
germ (n)	/dʒɜ:m/
heal (v)	/hi:l/
immune (adj)	/ɪˈmju:n/
sneeze (n)	/sni:z/
vaccination (n)	/ˌvæksɪˈneɪʃn/
wound (n)	/wu:nd/

Outbreaks p.42

contagious (adj)	/kənˈteɪdʒəs/
decimate (v)	/ˈdesɪmeɪt/
flea (n)	/fli:/
infect (v)	/ɪnˈfekt/
outbreak (n)	/ˈaʊtbreɪk/
reside (v)	/rɪˈzaɪd/
vaccinate (v)	/ˈvæksɪneɪt/
virulence (n)	/ˈvɪrələns/

A role-play p.45

antibiotics (n)	/ˌæntibaɪˈɒtɪkz/
antihistamine (n)	/ˌæntiˈhɪstəmiːn/
bandage (n)	/ˈbændɪdʒ/
cough medicine	/ˈkɒf medɪsn/
cream (v)	/kriːm/
liquid (n)	/ˈlɪkwɪd/
painkiller (n)	/ˈpeɪnkɪlə(r)/
plaster (n)	/ˈplɑːstə(r)/
throat sweet	/θrəʊt swiːt/

Unit 4

You know me so well p.51 and p.123

ambitious (adj)	/æmˈbɪʃəs/
cope with stress	/kəʊp wɪð stres/
get upset	/get ˌʌpˈset/
lack confidence	/læk ˈkɒnfɪdəns/
look on the bright side	/lʊk ɒn ðə braɪt saɪd/
positive attitude	/ˈpɒzətɪv ˈætɪtjuːd/
tend to complain	/tend tə kəmˈpleɪn/
be into the same things	/bi ˈɪntu ðə seɪm θɪŋz/
cheer someone up	/ˌtʃɪə sʌmwʌn ˈʌp/
fall out with someone	/fɔːl aʊt wɪð ˈsʌmwʌn/
get on well with someone	/get ɒn wel wɪð ˈsʌmwʌn/
have lots in common	/hæv lɒts ɪn ˈkɒmən/
have the same sense of humour	/hæv ðə seɪm sens əv ˈhjuːmə(r)/
keep in touch with someone	/kiːp ɪn tʌtʃ wɪð ˈsʌmwʌn/
rely on someone	/rɪˈlaɪ ɒn ˈsʌmwʌn/

Real English p.51

can't thank you enough	/kɑːnt θæŋk ju ɪˈnʌf/
in for a surprise	/ɪn fə(r) ə səˈpraɪz/
made my day	/meɪd maɪ deɪ/
Not that I'm lazy or anything.	/nɒt ðæt aɪm ˈleɪzi ɔː(r) ˈeniθɪŋ/
spot on (adj)	/ˌspɒt ˈɒn/

Types of relatives p.54 and p.122

adopt (v)	/əˈdɒpt/
ancestor (n)	/ˈænsestə(r)/
bring up	/brɪŋ ʌp/
brother-in-law	/ˈbrʌðə(r) ɪn lɔː/
close family	/kləʊz ˈfæməli/
family get-together	/ˈfæməli get təˈgeðə(r)/
follow in your mum's/dad's footsteps	/ˈfɒləʊ ɪn jɔː(r) mʌmz/dædz ˈfʊtstepz/
generation (n)	/ˌdʒenəˈreɪʃn/
great-grandfather (n)	/ˌgreɪt ˈgrænfɑːðə(r)/
look up to	/ˌlʊk ˈʌp tu/
on my mum's/dad's side	/ɒn maɪ mʌmz/dædz saɪd/
parent-in-law	/ˈpeərənt ɪn lɔː/
related to	/rɪˈleɪtɪd tu/
sibling (n)	/ˈsɪblɪŋ/
stepbrother (n)	/ˈstepbrʌðə(r)/
take after	/teɪk ˈɑːftə(r)/
adolescent (adj)	/ˌædəˈlesnt/
close-knit (adj)	/ˌkləʊs ˈnɪt/
immature (adj)	/ˌɪməˈtjʊə(r)/
look alike	/lʊk əˈlaɪk/
open-minded (adj)	/ˌəʊpən ˈmaɪndɪd/
people skills	/ˈpiːpl skɪlz/
sensitive (adj)	/ˈsensətɪv/
socialise (v)	/ˈsəʊʃəlaɪz/

Brought up with wolves p.56

adjust (v)	/əˈdʒʌst/
approach (v)	/əˈprəʊtʃ/
mental illness (n)	/ˌmentl ˈɪlnəs/
observe (v)	/əbˈzɜːv/
shepherd (n)	/ˈʃepəd/
trap (n)	/træp/

Unit 5

International trade p.64 and 124

bad weather	/bæd ˈweðə(r)/
expensive (adj)	/ɪkˈspensɪv/
factory (n)	/ˈfæktəri/
increase (n)	/ɪnˈkriːs/
oil (n)	/ɔɪl/
price (n)	/praɪs/
reduce (v)	/rɪˈdjuːs/
West Africa	/west ˈæfrɪkə/
consumer (n)	/kənˈsjuːmə(r)/
demand (n)	/dɪˈmɑːnd/
distribution (n)	/ˌdɪstrɪˈbjuːʃn/
export (v)	/ˈekspɔːt/
goods (n)	/gʊdz/

- import (n) /ˈɪmpɔːt/
- manufacturing (n) /ˌmænjuˈfæktʃərɪŋ/
- market (n) /ˈmɑːkɪt/
- package (v) /ˈpækɪdʒ/
- production (n) /prəˈdʌkʃn/
- retail (v) /ˈriːteɪl/
- retailer (n) /ˈriːteɪlə(r)/
- stock (n) /stɒk/
- supply (n) /səˈplaɪ/
- trade (n) /treɪd/
- borrow money from a friend /ˈbɒrəʊ ˈmʌni frəm ə frend/
- find a bargain /faɪnd ə ˈbɑːgən/
- get a discount /get ə ˈdɪskaʊnt/
- get a refund /get ə ˈriːfʌnd/
- make a purchase /meɪk ə ˈpɜːtʃəs/
- open a bank account /ˈəʊpən ə bæŋk əˈkaʊnt/
- pay my own bills /peɪ maɪ əʊn bɪlz/
- place an order /pleɪs ən ˈɔːdə(r)/

Real English p.65

- Cheers, mate! /tʃɪəz meɪt/
- For sure. /fɔː(r) ʃɔː(r)/
- Hands off! /ˌhændz ˈɒf/
- I get the picture. /aɪ get ðə ˈpɪktʃə(r)/
- What a rip-off! /wɒt ə rɪp ɒf/

The silk road p.67

- benefit (n) /ˈbenɪfɪt/
- cause and effect (n) /kɔːz ən ɪˈfekt/
- change (v) /tʃeɪndʒ/
- consequence (n) /ˈkɒnsɪkwəns/
- contribute (v) /kənˈtrɪbjuːt/
- development (n) /dɪˈveləpmənt/
- expand (v) /ɪkˈspænd/
- growth (n) /grəʊθ/
- influence (v) /ˈɪnfluəns/
- raise (v) /reɪz/

Saving up p.68 and p.124

- ATM (n) /ˌeɪ tiː ˈem/
- bank statement (n) /ˈbæŋk steɪtmənt/
- credit (v) /ˈkredɪt/
- debt (n) /det/
- interest rate (n) /ˈɪntrest reɪt/
- lender (n) /ˈlendə(r)/
- loan (n) /ləʊn/
- make a deposit /meɪk ə dɪˈpɒzɪt/
- payment (n) /ˈpeɪmənt/
- savings goal /ˈseɪvɪŋz gəʊl/
- tax (n) /tæks/
- wage (n) /weɪdʒ/
- withdraw cash /wɪθˈdrɔː kæʃ/
- budget (n) /ˈbʌdʒɪt/
- income (n) /ˈɪnkʌm/
- investment (n) /ɪnˈvestmənt/
- negotiate (v) /nɪˈgəʊʃieɪt/
- owe (v) /əʊ/
- shipping (n) /ˈʃɪpɪŋ/
- transfer (v) /trænsˈfɜː(r)/
- warehouse (n) /ˈweəhaʊs/

Global consumers, global citizens? p.72

- animal rights (n) /ˌænɪml ˈraɪts/
- child labour (n) /ˌtʃaɪld ˈleɪbə(r)/
- environmental impact /ɪnˌvaɪrənmentl ˈɪmpækt/
- fair trade (n) /ˌfeə ˈtreɪd/
- greenhouse gas (n) /ˌgriːnhaʊs ˈgæs/
- plant-based diet /plɑːnt beɪst ˈdaɪət/
- working conditions /ˈwɜːkɪŋ kəndɪʃnz/

Unit 6

House tour p.78 and p.125

- air conditioning (n) /ˈeə kəndɪʃənɪŋ/
- appliance (n) /əˈplaɪəns/
- armchair (n) /ˈɑːmtʃeə(r)/
- attic (n) /ˈætɪk/
- basement (n) /ˈbeɪsmənt/
- built-in wardrobe /bɪlt ɪn ˈwɔːdrəʊb/
- ceiling (n) /ˈsiːlɪŋ/
- cosy (adj) /ˈkəʊzi/
- curtain (n) /ˈkɜːtn/
- freezer (n) /ˈfriːzə(r)/
- match the style of /mætʃ ðə staɪl əv/
- spacious (adj) /ˈspeɪʃəs/
- store (v) /stɔː(r)/
- take up space /ˌteɪk ʌp ˈspeɪs/
- tiny (adj) /ˈtaɪni/
- chimney (n) /ˈtʃɪmni/
- cooker (n) /ˈkʊkə(r)/
- entrance (n) /ˈentrəns/
- furniture (n) /ˈfɜːnɪtʃə(r)/
- rug (n) /rʌg/
- sink (n) /sɪŋk/

Real English p.79

Fat chance !	/fæt tʃɑːns/
find the time	/faɪnd ðə taɪm/
Let me guess	/let mi ges/
Let's get on with it!	/letz get ɒn wɪð ɪt/
Ta-da!	/tə ˈdɑː/

Tiny but mighty p.81

barrel (n)	/ˈbærəl/
eco-friendly (adj)	/ˌiːkəʊ ˈfrendli/
functional (adj)	/ˈfʌŋkʃənl/
self-sufficient (adj)	/ˌself səˈfɪʃnt/
unique (adj)	/juˈniːk/

My kind of place p.82 and p.125

82-storey	/ˈeɪti tuːˈstɔːri/
arrange a viewing	/əˈreɪndʒ ə ˈvjuːɪŋ/
block of flats	/ˌblɒk əv ˈflæts/
cottage (n)	/ˈkɒtɪdʒ/
detached house	/dɪˌtætʃt ˈhaʊs/
downtown (adj)	/ˌdaʊnˈtaʊn/
estate agent (n)	/ɪˈsteɪt eɪdʒənt/
in the suburbs	/ɪn ðə ˈsʌbɜːbz/
pay the rent	/peɪ ðə rent/
flatmate (n)	/ˈflætmeɪt/
roommate (n)	/ˈruːmmeɪt/
semi-detached house	/ˌsemi dɪˌtætʃt ˈhaʊs/
sign the contract	/saɪn ðə ˈkɒntrækt/
skyscraper (n)	/ˈskaɪskreɪpə(r)/
terraced house	/ˌterəst ˈhaʊs/
within walking distance	/wɪˈðɪn ˈwɔːkɪŋ ˈdɪstəns/
blind (n)	/blaɪnd/
deposit (n)	/dɪˈpɒzɪt/
landlord (n)	/ˈlændlɔːd/
tenant (n)	/ˈtenənt/
unfurnished (adj)	/ʌnˈfɜːnɪʃt/

Adapting to change p.86

adapt to change	/əˈdæpt tə tʃeɪndʒ/
drastic (adj)	/ˈdræstɪk/
inevitable (adj)	/ɪnˈevɪtəbl/
minor (adj)	/ˈmaɪnə(r)/
resist (v)	/rɪˈzɪst/

Unit 7

The education system p.93 and p.126

boarding school (n)	/ˈbɔːdɪŋ skuːl/
certificate (n)	/səˈtɪfɪkət/
gain a qualification	/geɪn ə ˌkwɒlɪfɪˈkeɪʃn/
graduate from university	/ˈgrædʒuət frəm ˌjuːnɪˈvɜːsəti/
hand in coursework	/hænd ɪn ˈkɔːswɜːk/
log in to an online learning platform	/lɒg ɪn tə ən ˌɒnˈlaɪn ˈlɜːnɪŋ ˈplætfɔːm/
mark (n)	/mɑːk/
private school (n)	/ˌpraɪvət ˈskuːl/
qualification (n)	/ˌkwɒlɪfɪˈkeɪʃn/
revise (v)	/rɪˈvaɪz/
share resources	/ʃeə(r) rɪˈsɔːsɪz/
sit an exam	/sɪt ən ɪgˈzæm/
term (n)	/tɜːm/
win a place at university	/wɪn ə pleɪs ət ˌjuːnɪˈvɜːsəti/
assignment (n)	/əˈsaɪnmənt/
attend (school)	/əˈtend skuːl/
chemistry (n)	/ˈkemɪstri/
drop out of (school) (phr v)	/drɒp aʊt əv skuːl/
essay (n)	/ˈeseɪ/
fail a test	/feɪl ə test/
geography (n)	/dʒiˈɒgrəfi/
pass a test	/pɑːs ə test/
physics (n)	/ˈfɪzɪks/
revise for a test	/rɪˈvaɪz fə(r) ə test/

Real English p.93

Are you having a laugh?	/ɑː(r) ju ˈhævɪŋ ə lɑːf/
I'll say!	/aɪl seɪ/
No idea.	/nəʊ aɪˈdɪə/
That's news to me.	/ðætz njuːz tə mi/
You got it!	/ju gɒt ɪt/

A new way to learn p.95

aim for	/eɪm fə(r)/
benefit from	/ˈbenɪfɪt frəm/
depend on	/dɪˈpend ɒn/
lead to	/liːd tə/
prevent from	/prɪˈvent frəm/
result in	/rɪˈzʌlt ɪn/
specialise in	/ˈspeʃəlaɪz ɪn/
succeed in	/səkˈsiːd ɪn/

Higher education p.96 and p.126

academic (adj)	/ˌækə'demɪk/
campus (n)	/'kæmpəs/
computer science (n)	/kəmˌpju:tə 'saɪəns/
economics (n)	/ˌi:kə'nɒmɪks/
engineering (n)	/ˌendʒɪ'nɪərɪŋ/
graduate (v)	/'grædʒuət/
higher education (n)	/ˌhaɪər edʒu'keɪʃn/
law (n)	/lɔ:/
lecture (n)	/'lektʃə(r)/
literature (n)	/'lɪtrətʃə(r)/
politics (n)	/'pɒlətɪks/
psychology (n)	/saɪ'kɒlədʒi/
semester (n)	/sɪ'mestə(r)/
sociology (n)	/ˌsəʊsi'ɒlədʒi/
crib sheet	/'krɪb ʃi:t/
enrol (v)	/ɪn'rəʊl/
gap year (n)	/'gæp jɪə(r)/
master's degree	/'mɑ:stəz dɪgri:/
play truant	/pleɪ 'tru:ənt/

Studying abroad p.98

easy-going (adj)	/ˌi:zi 'gəʊɪŋ/
English-speaking (adj)	/'ɪŋglɪʃ 'spi:kɪŋ/
five-month (adj)	/faɪv mʌnθ/
highly respected (adj)	/'haɪli rɪ'spektɪd/
life-changing (adj)	/'laɪf tʃeɪndʒɪŋ/
self-confident (adj)	/ˌself 'kɒnfɪdənt/
well educated (adj)	/ˌwel 'edʒukeɪtɪd/

Unit 8

Looking for a job p.106 and p.127

ask random questions at an interview	/ɑ:sk 'rændəm 'kwestʃənz ət ən 'ɪntəvju:/
being given a high hourly rate	/'bi:ɪŋ 'gɪvn ə haɪ 'aʊəli reɪt/
being headhunted	/'bi:ɪŋ 'hedhʌntɪd/
complete an application form	/kəm'pli:t ən ˌæplɪ'keɪʃn fɔ:m/
get a reference (from your current or former employer)	/get ə 'refrəns frəm jɔ:(r) 'kʌrənt ɔ:(r) 'fɔ:mə(r) ɪm'plɔɪə(r)/
have the necessary qualifications	/hæv ðə 'nesəsəri ˌkwɒlɪfɪ'keɪʃnz/
having an appointment with a future employer	/'hævɪŋ ən ə'pɔɪntmənt wɪð ə 'fju:tʃə(r) ɪm'plɔɪə(r)/
hire someone	/'haɪə(r) 'sʌmwʌn/
hourly rate	/ˌaʊəli 'reɪt/
interviewing candidates	/'ɪntəvju:ɪŋ 'kændɪdətz/
monthly salary	/'mʌnθli 'sæləri/
receive wages	/rɪ'si:v 'weɪdʒɪz/
review the job description	/rɪ'vju: ðə dʒɒb dɪ'skrɪpʃn/
send an up-to-date CV	/send ən ʌp tə deɪt ˌsi: 'vi:/
stand out against other candidates	/stænd aʊt ə'genst 'ʌðə(r) 'kændɪdətz/
carry out duties on time	/'kæri aʊt 'dju:tiz ɒn taɪm/
get time off school	/get taɪm ɒf sku:l/
stay at home	/steɪ ət həʊm/
look after children	/lʊk 'ɑ:ftə(r) 'tʃɪldrən/
study at home	/'stʌdi ət həʊm/
succeed in changing your lifestyle	/sək'si:d ɪn 'tʃeɪndʒɪŋ jɔ:(r) 'laɪfstaɪl/
take up a position as a shop assistant	/teɪk ʌp ə pə'zɪʃn əz ə ʃɒp ə'sɪstənt/
work in a team	/wɜ:k ɪn ə ti:m/
work on the checkout	/wɜ:k ɒn ðə 'tʃekaʊt/

Real English p.107

Are you having me on?	/ɑ:(r) ju 'hævɪŋ mi ɒn/
blow his chances	/bləʊ hɪz 'tʃɑ:nsɪz/
get it wrong	/get ɪt rɒŋ/
have a good laugh	/hæv ə gʊd lɑ:f/
I swear	/aɪ sweə(r)/
tough luck	/tʌf lʌk/

Crime p.110 and p.127

arrest (v)	/ə'rest/
break the law	/breɪk ðə lɔ:/
burglar (n)	/'bɜ:glə(r)/
burglary (n)	/'bɜ:gləri/
commit a crime	/kə'mɪt ə kraɪm/
confess to (the crime)	/kən'fes tə ðə kraɪm/
criminal (n)	/'krɪmɪnl/
interview suspects	/'ɪntəvju: sə'spekts/
launch an investigation	/lɔ:ntʃ ən ɪnˌvestɪ'geɪʃn/
pickpocket (n)	/'pɪkpɒkɪt/
report a crime	/rɪ'pɔ:t ə kraɪm/
robber (n)	/'rɒbə(r)/
robbery (n)	/'rɒbəri/
shoplifter (n)	/'ʃɒplɪftə(r)/
solve the mystery	/sɒlv ðə 'mɪstri/
theft (n)	/θeft/
thief (n)	/θi:f/
vandal (n)	/'vændl/

witness (n) /ˈwɪtnəs/
criminal record (n) /ˌkrɪmɪnl ˈrekɔːd/
occupation (n) /ˌɒkjuˈpeɪʃn/
offence (n) /əˈfens/
resign (v) /rɪˈzaɪn/
sentence (n) /ˈsentəns/
suspect (n) /səˈspekt/
vacancy (n) /ˈveɪkənsi/
voluntary (adj) /ˈvɒləntri/

Communication skills p.114

gossip (v) /ˈgɒsɪp/
mumble (v) /ˈmʌmbl/
offend someone /əˈfend ˈsʌmwʌn/
ramble (v) /ˈræmbl/
whisper (v) /ˈwɪspə(r)/

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