OXFORD



LIFE VISION

Student Book

B1+

Intermediate Plus

Jeremy Bowell and Weronika Sałandyk

OXFORD
UNIVERSITY PRESS

LIFE VISION

Student Book



B1+

Intermediate Plus

Jeremy Bowell and Weronika Sałandyk

CONTENTS

INTRODUCTION p.4	LESSON 0.1	LESSON 0.2	LESSON 0.3	LESSON 0.4
	Vocabulary: Sport and fitness **Grammar:** Articles	**Vocabulary:** Travel **Grammar:** Quantifiers	**Vocabulary:** Technology **Grammar:** Conditionals	**Vocabulary:** Hobbies **Grammar:** Comparatives and superlatives

UNIT	VOCABULARY 1	GRAMMAR 1	READING ® / LISTENING Ⓛ	VOCABULARY 2
1 **From the page to the screen** p.8	**Film-making** **Vocabulary:** Films and cinema ▶ Vlog	**Present tenses** ▶ Grammar animation	Ⓛ **Blogging** **Strategy:** Identifying different speakers **Vocabulary:** Collocations	**The written word** **Vocabulary:** The written word
	Review p.19 **Vision 360** p.20			
2 **Back to nature** p.22	**What a view!** **Vocabulary:** Geographical features and landscapes ▶ Vlog	**Future predictions, plans and schedules** ▶ Grammar animation	Ⓛ **Living in the wild** **Strategy:** Anticipating likely language from the topic **Pronunciation:** Homophones	**Not worried about global warming** **Vocabulary:** Environmental issues
	Review p.33 **Exam skills** p.34			
3 **Get well soon** p.36	**Illnesses and injuries** **Vocabulary:** Illnesses and injuries ▶ Vlog	**Question forms** ▶ Grammar animation	Ⓛ **Health foods?** **Strategy:** Recognising a range of phrasal verbs **Pronunciation:** Weak forms	**Getting better** **Vocabulary:** Treatments
	Review p.47 **Vision 360** p.48			
4 **This is who we are** p.50	**You know me so well** **Vocabulary:** Personality ▶ Vlog	**Reported speech: statements and questions** ▶ Grammar animation	Ⓛ **Do personality tests work?** **Strategy:** Recognising exemplification	**Types of relatives** **Vocabulary:** Family relationships **Pronunciation:** /ɔ:/ and /əʊ/
	Review p.61 **Exam skills** p.62			
5 **The global economy** p.64	**International trade** **Vocabulary:** Trade ▶ Vlog	**Modals: advice, obligation and prohibition** ▶ Grammar animation	Ⓛ **The Silk Road** **Strategy:** Listening for specific information	**Saving up** **Vocabulary:** Finance
	Review p.75 **Vision 360** p.76			
6 **At home** p.78	**House tour** **Vocabulary:** Rooms, furniture and equipment ▶ Vlog	**Relative clauses** ▶ Grammar animation	Ⓛ **Tiny but mighty** **Strategy:** Evaluating positive and negative points	**My kind of place** **Vocabulary:** Types of homes **Pronunciation:** Compound nouns
	Review p.89 **Exam skills** p.90			
7 **Learning for life** p.92	**The education system** **Vocabulary:** Schools ▶ Vlog	**Verb patterns** ▶ Grammar animation	Ⓛ **A new way to learn** **Strategy:** Identifying the main idea **Vocabulary:** Verb phrases	**Higher education** **Vocabulary:** Subjects
	Review p.103 **Vision 360** p.104			
8 **More than one way to earn a living** p.106	**Looking for a job** **Vocabulary:** Jobs ▶ Vlog	**Habitual behaviour** ▶ Grammar animation	Ⓛ **Tough interview** **Strategy:** Identifying different types of linking words	**Crime** **Vocabulary:** Crime
	Review p.117 **Exam skills** p.118			

VOCABULARY BOOSTER	p.120
GRAMMAR BOOSTER	p.128
IRREGULAR VERBS LIST	p.150

GRAMMAR 2	READING Ⓡ / LISTENING Ⓛ	GLOBAL SKILLS	SPEAKING	WRITING
Past and perfect tenses Grammar animation	Ⓡ **Smartphone films** **Strategy:** Recognising topic sentences	**Creative thinking and brainstorming**	**A discussion** **Strategy:** Interacting **Phrasebook:** Having a discussion Interacting **Pronunciation:** Sentence stress	**A review** **Strategy:** Using varied vocabulary **Phrasebook:** Writing a review
Future continuous and future perfect Grammar animation	Ⓡ **A post-carbon future** **Strategy:** Using visuals **Vocabulary:** Environment	**Dealing with a moral dilemma** **Vocabulary:** Decision making	**An opening statement** **Strategy:** Using linking words **Phrasebook:** Organising your ideas	**An opinion essay** **Strategy:** Brainstorming for writing **Language focus:** Opinion essays
Documentary *Bionic hand*				
Talking about ability Grammar animation	Ⓡ **Outbreaks** **Strategy:** Dealing with unknown words **Vocabulary:** Pandemics	**Managing your emotions**	**Conversation** **Strategy:** Preparing for a conversation **Phrasebook:** At the pharmacy	**Instructions** **Strategy:** Sequencing phrases for instructions **Phrasebook:** Sequencing
Reporting verbs Grammar animation	Ⓡ **Brought up by wolves** **Strategy:** Understanding the order of events in a text **Vocabulary:** Adventure	**Making a positive impression**	**Reacting to news** **Strategy:** Using reported speech **Phrasebook:** Keeping the conversation going	**Description of a person** **Strategy:** Using modifying adverbs **Phrasebook:** Describing people
Documentary *Shona faces her fear*				
Modals: speculating in the past and present Grammar animation	Ⓡ **The cashless society** **Strategy:** Distinguishing between fact and speculation	**Global consumers, global citizens?** **Vocabulary:** Collocations	**Asking for and giving advice** **Strategy:** Using a variety of functional phrases **Phrasebook:** Asking for and giving advice **Pronunciation:** Linking	**An email of complaint** **Strategy:** Selecting a suitable register
The passive: advanced structures Grammar animation	Ⓡ **Living rent-free** **Strategy:** Recognising attitude from comment adverbs	**Adapting to change** **Vocabulary:** Change	**Interview with a potential flatmate** **Strategy:** Hesitating **Phrasebook:** Buying time and hesitating	**An enquiry email** **Strategy:** Using appropriate word order: indirect questions **Phrasebook:** Indirect questions
Documentary *Life afloat*				
Wishes in the present Grammar animation	Ⓡ **Studying abroad** **Strategy:** Inferring information **Vocabulary:** Compound adjectives	**Good study habits**	**A debate** **Strategy:** Using adverbs to add emphasis **Phrasebook:** Debating **Pronunciation:** The letter *a*	**A for and against essay** **Strategy:** Planning an essay **Phrasebook:** Writing an essay
Future in the past Grammar animation	Ⓡ **The art of getting rich** **Strategy:** Scanning: distinguishing proper nouns	**Communication skills** **Vocabulary:** Communication	**Describing a crime scene** **Strategy:** Making notes for a picture description task **Phrasebook:** Describing pictures **Pronunciation:** Sentence stress: weak forms	**A magazine article** **Strategy:** Introducing quotations **Phrasebook:** Grabbing readers' attention
Documentary *Bengaluru Eco Office*				

Use articles to talk about sport and fitness.

A different exercise

1 How many different ways to keep fit can you think of?

2 Read the blog about GoodGym. How is it different from a normal gym? What kind of activities do gym members do?



3 Look at the words in **bold** in the blog. Then complete the rules with *a/an* or *the*.

Articles

1 We use *a/an* when we talk about something for the first time and [1]_____ when we mention it again.
2 We use [2]_____ to say what someone's job is.
3 We use *no article* when we talk generally about something.
4 We use *the* when it is clear what we are talking about or when there is only one of something.
5 We use [3]_____ with superlatives.
6 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

GRAMMAR BOOSTER P128

4 Complete the sentences with *a/an*, *the* or – (no article). Which of the rules in the grammar box does each sentence refer to?

1 My best friend's dad is _____ police officer.
2 There's _____ new café that has just opened on King Street.
3 Did you see _____ moon last night? It was really bright.
4 How often do you listen to _____ music at home?
5 It was one of _____ funniest things I've ever seen.
6 I usually listen to _____ news on _____ radio each morning.
7 I'll meet you outside _____ library in _____ city centre at 7 p.m.
8 _____ new café that I told you about serves the best hot chocolate.

5 VOCABULARY Complete the table with the highlighted words in the text.

Actions	People	Things related to sport
train	referee	track
_____	_____	court
_____	_____	_____
_____	_____	_____
_____	_____	
_____		

6 Choose the correct alternative.

1 There were over 20,000 **opponents** / **spectators** at the football match.
2 My sister **took part in** / **worked out** her first marathon last year.
3 Athletes spend a lot of time **training** / **competing** before they enter an important event.
4 During the break, the **coach** / **referee** told all the players what they needed to do better.
5 In an 800-metre race, the athletes have to run around the **court** / **track** twice.
6 Walking up the stairs three times a day is a good way to **train** / **get fit**.

7 THINK & SHARE Work in pairs. Discuss the questions.

1 What do you think of GoodGym as a way to keep fit? Would you prefer it to working out in a normal gym? Explain your answer.
2 What's your favourite way to keep fit? Why?
3 When was the last time you did any exercise? What was it?



Travel the world?

1 Work in pairs. Describe the photos and answer the questions.

1 Where do you think the person in the photos is?
2 What do you think she is doing?

2 Read the text. What is unusual about the photos?



A surprising adventure

When Dutch student Zilla van den Born told her friends and family she had booked tickets to Bangkok and was going backpacking in South-East Asia for **a few** weeks, no one had **any** knowledge of what she was planning. Soon after she set off on her journey, she posted updates about meeting local people and experiencing **some** of the culture. She also posted **several** photos of herself seeing the sights in **each** country she visited. It seemed and looked like the trip of a lifetime, but Zilla never went abroad at all. In fact, she stayed in Amsterdam the whole time!

Instead of booking accommodation, Zilla made her bedroom look like a hotel room in Asia for her to stay in, and by exploring her local area, she even found an old building that not **many** people knew about to take photos of herself in.

Zilla wasn't just trying to trick people. Her 'trip' was part of a university project to show how easy it is to present a perfect life on social media. The fact that **all** her friends and family were shocked to find out the truth shows just how successful her project was.

3 Find the verbs in the text to complete the travel collocations.

1 _____ the sights
2 _____ abroad
3 _____ tickets
4 _____ accommodation
5 _____ the culture
6 _____ the area
7 _____ on a journey
8 _____ in a hotel
9 _____ local people
10 _____ backpacking

4 Complete the sentences with eight of the travel collocations from Ex 3. Use the correct tense.

1 Do you tend to _____ before you arrive in a city or do you prefer to find a hotel once you get there?
2 When we were in Buenos Aires, we _____ who told us about the history of the city.
3 If you want to _____ properly, it's a good idea to get a map or a local guide to show you around.
4 A great way to _____ in London is to go to see a show at one of the many theatres.
5 Did you _____ in Paris, like Notre Dame, the Louvre and the Eiffel Tower?
6 We never _____ when we visit New York as they are all so expensive. It's much cheaper to rent a room in someone's apartment.
7 If you want to _____ next summer, you'll need to get a passport.
8 The backpackers _____ across South America from Lima on 1 July.

5 Choose the correct alternative to complete the postcard from Zilla to her parents.

Hi Mum and Dad,

I'm having a great time in Bangkok. I've seen [1] ***most / every*** *of the sights and* [2] ***each / some*** *day I've explored a new area of the city. But I haven't visited* [3] ***any / every*** *of the floating markets yet.*

Yesterday, I went to Queen Sirikit Park. It's really beautiful and you can see [4] ***both / every*** *plants and animals there. I saw* [5] ***many / most*** *squirrels. It's just a shame I had too* [6] ***few / little*** *time to see everything.*

I'm staying in a hotel near the river. There have been [7] ***many / a few*** *storms, but* [8] ***most / all*** *of the time the weather has been great, so I've been able to go out on a boat* [9] ***several / every*** *times.*

See you back in Amsterdam next month.

Zilla

Mr &
Bierst
Nethe

6 VOCABULARY Complete the table with the words in **bold** in Ex 2.

Quantifiers

+ singular countable noun (e.g. photo)	+ uncountable noun (e.g. time)	+ plural noun (e.g. tickets)
every, any, _____	all, little, most, _____, _____	both, any, some, _____, _____, _____, _____

GRAMMAR BOOSTER P129

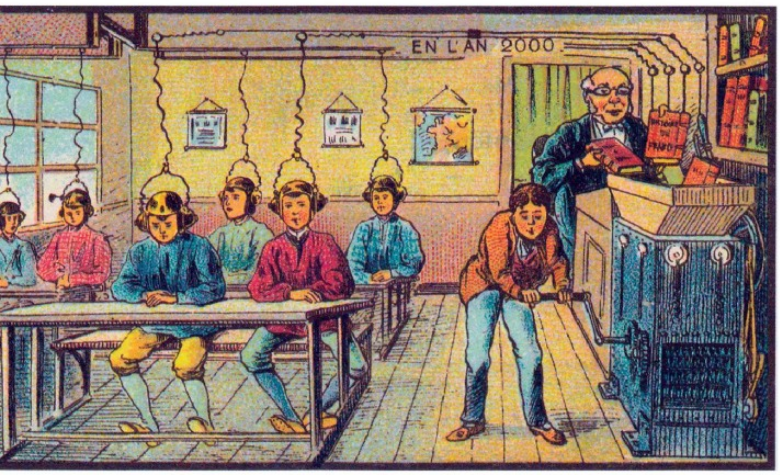
7 Work in pairs. Write a postcard to a friend describing a trip to a city you have been to. Include at least five quantifiers and four travel collocations from this page.

8 THINK & SHARE Work in pairs. Discuss the questions.

1 What do you think are the best and worst things about going abroad?
2 Imagine you are planning to go backpacking with some friends when you leave school. Where would you go? What would you like to see? Where would you stay? What would you do before you leave?

What if ... ?

1 Look at the picture which shows a prediction of life in the 21st century that was made around 100 years ago. What did the prediction get right and wrong?



2 Read the text. What did James Burke correctly predict about life today? How does he think life is going to change in the future?

Predicting the future

What would you do if you had a machine that could produce anything you wanted? It sounds like science fiction, but according to futurist James Burke, it could be quite normal in the future.

James Burke is a man with experience of predicting the future. Back in the 1970s, in the early days of computing, when simple computer systems were the size of a small room, Burke predicted the world would be connected by a network of machines which would contain huge amounts of information about people. According to Burke, if you look at the present, it is possible to predict the future. Now he believes that in the next 40–50 years, personal nanofactories could become a reality. A nanofactory is a piece of hardware like a 3D printer, but which can be programmed to use atoms to produce almost anything you want. It doesn't exist at the moment, but if James Burke is right, this invention will change the way we live and how our society works. It will mean no one has to work, no one will go hungry and everyone can live where and how they wish.

3 Read the text again and underline three conditional sentences. Then complete the rules with the sentences.

Conditionals

1 We use the zero conditional to talk about facts or things that are generally true. We use *if / when* + present simple, present simple.

_____

2 We use the first conditional to talk about possible future events and their results. We use *if* + present simple, *will* + infinitive.

_____

3 We use the second conditional to talk about unreal or hypothetical events in the present or future and their possible results. We use *if* + past simple, *would* + infinitive.

_____

GRAMMAR BOOSTER P130

4 Complete the conditional sentences with the correct form of the verbs in brackets.

1 If nanofactories _____ (exist) now, I'm sure governments _____ (stop) people from getting them.
2 If I _____ (pass) all my exams next year, I _____ (celebrate) with a big party.
3 I _____ (be) usually tired the next day if I _____ (go) to bed late on a school night.
4 My friends _____ (not be) happy if I _____ (arrive) late again this evening.
5 If computers _____ (become) more intelligent than people, it _____ (be) a disaster.
6 When you _____ (do) lots of exercise, your heart _____ (beat) faster.

5 VOCABULARY Match some of the highlighted words in the text or the words below to the descriptions.

screen software update window

1 the machines and equipment that make up a computer system
2 an area of a computer screen that a program is shown in
3 computers that are connected so they can share information
4 recent improvements to a computer program

6 Work in pairs. Discuss what the other highlighted words in the text or the words above mean.

7 THINK & SHARE Work in pairs. Discuss the questions.

1 If you had a nanofactory now, what would you do with it? How would it change your life? What wouldn't you use it for?
2 How will the following things be different if everyone has a nanofactory in the future?
   - how and where people live
   - work
   - shopping
   - the economy
3 What do you think would happen if the internet stopped working tomorrow?

New old hobbies

1 What kinds of things do you do in your free time? Do you prefer to spend your free time online or offline? Why?

2 Read the text. What reasons for the popularity of vintage hobbies does the writer mention?



Vintage hobbies in the modern world

As the world in which we live becomes more high-tech and life unfolds online, many young people have been turning to **less modern** hobbies in their free time. Recently, everything from stamp collecting to gardening, playing bingo to baking and decorating cakes has become popular again. The question is, why?

Some of **the most popular** hobbies are artistic ones, such as drawing, painting and sculpture. Perhaps the reason we are becoming **more interested** in these hobbies is because they take us away from our screens.

Home-based hobbies like baking, sewing and gardening are also more popular than they used to be. They are **cheaper** than many outdoor hobbies and also more tactile (connected with touch), something which is missing from our online worlds.

Young people are also collecting things more than they used to. Collecting things from the past such as stamps or postcards makes us think **more deeply** about how our world has changed and connects us with the past.

But what is **the best** thing about all these hobbies? You can still share everything you do on social media!

3 VOCABULARY Match the highlighted hobbies in the text to the photos.



4 VOCABULARY Complete the table with the words in **bold** in the text.

Comparison

	Comparative form	Superlative form
Short adjectives	+ -er 1 _____	+ -est *the longest*
Long adjectives	*more / less* + adj 2 _____ 3 _____	*the most / least* + adj 4 _____
Irregular adjectives	*better, worse, less, further*	5 _____, *the worst, the least, the furthest*
Short adverbs	+ -er *faster*	+ -est *the fastest*
Most adverbs	*more / less* + adverb 6 _____	*the most / least* + adverb *the most carefully*

GRAMMAR BOOSTER P131

5 Matt, Ellie and Liz are siblings. The table below shows how they feel about different hobbies. Look at the table and complete the sentences using the correct comparative or superlative structure.

	Matt	Ellie	Liz
gardening	☺☺	☺	☺☺☺
baking	☺☺	☺☺	☹
painting	☺☺☺	☹	☺
sewing	☹	☺☺	☺☺

1 Matt / think / baking / fun / painting
2 Gardening / popular / hobby / in the family
3 Liz / interested in / painting / Matt
4 Ellie / think / positively / about / gardening / Matt
5 Liz / interested in / baking / in the family
6 Matt / think / painting / enjoyable / hobby

6 Work in groups of four. Ask and answer questions about the different hobbies in Ex 3.

Find out which …

- hobbies are the most and least interesting.
- hobbies people do more or less often.
- hobbies people find more or less difficult.
- other hobbies people find fun.

7 Write a paragraph comparing what students in your group think about the hobbies in Ex 3 and any other hobbies discussed. Make sure you use a variety of comparative and superlative structures.

8 Work with someone from a different group. Compare your group's answers to the questions in Ex 6 with those of the other group. How were your answers different?

1

VOCABULARY
Films and cinema
The written word

GRAMMAR
Present tenses
Past and perfect tenses

LISTENING
A discussion about blogging

READING
An online article

GLOBAL SKILLS
Creative thinking and brainstorming

SPEAKING
Effective discussions and interactions

WRITING
A review

VISION 360
tbs

VOCABULARY BOOSTER P120
GRAMMAR BOOSTER P132–133

From the page to the screen



Film-making

1 Look at the photo from the video and discuss the questions in pairs.

1 How often do you use the video camera on a phone? What do you use it for?
2 Have you ever made a short film or music video with your friends using a phone? If so, what was it? If you had the time, what would you make a short film about?

2 1.01 Watch or listen. Which sentence is the best summary of the vlog, A, B or C?

A It takes a long time and a lot of money to make a film.
B Documentaries are often easier to make than dramas.
C Film-making doesn't need to be expensive or difficult.

3 1.01 Watch or listen again. Complete the advice that Alicia and George give with a correct word.

1 Be _____ about what you can do.
2 Use the things and people you have around you, like _____ and family.
3 It will be easier for the audience and for you if your film is _____.
4 Share your _____ for the story with your friends.
5 If you rehearse before you film, it will save _____.
6 It's best to film when the weather is _____.
7 Buy or borrow a _____ to record the sound.
8 Find somewhere _____ to film.

4 VOCABULARY Choose the correct alternative to make collocations about film-making from the video.

1 **use** / **say** / **write** special effects
2 **say** / **direct** / **follow** a line
3 **rehearse** / **design** / **direct** a film
4 **direct** / **write** / **use** the script
5 **choose** / **design** / **rehearse** your lines
6 **follow** / **say** / **play** a part
7 **choose** / **follow** / **rehearse** the plot
8 **play** / **write** / **choose** a location

5 Complete the sentences with the words below.

effects lines live-action
location parts set studios

1 It took the actor about an hour to say the _____ correctly.
2 After visiting many cities, they chose Budapest as the _____ for the film.
3 In his acting career, Daniel Radcliffe has played many _____ but will always be remembered for playing Harry Potter.
4 Many of the world's largest film _____ are based in Hollywood.
5 I prefer to watch _____ films to animations.
6 The film *Little Women* is _____ in 19th-century America.
7 They used special _____ to make it look like the city was under water.

6 Read the text and choose the correct word, A, B or C, to complete the text.

When film-making goes **WRONG!**

When director Steven Spielberg was planning to make *Jaws*, a film that was mostly [1]___ on a boat at sea, the producers thought he would film those scenes in a water tank in a [2]___. But the director chose a different [3]___: the Atlantic Ocean. Storms and seawater damaged the expensive equipment, actors got seasick and the boats that they used for filming sank! And not only the boats were lost from sight, the mechanical shark also disappeared into the ocean at one point.

In the 1981 film *Roar*, the problem wasn't mechanical animals, but real ones! The film, which is about a family who share their home with lions and tigers, used real animals and not special [4]___ throughout the film. Noel Marshall, who wrote the [5]___ and [6]___ the film, decided it was a good idea after he had turned his own home into a shelter for big cats. But unsurprisingly, it wasn't. Over 70 members of the production team got injured. Some were attacked, some very badly bitten and some of the actors couldn't even say their [7]___ without being jumped on by lions and tigers. Although its plot is not easy to [8]___, it's well worth watching for the amazing scenes of the animals themselves.

mechanical – worked by a machine
water tank – a large container of water

1	A designed	B set	C played
2	A location	B costume	C studio
3	A plot	B part	C location
4	A effects	B lines	C actions
5	A plot	B lines	C script
6	A used	B played	C directed
7	A lines	B plot	C scripts
8	A play	B follow	C say

7 REAL ENGLISH 1.02 Read and listen to these lines from the video. Then choose the correct meaning (A or B) of the phrases in **bold**.

1 … they absolutely **smashed it**!
A ruined something
B did well
2 We decided to **give it a shot**.
A try doing something new
B leave early
3 So, we're **playing it safe** and going for a maximum of five minutes.
A not taking a risk
B not trying to win
4 **You're kidding, right?** I want to direct.
A You aren't telling me the truth.
B You don't know what you're talking about.
5 **Sorted.** Right, guys – camera rolling, and action!
A It's arranged.
B It isn't important.

8 Work in pairs. Make notes about a film or TV series you know well. Include information about …

- where it is set.
- the plot.
- the special effects.
- who directed it.
- who played the different parts.
- the costumes.
- the locations used.

9 Work in groups. Tell the group about your film or TV series.

10 THINK & SHARE Work in groups. Ask and answer the questions.

1 What did you like or dislike about the films or TV series you talked about?
2 Put these things in order of how important they are in making a good film or TV series.

actors director location plot
script special effects

3 What else do you think makes a good film or TV series?
4 Have you got any story ideas that you think would make a good film or TV series? Discuss them.



Present tenses

1 George interviewed someone at a film festival. In pairs, read only the title of the blog post and look at the photo. What do you think the person George interviewed does?

2 Read the blog post. Did you guess correctly?

MY FILM BLOG



NEW POST

'WALKING BACKGROUND'

26 FEB 2 COMMENTS

I was at a film festival yesterday and I had a really cool chat with a woman who works as a film extra – the people you see in the background of films and TV shows. Here's what she told me.

'It isn't my full-time job. I'm actually a student, but I do this to make a bit of extra money.

It isn't glamorous. We usually work very long days, and we're always standing around waiting. When the location is outside in winter, it often gets very cold.

At the moment, I'm working on a new science fiction film. The stars' costumes look amazing, but I don't know who they are!

On set, the extras are the least important people. They call us "walking background". At mealtimes, we can only eat after everyone else finishes and we mustn't talk to the stars at all. It's in our contracts!

Some jobs are fun, but not this one. I'm thinking about leaving as my exams start next month.'

3 Read the blog post again and underline the examples of the present simple and present continuous forms in the text. Then match an example to each rule and complete the rules with *present simple* or *present continuous*.

Present simple and continuous

We use [1] _____ …

1 for facts and permanent situations.
2 for habits and routines.
3 for timetables and schedules.

We use [2] _____ …

4 for things happening now or around now.
5 to describe annoying, repeated behaviour.

GRAMMAR BOOSTER P132

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

1 I usually _____ to the cinema once a month. (go)
2 Why _____ the neighbours always _____ loud music? (play)
3 The bus to Lima _____ at 6.30 a.m. (leave)
4 I _____ to get fit at the moment. It's tough! (try)
5 Everybody _____ about the new James Bond film now. We should go and watch it. (talk)
6 Arianne Phillips _____ costumes for films. (design)

5 Read the information about state and dynamic verbs. Write a list of the state verbs in the blog post in Ex 2.

State and dynamic verbs

Grammar animation

Dynamic verbs describe actions and state verbs describe states (*think*, *understand*, etc.), feelings (*like*, *prefer*, etc.) and situations (*seem*, *taste*, etc.). We do not normally use state verbs in the continuous.

State: I don't understand this film.

Some verbs can be either state or dynamic, but with a different meaning.

State: Those trousers look dirty. (seem)

Dynamic: I'm looking at the photo now. (pay attention)

GRAMMAR BOOSTER P132

6 The sentences below contain five mistakes altogether. Decide which verbs in **bold** should be state and which should be dynamic verbs. Then correct the mistakes in the tenses.

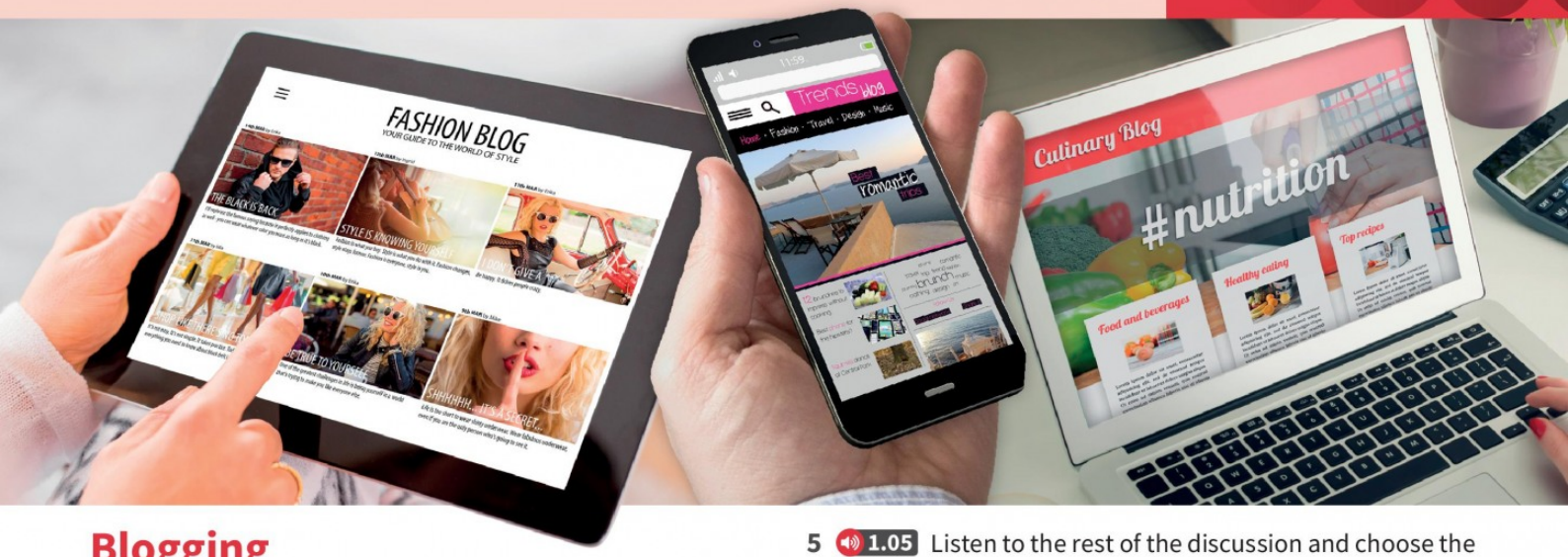
1 This milk **is smelling** bad. I don't think we should use it.
2 The director **is having** many fans around the world.
3 Mark can't hear you. He**'s listening** to music.
4 It **is sounding** like your bike needs fixing.
5 I**'m not wanting** to watch a horror film.
6 This test is difficult. I**'m not knowing** many of the answers.

7 1.03 Listen to a phone conversation between two friends. Write complete sentences about the conversation using the prompts and the correct present tense.

1 Jo / wait / outside / the cinema
2 Kieran / travel / to the cinema / by bus
3 The cinema / usually / show / adverts / before / the film / start
4 Kieran / not go / study class / every week
5 Rachel / not travel / with Kieran

8 Work in pairs. Think about some TV series and films you know and tell your partner about them. Use the prompts to help you.

1 I really like … because …
2 At the moment, I'm watching …
3 I really want to watch … because …
4 I don't think … is very good because …
5 The most annoying TV series I know is … because …



Blogging

1 THINK & SHARE Do you read any blogs? If yes, which ones? If not, why not?

2 VOCABULARY Read the tips for writing an effective blog. Pay attention to the collocations in **bold**. Then match 1–4 to A–D to create tips about a successful blog.

TOP TIPS for blogging success

1 **Be original** and don't follow others.

2 Write with passion and **create content** about topics you know about and which others will relate to.

3 **Get to the point**.

4 Address the negatives but **focus on the positives** when you read people's comments.

A Remember, people will get bored quickly if your text is too long.

B Instead, **use your imagination** to **come up with new ideas**.

C Not everyone will like what you do, so pay more attention to those who do!

D It's the best way to **connect with your audience**.

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.

3 1.04 Read the strategy. Then listen to three people talking about their experiences with blogging. Match tips 1–4 in Ex 2 to the speakers who talk about them.

1 Sarah ___ 2 Katie ___ 3 Hannah ___

4 1.04 Listen to the discussion again and complete the phrases that each speaker used. Then match each phrase to a collocation in Ex 2.

1 Write about what you _____.
2 People will _____ to you and your blog much better.
3 Do something _____, something _____ from other people.
4 Quickly _____ what you want to _____ and don't _____ too much.

5 1.05 Listen to the rest of the discussion and choose the correct answer: A, B or C.

1 What does Hannah suggest doing to help her come up with ideas?
A Read lots of other blogs.
B Think about what you enjoy reading about.
C Start writing as soon as you can.

2 What did Sarah find out by looking at other blogs?
A That funny blogs were more popular.
B That most blogs were very similar.
C That there weren't many blogs that made you laugh.

3 What helped Katie connect with her readers?
A Writing about who she was.
B Making her readers laugh.
C Telling the truth.

4 What advice does Sarah give about stories?
A Everyone likes to read them.
B Keep them short.
C They can help illustrate what you want to say.

6 Work in pairs. Discuss and decide on the five most useful tips for starting a blog from the listening and from the tips in Ex 2.

7 MEDIATION Write a short presentation for a group of people who are new to blogging. Include the five best tips that you chose. Consider …

- what knowledge your audience may have about blogging and what they may not know.
- what words and phrases may need explaining.
- how to present the information and what examples to use to make it relevant.

8 Give your presentation to the class. Then vote on whose presentation is the most suitable for people new to blogging. Explain your choice.

9 THINK & SHARE Discuss the questions.

1 Why do you think writing and reading blogs are so popular?
2 What benefits do readers and writers get from them?
3 If you wanted to write a blog, what subject would you write about? Which tips from this lesson would you follow?

The written word

1 THINK & SHARE Work in pairs. Put these things in the order of how often you read them or how often you would like to read them.

blogs comics diaries letters magazines
newspapers non-fiction books novels
poems social media posts

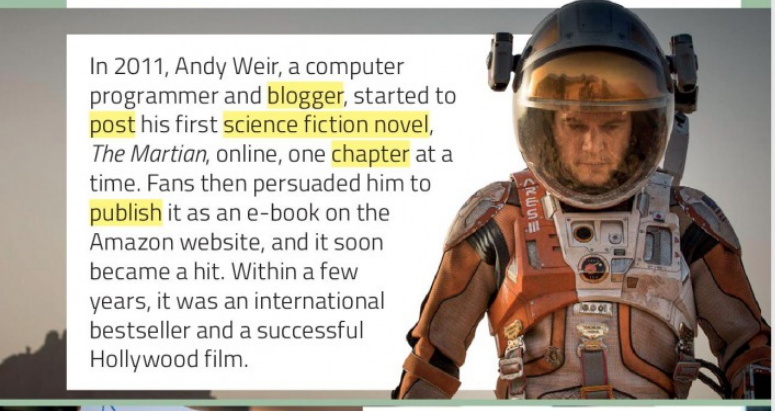
2 Read the article about three best-selling books. Match the writers below to the descriptions of what they have written. There is one description that you do not need.

Andy Weir Anna Todd Rupi Kaur

A a book of short poems
B a science fiction novel
C a diary
D a romantic novel

Writers that started ONLINE

Once upon a time, writers needed to find a publisher to become successful. But increasingly, writers of everything from short stories to thrillers, from mystery novels to non-fiction, are finding an audience online.



In 2011, Andy Weir, a computer programmer and blogger, started to post his first science fiction novel, *The Martian*, online, one chapter at a time. Fans then persuaded him to publish it as an e-book on the Amazon website, and it soon became a hit. Within a few years, it was an international bestseller and a successful Hollywood film.



The poet Rupi Kaur turned to Instagram to find her audience. Her short, visual poems suited the social media platform perfectly and she gained millions of followers. Her first book of poetry went on to sell over 2.5 million copies.

Anna Todd was a big fan of the pop group One Direction, and was inspired to write her 2014 'fan fiction' romantic novel, *After*. She posted the story, one chapter a day, on Wattpad, a website that connects readers and writers. At that time One Direction were the most popular boy band group in the world. The book got over a billion views and soon an international publisher turned it into a series of books, and Hollywood made it into a film.

3 VOCABULARY Complete the table with the highlighted words in the article.

Type of book / writing	Person	Action	Part of a book

4 Match the descriptions to the words in the first column of the table in Ex 3.

1 a love story
2 a story about future technology, often involving space travel
3 an exciting story with lots of action, often about crime
4 pieces of writing where words are used to create images, feelings and emotions
5 a story with a number of strange events or crimes

5 VOCABULARY Check the meanings of the words below and add them to the correct category in the table in Ex 3.

cover edit editor fairy tale
horror journal songwriter

6 Complete the sentences with words in Ex 3 and 5.

1 As well as being a great singer, she is a very talented _____.
2 If you want to be a writer, it's good practice to keep a _____ of what you do and your thoughts as often as possible.
3 In her last _____ novel, she wrote about how aliens begin to control the world's computer networks.
4 I read a lot of _____ because I like the way it can make you experience a lot of emotions in a few short lines.
5 Oxford University Press _____ this series of course books.
6 If you look at the _____ of this book, you might think it was a science fiction novel.
7 It's a classic _____ novel. You never find out what happened to all the money until the last page.
8 There were a lot of mistakes in the text before the _____ corrected them all.
9 There's a _____ competition at school. You need to write something exciting and interesting in under 1,000 words.

7 Work in pairs. Make notes about …

- two types of writing that you find interesting.
- two types of writing you find boring.
- the people from the table in Ex 3 you think are most creative.

8 Work with another pair. Discuss your answers to Ex 7 and explain the reasons for your choices.

Past and perfect tenses

1 What is an encyclopaedia? What kind of information do you find in one?

2 Read the article about an encyclopaedia. What is unusual about it?



UNUSUAL READS

I'm sure we've all read some really bad books in our lives, but what's the strangest book you**'ve** ever **read**?

Last month, while I **was looking around** my favourite second-hand bookshop, I found a copy of *Codex Seraphinianus* by Luigi Serafini. As soon as I **opened** it, I became really interested and I**'ve been reading'** it ever since. The book is an encyclopaedia that describes an imaginary world. It has eleven chapters of beautiful and strange pictures of animals, plants, people, food, fashion and inventions, with text that is written in an unknown alphabet and language. It feels like it has come from another world.

When the book was first published in 1981, few people **had heard** of its writer, Luigi Serafini. Also, because the book was sold as a 'real' encyclopaedia, some people thought that Serafini had visited another world and was trying to tell us what he had seen.

In truth, Serafini is an artist and came up with all the ideas for the pictures and text himself. His idea had been to give his readers the same feeling that young children have when they open a book they cannot understand for the first time. They know it means something to adults but have no idea what the meaning is.

3 Match the **bold** phrases in the article to rules 1–5. What other examples of these tenses can you find in the text?

Past and perfect tenses

Grammar animation

1 We use the **past simple** for finished events that happened at a known time in the past and with phrases such as *until*, *as soon as*, *when*, etc.
2 We use the **past continuous** for activities in progress at a certain time in the past.
3 We use the **present perfect** for completed actions that happened at an unspecified time in the past and actions that are finished but we can see the result now.
4 We use the **present perfect continuous** for actions that started recently and are still in progress and actions that are finished but have a result we can see now.
5 We use the **past perfect simple** for a finished event that happened before another event in the past.

GRAMMAR BOOSTER P133

4 Complete the sentences with the correct past or perfect tense of the verbs in brackets.

1 We _____ a great film at the cinema last week. (see)
2 She's tired because she _____ tennis all afternoon. (play)
3 I _____ that book. Is it good? (not read)
4 _____ you _____ the bookshop on East Street before? (visit)
5 It _____ at 6.00 this morning. (rain)
6 Jamal _____ there for hours when his friends arrived. (be)

Remember

1 When a short action interrupts a long one, we use the past simple for the shorter action and the past continuous for the longer action.
2 With state verbs such as *be*, *have* and *know*, we don't use the continuous form.
3 When we say how many times something happened, we use the present perfect simple.

5 Read the rules in the Remember box. Then choose the correct alternative to complete the dialogue.

Omar Hi Ashu. How are you? Can you remember that book that I [1]**lent** / **have lent** you a few months ago?

Ashu Yes, I remember. I'm really sorry, but I [2]**didn't finish** / **haven't finished** it yet. [3]**I've done** / **I've been doing** three exams recently and [4]**I was studying** / **I've been studying** a lot. I [5]**haven't had** / **haven't been having** much free time.

Omar No problem. I [6]**looked** / **was looking** for it this morning and couldn't remember if you [7]**have** / **had** returned it.

Ashu Oh, I see. [8]**Did** / **Have** you read anything interesting recently?

Omar Not really, but I [9]**bought** / **have bought** a really cool book while I [10]**visited** / **was visiting** London last week. It's a thriller by the same author who [11]**wrote** / **had written** *Gone Girl*.

Ashu Sounds good!

6 1.08 Listen to a podcast about more strange books. What is unusual about each book?

7 1.08 Listen again and complete the sentences with the correct form of the verbs below.

buy disappear eat find finish
hear read steal

1 Trev _____ reading *The Interrogative Mood* yet.
2 Trev _____ a book like it before.
3 Sonia _____ the book *Gadsby* after she _____ about it on a podcast.
4 The book _____ while Sonia _____ lunch.
5 She _____ who _____ the book yet.

8 Work in pairs. Use the prompts to discuss a strange book, TV show or film you have read or watched recently. Make sure to use a variety of past and perfect tenses.

1 (What?) The strangest thing I've ever read / watched was …
2 (When?) I read / watched it …
3 (Why?) I decided to read / watch it because …

Smartphone films

1 Discuss in groups. Have you ever seen a full-length film that was made using a phone? If yes, what was it like? If not, would you like to?

2 1.09 Read the article about making films using a phone. Match the directors to the films.

1 Tristan Pope	*I Play with the Phrase Each Other*
2 Steven Soderbergh	*Romance in NYC*
3 Jay Alvarez	*Unsane*

STRATEGY Recognising topic sentences

A topic sentence states the main idea of a paragraph. Identifying the topic sentences can help you to understand and summarise a text better.

3 Read the strategy. Then read the text again and underline the topic sentences in each paragraph.

4 Look at the topic sentences. What is the purpose of the whole text? Write a short summary of the text in three or four sentences.

5 Choose the correct answer: A, B or C. Then read again and check.

1 What did film director Steven Soderbergh describe as 'the future'?
- A his 2018 film *Unsane*
- B the latest digital cameras
- C using a smartphone to make films
- D the new iPhone

2 How did Jay Alvarez take the phone film 'one step further'?
- A He wrote the script and played the main part in the film.
- B The film is a series of phone conversations.
- C The film is about how people use their phones.
- D He wrote the film on his phone.

3 Which of these things is not mentioned as an advantage of using a phone to make a film?
- A No one will notice that you are making a film.
- B The size of the phone means you can film in many different places.
- C It takes no time at all to film something with your phone.
- D Because they are small, they are easier to hold.

4 Why does Tristan Pope think young people can relate better to his films?
- A Because the actors playing the parts are young people.
- B Because his films look and feel similar to the videos they make.
- C Because he is a young film-maker himself.
- D Because everyone falls in love.

5 What advice does the article give to young film-makers?
- A Make lots of films and learn from your mistakes.
- B Find new ways to tell your story.
- C Follow the rules and try not to make mistakes.
- D Learn from other films and have fun trying.

6 THINK & SHARE Discuss the questions.

1 Which of the films mentioned in the article would you like to see? Why?

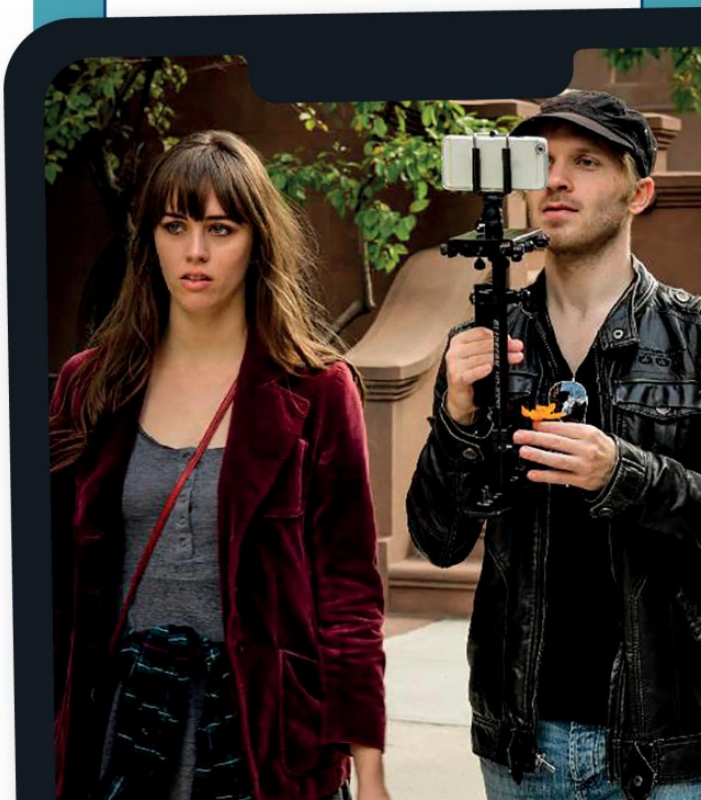
2 What does the phrase 'Action is the key to all success' mean? How can you relate it to your life?

The film

When famous Hollywood directors start using smartphones instead of the latest digital cameras and technology to make their films, you know that something has changed.

In 2018, Steven Soderbergh, who directed the Ocean's Eleven series, decided to use a smartphone to film the thriller *Unsane*. He was so impressed with the results he later described it as 'the future' of film-making. In 2019, he shot his next film, *High Flying Bird*, in the same way. Although he is the most famous director to make a film with a phone, he wasn't the first.

The New York photographer and director Tristan Pope has been using a phone to take photographs and make his films for some years. In 2014, he used an iPhone to film dancers on the streets of New York. A year later he used one to make the simple and beautiful short film *Romance in NYC*.



studio in your pocket





The film-maker Jay Alvarez has taken the phone film one step further. The story of his full-length film, *I Play with the Phrase Each Other*, which he also wrote and starred in, was shot with a smartphone. Phones also feature in front of the camera, as the whole film is told through a series of phone calls between all the characters.



Why have so many film-makers started using such technology to make their films? For many, it just makes sense. Phones are much smaller than film cameras so they are much easier to carry around and use. You can also use them in any location where you can take a phone, from busy streets and shopping centres, to museums and art galleries. You can even film on buses and trains. It's also much faster. You don't need to set up a camera to get your shot, so as soon as you see something you want to film or have an idea, you can start. Tristan Pope also feels that young audiences can relate to his smartphone films much better. People use their phones to photograph and record their everyday lives. *Romance in NYC* is a similar record of a young couple's day.

For young film-makers, the most important reason for using their phones to make films is the cost. Only a few years ago, even making a short film was very expensive. Now everyone can do it with something they have in their pockets, which means the possibilities are endless.

So, what advice do the film-makers have for anyone who wants to make a film with their phone? Watch as many films as you can and learn the basic rules and different ways to tell your story. Enjoy the experience, be creative and don't be afraid to make mistakes. And perhaps most importantly, as Picasso once said, 'Action is the key to all success'.

Creative thinking and brainstorming

1 THINK & SHARE Discuss in pairs. What does it mean to be 'creative'?

2 Work in pairs. Look at the photos and discuss the question. How are these different people creative in their jobs?





3 Discuss in pairs. How often are you creative in your life? When was the last time you were creative?

4 Read the article about how to think creatively. Match headings 1–4 to paragraphs A–C. There is one heading that you do not need.

1 Train your brain
2 Record your ideas
3 Question everything
4 Pick up your toys

5 You are going to listen to the first part of a vlog about sharing and collecting ideas. Before you listen, read the sentences below. Do you think they are true (T) or false (F)?

1 Brainstorming can be done alone or in a group.
2 When you brainstorm, it's better to have a few good ideas than lots of 'bad' ideas.
3 In brainstorming, it's OK to say what is good and what is bad.

6 1.10 Listen and check your answers. Did any answer surprise you?

7 1.11 Listen to the next part of the vlog and complete the sentences. Use your own words if you need to.

1 'Quickfire questions' works better with …
2 To do 'brainwriting', everyone writes …
3 The advantage of 'round robin' brainstorming is …

8 You are going to use the techniques you have read about and listened to to come up with a story about how and why this man ended up in the hole in the photo. First, in pairs, describe the photo to each other. Include as much detail as you can.



9 Work with another pair. In your groups, brainstorm your ideas about how and why the man is in the hole. Choose one of the brainstorming techniques from Ex 7 to use.

10 In your group, choose the best ideas and write a short story about the situation.

11 Read out your story to the class and vote on the best one.

Becoming more creative

For anyone who doesn't think they are creative, it's worth remembering what the scientist Albert Einstein said: 'Genius is 1% talent and 99% hard work.' But how can we become more creative and better at generating ideas? Here are three tips.

A ___

Whether you're trying to solve a problem, come up with an idea or invent something new, the more questions you can ask, the better. One technique is called 'quickfire questions'. Imagine you want to write a short story about an old man. Quickly write down ten questions you want to find out about him, such as 'Where is he from?', 'Where did he grow up?', 'What does he do in the mornings?', 'Why does he do it?', 'Who does he speak to?', 'Is he happy?', etc.

B ___

Try playing with Lego or modelling clay and see what you can create. Both of these activities will give your mind the chance to be free from your everyday thoughts and help you to make connections and become more creative.

C ___

Whether it's playing the piano, doing the high jump or thinking of a new idea, the more you practise something, the better at it you will get. Becoming more creative is no different and the more you do it, the better at it you'll become. For example, why not spend five minutes every day thinking of as many different ways to use an everyday object, or imagining the stories for the people who you see in the street, or thinking of new endings for films or TV shows.

modelling clay – a soft substance that can be made into different shapes using your hands

But whatever you do, remember that when it comes to ideas, there is no such thing as a wrong answer!



A discussion

1 Look at the posters. All of these films and TV shows were originally books. Which have you read? Which have you seen? Have you both read and seen any of them? What did you think of them?

2 1.12 Listen to a group of students discussing if they prefer books or films. Which opinions do you most agree with? Why?

3 1.12 Complete the **Phrasebook** with the words below. Then listen again. Tick (✓) the phrases the speakers use in the discussion.

PHRASEBOOK Having a discussion

concerned considered experience go prefer think

Expressing a preference / an opinion

I'd [1]_____ for …
As far as I'm [2]_____, …
Personally, I much [3]_____ …
All things [4]_____, …

Giving a reason or explaining an answer

In my [5]_____, ….
When you [6]_____ about it, …

agree point see sure view with

Agreeing and disagreeing

Good [7]_____.
I'm [8]_____ you on that.
I couldn't [9]_____ more.
I'd take a different [10]_____ on that.
I'm not [11]_____ I agree.
I [12]_____ it a bit differently.

PRONUNCIATION Sentence stress: expressing opinions

When comparing or contrasting two things we often stress the words we are comparing. When we're expressing an opinion about something, we often stress the words that confirm it is our opinion.

In my opinion, it's easier to concentrate on films than books.
Personally, I much prefer books to films.

4 PRONUNCIATION 1.13 Read the pronunciation box. Then listen to the sentences below and underline the words that are stressed. Listen and check, then repeat.

1 As far as I'm concerned, the TV show was much better than the book.
2 I'd take a different view on that.
3 When you think about it, everyone's experience of reading a book is different.
4 If I had to choose between a romantic novel and a thriller, I'd go for the thriller.
5 All things considered, I still prefer books.
6 In my experience, films like that are often boring.

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 do this will give you time to think about what you want to say next.

5 1.12 Read the **strategy**. Then listen to the discussion again and complete the **Phrasebook** with the phrases the students use to interact with each other.

PHRASEBOOK Interacting

Keeping the conversation going

What does [1]_____ _____ think?
Would you [2]_____ with that?
Don't you [3]_____ that …?

Interrupting someone

Can I [4]_____ you there?
Hang on a [5]_____.

6 1.14 Listen and repeat the phrases. Pay attention to the intonation and stress in each one.

7 You are going to have a discussion. In groups of three or four, choose one of the topics below to discuss.

- You can learn more from playing computer games than from reading novels.
- Rock and pop music should be studied at school.
- The best films and TV shows are made in the US.

8 Think about your opinion on the topic. Make notes. Use some of the **Phrasebook** phrases for having a discussion.

9 Have the discussion in your groups. Use at least one phrase for keeping the conversation going and one for interrupting someone from the second **Phrasebook**.

10 REFLECT Discuss in pairs.

1 What was your opinion before you started the discussion? Has it changed now?
2 Whose opinions did you find the most interesting? Why?
3 How easy was it to keep the conversation going and make sure that everyone could say something?

A review

1 THINK & SHARE Work in pairs. Discuss what kind of information you would want to know about a book, film, TV show or computer game before you decide to read, watch or play it. Then tell your partner about something you read, watched or played this year.

2 Read a book review from a blog. Did the writer include all the same kind of information that you discussed in Ex 1?

Book blog

A _____

One of the strangest and most enjoyable books I've read in a long time is the *Life of Pi*, by the Canadian writer Yann Martel. It was first published in 2001, but was made into a successful film in 2012 and it has now sold more than 10 million copies worldwide.



B _____

It tells the moving story of Pi, a teenage boy from Pondicherry in India, whose family own and live in a zoo. When he is sixteen, his parents decide to move to Canada and take some of the animals with them on a ship. On the way, the ship sinks and Pi's family die. Pi survives and finds himself on a small boat in the middle of the ocean with a giant tiger.

C _____

The main character in the story is Pi. He is a friendly and clever boy, and very determined. The tiger, on the other hand, is aggressive and cold. The relationship between the two characters is the most important part of the book.

D _____

I really enjoyed this book. The plot is surprising and original, and the book is really entertaining. You also learn a lot about animal psychology, and it really makes you think. My only criticism is that the ending is a bit confusing.

E _____

All in all, I'd definitely recommend it, but read the book before you see the film. The book is much better, and you certainly won't regret reading it.

3 Read the review again and match headings 1–5 to paragraphs A–E.

1 My recommendation
2 The author and background of the book
3 My opinion
4 The characters
5 The plot

4 Complete the Phrasebook with the words below.

copies criticism definitely enjoyed everyone main published regret relationship set slow story think

PHRASEBOOK Writing a review

Background
It was first [1]_____ / released in …
It has sold more than 10 million [2]_____ worldwide.

Describing the plot
It tells the [3]_____ of …
The story / film / game is [4]_____ in …

Describing the characters
The [5]_____ character in the story / film / game is …
The [6]_____ between the characters is …

Giving opinions
I really [7]_____ this book / film / game.
It really makes you [8]_____.
It's a very [9]_____ read.
My only [10]_____ is …

Giving recommendations
I'd [11]_____ recommend it.
This book / film / game isn't for [12]_____.
You certainly won't [13]_____ reading it.

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. Then complete the table with adjectives from the review. Can you add more adjectives?

Adjectives to describe …	
the plot	1 _____, 2 _____, 3 _____, 4 _____
the characters	5 _____, 6 _____, 7 _____, 8 _____, 9 _____
the book	10 _____, 11 _____

6 You are going to write a review of a book, TV show, film or computer game for a blog. You can choose the one you discussed in Ex 1 or something else. Plan your review using the paragraph structure in Ex 4 and the Phrasebook.

7 Write your review. Include some of the descriptive adjectives in Ex 5.

8 CHECK YOUR WORK Did you …
- follow the paragraph structure?
- include phrases from this lesson?
- use a variety of vocabulary?
- include a recommendation?

Grammar

1 Complete the sentences with the present simple or continuous form of the verbs in brackets.

1 The train to Paris _____ at 7.15 a.m. (leave)
2 I'll cook dinner as soon as we _____ home. (get)
3 My friend Sami _____ his phone when I'm with him. It really annoys me. (always check)
4 I'm worried about Kaheem. He _____ well. (not look)
5 Elena _____ a sister and two brothers. (have)
6 _____ Dad _____ some help to make dinner? (want)

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

1 I … this book for three weeks. I really want to finish it soon.
A have read B have been reading
C was reading
2 How long … a car?
A have you owned B have you been owning
C are you owning
3 Lorna was tired because she … for three hours.
A slept B had only slept
C was sleeping
4 We … a film when we heard the news.
A had watched B 've been watching
C were watching
5 Although I … Karen before, she looked very familiar.
A had never met B never met C was never meeting

Vocabulary

3 Complete the sentences with the words below.

directed effects location played rehearsed

1 In the X-Men films, James McAvoy _____ the part of Professor X.
2 The director chose Budapest as the _____ for the film because of its architecture.
3 Steven Spielberg has _____ over 30 films during his career.
4 Before they started filming, the actors _____ their lines together for many weeks.
5 The explosion was created using special _____.

4 Choose the correct alternative.

1 I usually read **novels** / **poetry** because I love to get involved in a good story.
2 It's a **romantic** / **mystery** novel about the strange events that happen one night in a small town in Denmark.
3 I've been writing my thoughts in a **journal** / **novel** every day for the last six months.
4 I love the **chapter** / **cover** of this book. It looks really dark and mysterious.
5 My cousin has been **posting** / **editing** short stories on his blog for the last few years.

Cumulative review

5 Complete the article about young people in the film industry. Choose the correct answer: A, B, C or D.

Kids behind the camera

[1]___ thought about a career in the film industry? Being young certainly isn't a problem, as some of the world's most talented actors and directors [2]___ their careers before they left school.

While directors Tim Burton, Peter Jackson and even Steven Spielberg all started by making short amateur films at home when they were kids, others were already starring in or [3]___ feature-length films at the same age.

When eight-year-old Brooklynn Prince wrote the [4]___ for and directed the short film *Colours* in 2019, it wasn't the first time she [5]___ in the film industry. She had already played the lead [6]___ in the 2017 award-winning film, *The Florida Project*.

Emily Hagins is another young person who has made a career for herself in the film industry. She directed the thriller *Pathogen* when she was only twelve, and then went on to make two more films before she [7]___ her 20th birthday. But it's Nepali director Saugat Bista who has the world record for the youngest person ever to direct a professional film. When he [8]___ just eight years old, he directed the family drama *Love You Baba*.

Looks like most of us have got a lot of catching up to do!

1 A Have you ever B Did you ever
C Had you ever D Do you ever
2 A have begun B were beginning
C began D had begun
3 A directing B rehearsing
C playing D designing
4 A lines B script
C plot D location
5 A was working B worked
C had worked D has worked
6 A set B part
C plot D costume
7 A was celebrating B celebrated
C has celebrated D 'd celebrated
8 A was B has been
C had been D has

Think & share

6 Answer the questions

1 Do you agree with this statement? Why? / Why not?
Computer games tell better stories than books.
2 What was the most exciting film / TV show you have ever seen? Explain your answer.

Learn about film props and create a blog entry.

The prop-makers' studio



Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. Match the props A–E to the films 1–5. How important are these props to the plot of each film? Why are they important?









1 Charlie and the Chocolate Factory
2 The Lord of the Rings
3 The Hunger Games
4 Spiderman
5 Star Wars

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the prop-making studio for 30 seconds. Find the following props. What kind of films do you think they are for?

- a dinosaur head
- an award
- a space weapon
- a uniform
- a necklace
- large books
- a hat
- a railway track
- a compass

3 ALL HOTSPOTS Explore the hotspots. Which hotspots give the following information?

1 An opinion on what makes being a prop-maker interesting.
2 A description of the process of making props.
3 A prop-maker's favourite type of props.
4 A description of what film students learn.
5 Advice on how to become a prop-maker.

4 Listen to a prop-maker talking about props. Answer the questions.

1 Which prop from Ex 1 does the prop-maker mention?
2 Why does she mention it?
3 What does she hope will happen to the prop that she is working on?



5 Read the information on becoming a prop-maker. Which school subjects do you think would help someone become a prop-maker? Which local festivals and theatre groups could someone volunteer for in your town?

6 Work in pairs. Read the information and listen to the prop-maker talking about her job. What does the prop-maker say is enjoyable about the job? Then explore the workshop and think of three things that are perhaps not so good about the job.

7 Work in pairs. Put the stages of making a film into the correct order. Then watch the video. Do the students at the film school do the stages in the same order?

A Do the filming.
B Add special effects.
C Write a script.
D Show the film.
E Rehearse their lines and play the roles.
F Edit their material.

8 THINK & SHARE What toys have you had that were based on props from films? How did the films' characters use them? Did you enjoy playing with them? Why? / Why not?

CREATE ... a blog entry on 'An incredibly important prop!'

STEP 1
Think of a film or series that you have enjoyed and an important prop that appears in it.

STEP 2
Answer the following questions about the prop:

- What is the prop?
- What is the name of the film / series?
- How important is the prop to the plot?
- How does the prop help tell the story?

STEP 3 RESEARCH IT!
Go online and do some research into the prop and the film it's in.

- Search fan websites of the film / series and compare your answers to the questions in STEP 2 with the information you find.
- Try and find out who made the prop and how.
- Find images of the prop.

STEP 4
You are going to create a blog entry on the prop. Organise the information that you have found into different sections.

STEP 5
Write your blog. Write about 100–150 words.

STEP 6
Decide on a layout and design that you like and add your text. Illustrate your blog post with photos.

STEP 7
Read the blog entries of other students in your class. Which blog post do you think is the most interesting? Why?

2 Back to nature

VOCABULARY
Geographical features and landscapes
Environmental issues

GRAMMAR
Future predictions, plans and schedules
Future continuous and future perfect

LISTENING
A radio program about living in the wild

READING
A magazine article

GLOBAL SKILLS
Dealing with a moral dilemma

SPEAKING
Organising your ideas with linking words

WRITING
An opinion essay

DOCUMENTARY
Bionic hand

VOCABULARY BOOSTER P121
GRAMMAR BOOSTER P134–135







What a view!

1 Look at the photos and answer the questions.

1 Where do you think these photos were taken? Why are these places worth seeing?
2 What problems might tourists have when visiting these places?

2 2.01 Watch or listen. Answer the questions.

1 Why did Alicia make this video?
2 What were Alicia, James, Becky and George unhappy about their trips? What were they expecting?
3 Who, in your opinion, felt the most disappointed? Why?

3 2.01 Watch or listen again. Match the vloggers (A–D) to their travel experiences (1–11).

A Alicia B James C Becky D George






1 _____ wanted to see a waterfall.
2 _____ spends summer at the seaside.
3 _____ saw a valley in the mountains.
4 _____ planned a trip to a cave.
5 _____ hoped to enjoy gorgeous scenery in Bali.
6 _____ thinks there are breathtaking views on the south coast of Italy.
7 _____ admired the landscape in Vietnam.
8 _____ preferred a quiet woodland area by a mountain stream.
9 _____ hoped to see spring flowers on the grassland.
10 _____ saw houses at the edges of the cliff.
11 _____ thought this place was surrounded by a peaceful lake.

4 VOCABULARY Look at the words and phrases highlighted in Ex 3. Which of these can you find near your home?

5 Complete the online posts with the correct words or phrases below. In each part, there are two words that you do not need.

cave coast mountain stream peaceful lake surrounded by valley waterfall

It was a great idea to go hiking today! We walked through a beautiful green [1]_____ which was [2]_____ high mountains. We stopped by a small [3]_____. It wasn't deep, so we crossed it and found out that it was pouring down into the most [4]_____ I've ever seen. We sat there on the rocks for quite some time looking at the water, and then we headed back home. On our way back, we saw a big [5]_____, but we didn't go inside because we hadn't taken any special equipment like ropes or torches.

Posted 1 day ago Comment

at the seaside breathtaking view coast peaceful lake the edges of the cliffs woodland area

I'm finally [6]_____! I've never been to the east [7]_____ of Spain before. We aren't planning to go for a swim today. It's quite windy and the waves are huge. There's a walking path along [8]_____ so we might go for a walk later. I'm sure there's a [9]_____ from the top!

Posted 5 hours ago Comment

6 REAL ENGLISH Match the **bold** phrases 1–6 to meanings A–F.

1 **Fine by me.**
2 Visiting Bali was on my **bucket list** for ages.
3 We **didn't see the point** in staying there.
4 We didn't want to **miss out on** anything.
5 We were **dead tired**.
6 It's **as simple as that**!

A fail to benefit from something useful or fun by not taking part in it
B easy to understand
C not know the purpose of something
D completely exhausted
E It's OK with me.
F a list of things that you want to do before you die

7 Work in pairs. Use the prompts to have mini dialogues. Use the phrases in Ex 6. Then swap roles.

1 A Ask your friend why they want to go to New Zealand.
B Explain that it's one of the places you absolutely have to see.
2 A Tell your friend you could do homework together.
B Accept the suggestion.
3 A Ask what your friend has been up to.
B Explain that you've recently worked very hard studying for exams.
4 A Invite your friend to your birthday party.
B Accept the invitation saying you will definitely be there to celebrate their birthday.
5 A You and your friend are travelling to London next month. Suggest you could buy train tickets today.
B Indicate that you don't think it's necessary to buy train tickets in advance.

8 Imagine you are on holiday and want to post a photo with a short description online. On a piece of paper, write what you have seen and / or how you are enjoying your holiday. Use five of the words and phrases below.

admire the landscape at the seaside coast gorgeous scenery stretch surrounded by the edges of the cliffs valley woodland area

9 Work in small groups. Pass your description from Ex 8 around to the group. Leave a comment under everyone's post using the vocabulary in Ex 3.

10 THINK & SHARE Discuss the questions. Use the vocabulary from Ex 3.

1 What helps people choose where to go on holiday or on a short trip? How does your family pick a holiday destination?
2 What's your dream travel destination? Why would you like to go there?

Talking about the future

1 What was Alicia talking about in her video? Where did she go?

2 Read Alicia's post. What plans does she have?

Home | **News feed** | Posts | Videos | Photos | Friends

Alicia
4 hours ago

Hello, everyone! [1]**I'm flying** to Iceland tomorrow! My plane [2]**leaves** at 7 a.m. so I have to finish packing tonight! This trip wasn't planned. I found a cheap flight and I told Zoe: '[3]**I'll buy** these tickets and we'll worry about everything later.' I'm sure this trip [4]**will be** fun. [5]**We're going to do** a whale-watching boat tour. We'll book it [6]**after we've talked** to our tour guide because I'm not sure whether to leave from Reykjavík or from the north coast. We haven't made any other plans, but Zoe has just called me and I've decided [7]**I'll pack** a guidebook in my hand luggage. I hope that [8]**when we land**, I'll have a list of places worth seeing.

3 Look at Alicia's post in Ex 2 and match verbs 1–8 to rules A–F.

Future predictions, plans and schedules

Grammar animation

A We use *will* for predictions based on what we think, for decisions made at the time of speaking and for promises or offers.

B We use *be going to* for future plans and intentions and for predictions based on what we see.

C We use the present simple to talk about scheduled or timetabled future events.

D We use the present continuous to talk about future arrangements.

E In time clauses, we use the present simple after words like *when*, *after*, *before*, *by the time*, *as soon as*, *until*, *unless*, *once*, etc. when we talk about the future. We use *will* in the other part of the sentence.

F In time clauses, we often use the present simple and/or present perfect after *when*, *after*, *as soon as*, etc. to show that this action will be completed.

GRAMMAR BOOSTER P134

4 Read the text messages and choose the correct alternative.

Messages

[1]**Are you going** / **Do you go** to Ava's concert tonight? [2]**Is it beginning** / **Does it begin** at 6 or 7 p.m.?

Of course! I don't want to miss it. I'm sure Ava [3]**is going to** / **will** sing beautifully. The concert [4]**is** / **will be** at 6.30 p.m., but I might be a bit late. I [5]**go** / **'m going** to the dentist in the afternoon. I [6]**'ll call** / **call** you as soon as it [7]**is** / **will be** over.

OK, I [8]**won't** / **'m not going to** leave home before you [9]**will contact** / **contact** me.

You know what, we should bring something for Ava. It's her first big concert.

Great idea! I [10]**'m going to** / **'ll** buy her some flowers.

5 Work in pairs. Match the sentence halves. Then underline the conjunctions and discuss which tenses are used in each part of the sentence.

1 Annie will have breakfast
2 Before you go inside the cave,
3 By the time we get to the top of the cliff,
4 Joe won't know much about the trip
5 I'll lend you this guidebook
6 You'll enjoy a truly breathtaking view
7 After my parents buy the plane tickets,

A it'll be quite late.
B as soon as she's done her workout.
C once you reach the top of the mountain.
D you have to put on a helmet.
E until you tell him.
F they'll book a hotel.
G when I've read it.

6 Complete the sentences with *will*, *be going to*, the present simple, the present continuous or the present perfect form of the verbs in brackets.

1 Hurry up! It's 4.30 p.m. and the match _____ (start) at six o'clock. We haven't got much time left.
2 Alisha _____ (lend) me a book about exploring caves as soon as Brian _____ (give) it back to her.
3 My friends and I _____ (go) hiking tomorrow. I hope it _____ (not / rain).
4 Look at that waiter! He isn't looking where he's going. He _____ (spill) the coffee.
5 I _____ (not / have) dinner until I _____ (do) all my homework.
6 My grandparents _____ (come) back from their holiday at the seaside today. Their train _____ (arrive) at 5.45 p.m.
7 Don't worry about Mo. I'm sure he _____ (not / miss) his train.
8 I _____ (talk) to Holly before she _____ (leave) for the road trip along the coast of Australia.
9 Where _____ (you / stay) once you _____ (get) to Morocco?
10 My little sister has interesting plans for the future. She says she _____ (travel) across Africa.

7 Work in pairs. Plan a class trip to a place of natural beauty. Discuss the questions.

1 Where are you going?
2 How will you get there? What time does the bus / train leave?
3 What will you do there when you arrive?
4 What will you do after you have lunch?

8 Present your trip ideas and schedules to the rest of the class. Vote for the most interesting trip.



Living in the wild

1 THINK & SHARE Look at the photos. What do you think the challenges of living in a tent all year round are?

STRATEGY Predicting likely language from the topic

Before you listen to a radio programme or a podcast, look at the topic or title and think about what words or phrases you might hear. This will help you to listen more effectively because you can guess what language you may expect to hear.

2 Read the strategy. You are going to hear a radio programme entitled *Living in the wild*. Make a list of twelve words and phrases connected to this topic which you think you will hear in the programme. Discuss and compare your answers in pairs.

3 2.02 Listen to the radio programme. How many of the words and phrases you wrote down in Ex 2 did you hear?

4 Work in pairs. Answer the questions.

1 Who is Zeki Basan? What unusual thing did he do?
2 What was Zeki's childhood like?

5 2.02 Listen to the radio programme again and complete the sentences with words or short phrases.

1 Zeki began his studies at West Highland College when he was _____ years old.
2 During his studies Zeki learned different _____.
3 While living in a tent, Zeki kept his personal things, such as books, in a _____.
4 There was no shower, so Zeki washed himself _____.
5 In the afternoons, Zeki went to collect some _____.
6 As a child, Zeki learned a lot from people he met when he was travelling with _____.
7 During his trip to _____, Zeki taught people how to hike in winter.
8 He still works in Scotland, teaching people skills such as making fire or finding _____ in the wild.

PRONUNCIATION Homophones

Some words are spelled differently, but they're pronounced in the same way. We call them homophones.

see – sea

6 PRONUNCIATION Read the pronunciation box then look at the sentences below. There are six pairs where the **bold** words are homophones. Tick (✓) these sentences.

☐ 1 A We used a wooden **board** to make a table.
B I'd be **bored** if I stayed in a tent for months.
☐ 2 A They walked **through** the woodland area.
B He **threw** the rock at the window.
☐ 3 A The east **coast** is gorgeous.
B How much did your trip to Malaysia **cost**?
☐ 4 A Our team **won** the first match.
B There are **one** or two waterfalls in this area.
☐ 5 A The cave was surrounded **by** a peaceful lake.
B I had to **buy** hiking shoes.
☐ 6 A This is my favourite **scene** from this film.
B Have you ever **seen** such a breathtaking view?
☐ 7 A These mountains have different **heights**.
B Jen **hates** holidays at the seaside.
☐ 8 A We could **hear** the waterfall, but we weren't able to see it.
B Stand **here** if you want to take the best photo of the valley.

7 2.03 Listen and check your answers. Then work in pairs. Take turns to read out the sentences.

8 THINK & SHARE Work in pairs. Discuss the questions.

1 What kind of things can't you imagine living without?
2 Would you like to live alone in a tent like Zeki did? Why? / Why not?
3 What basic survival skills do you think students should learn at school?

Worried about global warming

1 Who in your family worries about and takes care of the natural environment the most? How do they take care of it? Name two things that they do.

2 VOCABULARY Read the forum comments about environmental problems. Look at the highlighted words. Which of them are, in your opinion, good, bad or neutral for the environment? Complete the table. Then compare and discuss your answers with a partner.

Good for the environment	Bad for the environment	Neutral (can be good or bad)
_____	_____	nuclear energy
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	
	_____	
	_____	

Comments

- ☐ 'I can't believe that cutting down forests is so terrible. Deforestation causes as many greenhouse gas emissions as all the cars and trucks on the roads.'
- ☐ 'Although wind turbines are considered a great source of renewable energy, I think they're just ugly. And I've heard they can harm birds.'
- ☐ 'I'm not worried about global warming or climate change. People make money when they keep talking about environmental problems. The truth is the climate has always been changing and the temperatures on our planet have risen and fallen for years.'
- ☐ 'Natural resources such as water, air or wood aren't unlimited. If we continue polluting the atmosphere as well as our oceans and rivers, many animals will die. People have an impact on the natural environment so they should also feel responsible for it.'
- ☐ 'Mass tourism is a problem for the environment, so I try to support sustainable tourism. What does that mean? Travelling without causing damage to the natural environment.'
- ☐ 'I can't imagine studying at a university which isn't eco-friendly. Universities should be a place which use energy coming from solar panels and where recycling waste is treated seriously. I hope there's a place where no plastic dishes or bottles are used in the canteens.'
- ☐ 'Some people are against nuclear energy. They're worried about radioactive waste, but I think nuclear power stations are safe.'

3 Work in pairs. Read the comments again and discuss them with your partner. Tick (✓) the ones you agree with, cross (✗) the comments you do not agree with or put a question mark (?) next to the ones you have no opinion about.

4 Rewrite the questions replacing the parts in **bold** with the correct form of words and phrases in Ex 2. Then discuss the questions in pairs.

1 Do you think that reusable shopping bags **have** a positive **influence on** the environment?
2 What problems are caused by **cutting down trees in woodland areas**?
3 What **environmentally-friendly** forms of transport do you use?
4 Which things that we do every day **damage** the environment the most?
5 What **makes the air dirty and unsafe** in the area where you live?
6 Why are people afraid of **rising temperatures in the world**?
7 Are there any **devices using wind to produce energy** near your home?

5 Complete the sentences with the correct form of the words and phrases from Ex 2 that you did not use in Ex 4.

1 We produce our own energy using the _____ _____ fixed on the roof of our house. They work really well on sunny days.
2 Costa Rica uses almost only _____ _____, mostly water power and wind.
3 Lower the heating in your house and you'll reduce _____ _____ emissions.
4 Forty per cent of the world's _____ _____ produce energy by burning coal.
5 We always _____ _____ such as paper, glass or plastic.
6 At school we discussed the most worrying _____ _____, such as global warming.
7 We use atoms to produce _____ _____.
8 Oil, metals, gas and also sunlight and air are examples of _____ _____.

6 Work in pairs. Prepare five multiple-choice questions about the natural environment using at least six words or phrases in Ex 2.

1 Which of these things isn't a renewable source of energy?
A wind B forest C ocean D sun

7 Organise a class quiz. Read your questions in Ex 6 and ask other pairs to write down which answer they think is correct. Check and add up the points.



Future continuous and future perfect

1 THINK & SHARE Read Greta Thunberg's quote. Why do you think she wants people to panic about climate change?

> **'Adults keep saying we owe it to the young people to give them hope. But I don't want your hope, I don't want you to be hopeful; I want you to panic.'**
> *Greta Thunberg*

2 Read Pria's letter to a magazine. What does she worry about?

YOUR LETTERS COLUMN

My eco-anxiety

This time next week, **I'll be taking** my final school exams, but I'm not worried. I've been studying hard and I'm well prepared. I can't believe that by September **I'll have left** home, and in October **I'll be studying** in a new city! My future looks exciting. By 2027, **I'll have graduated** from university. When I'm 30, **I'll be working** as a landscape architect and **I'll be designing** sustainable parks and gardens.

Despite all these great plans, I sometimes can't sleep at night or I get panic attacks when I think about the environmental changes we're seeing round the world. People tell me I might suffer from eco-anxiety just like many other young people today. Well, I do worry about climate change. When I'm at the seaside, I get sad because in 30 years we **won't be enjoying** the same views. If we continue to use so much plastic, in 2050 there will be more plastic than fish in the ocean! By 2100, people from cities like Shanghai or Rio de Janeiro **will have moved out** because when the oceans have risen by 50 or 130 cm; their houses will be underwater.

Yes, I'm eco-anxious, but I also believe that even one person can have a positive impact on the planet. So, what will you do for our planet today?

eco-anxiety – the state of being worried about the environment

3 Look at the words in **bold** in Pria's letter and complete the rules with *future continuous* or *future perfect*.

Future continuous and future perfect

Grammar animation

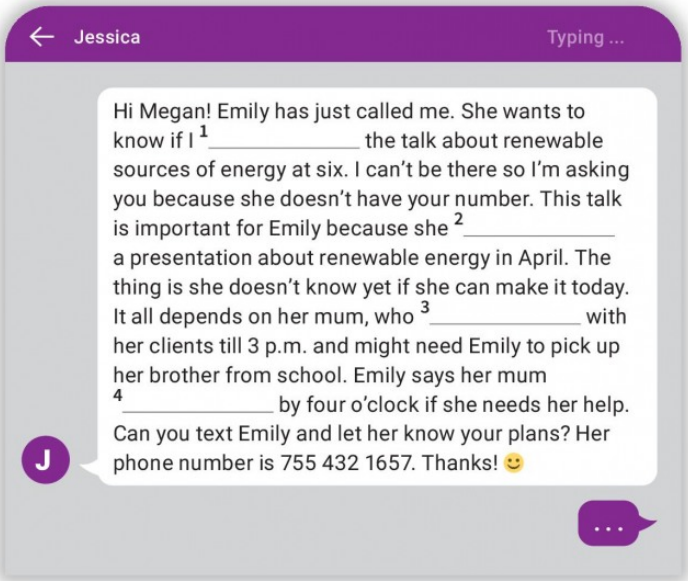
1 We use the _____ to talk about actions which will be in progress at a specific time in the future.
2 Typical time expressions for the _____: *this time next week / tomorrow, in 2040, in October, tomorrow at six o'clock.*
3 We use the _____ to talk about actions which will be completed before a certain moment in the future.
4 Typical time expressions for the _____: *by 2027 / Friday, by the time (I'm 30).*

GRAMMAR BOOSTER P135

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

1 By 2030, schools in our town _____ solar panels. (install)
2 This time tomorrow, I _____ to clean woodland areas. (help)
3 In 2050, our city _____ only wind and solar-powered street lights. (use)
4 At five o'clock on Saturday, Hasan and I _____ a picnic on the riverbank. (have)
5 Do you think that Sue _____ the presentation about global warming by Tuesday? (finish)
6 Next summer, we _____ the Škocjan Caves in Slovenia. (explore)
7 The supermarket where I work _____ of plastic packaging by the beginning of next year. (get rid)
8 I'm not sure where we're going on holiday, but we _____ by the end of the week. (decide)

5 MEDIATION 2.07 Listen to the voice message Emily left for Jessica. Then complete Jessica's message to her friend, Megan.



6 Work in pairs. Imagine you are organising a protest or a social media campaign against the use of plastic. Discuss the points below. Then complete the sentences 1–6.

- when and where you'll do it
- what it'll look like
- what things you need to prepare

1 This time tomorrow, we …
2 By the end of next week, …
3 Before the protest / campaign finishes, …
4 On Friday morning, …
5 In two weeks' time, …
6 By the end of this month, …

7 Work in groups of four. Present your plans for the protest or a social media campaign using the sentences in Ex 6. Whose ideas do you like more?

What could the post-carbon future look like?

Let's imagine that the problems environmental activists have been fighting for are solved. We know how to stop greenhouse gas emissions. We don't burn coal; instead we use renewable sources of energy. The temperatures on the Earth have stopped rising.

Sounds impossible? Maybe, but 200 years ago hardly anyone could believe that machines would replace human workers. Similarly, in the pre-digital times we didn't think it was possible to talk to someone in another part of the world and see their face on the screen of a [1]handheld device. The same thing is happening today.

Environmentalists, scientists and people who think creatively analyse the problems which are caused by climate change and try to come up with solutions. Some of these solutions may now seem like they've been taken from science fiction, but in 20 or 100 years we will be using them regularly.



A post-carbon future

1 THINK & SHARE Answer the questions.

1 How do you think the world will change in the next 100 years?
2 Will people have stopped climate change? If so, how?
3 Do you think the cities in the future will look like the ones in the photos? In what ways?

STRATEGY Using visuals

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

2 Read the strategy and look at the photos in the article. Discuss the questions in pairs.

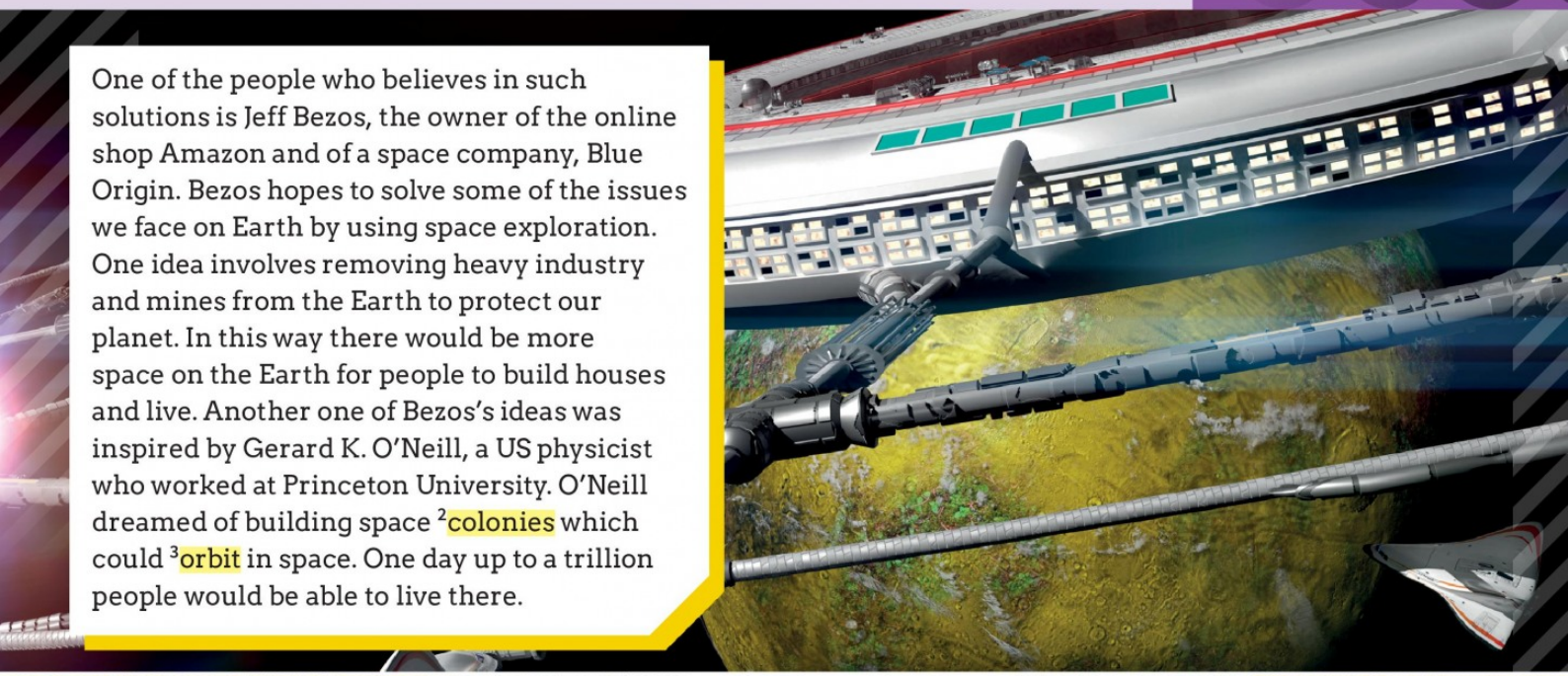
1 What might the article be about?
2 What solutions to current environmental problems will appear in the article?
3 Will the article present a positive or negative view of the future? Why do you think so?

3 2.08 Read the article. Which ideas below are NOT discussed in the text?

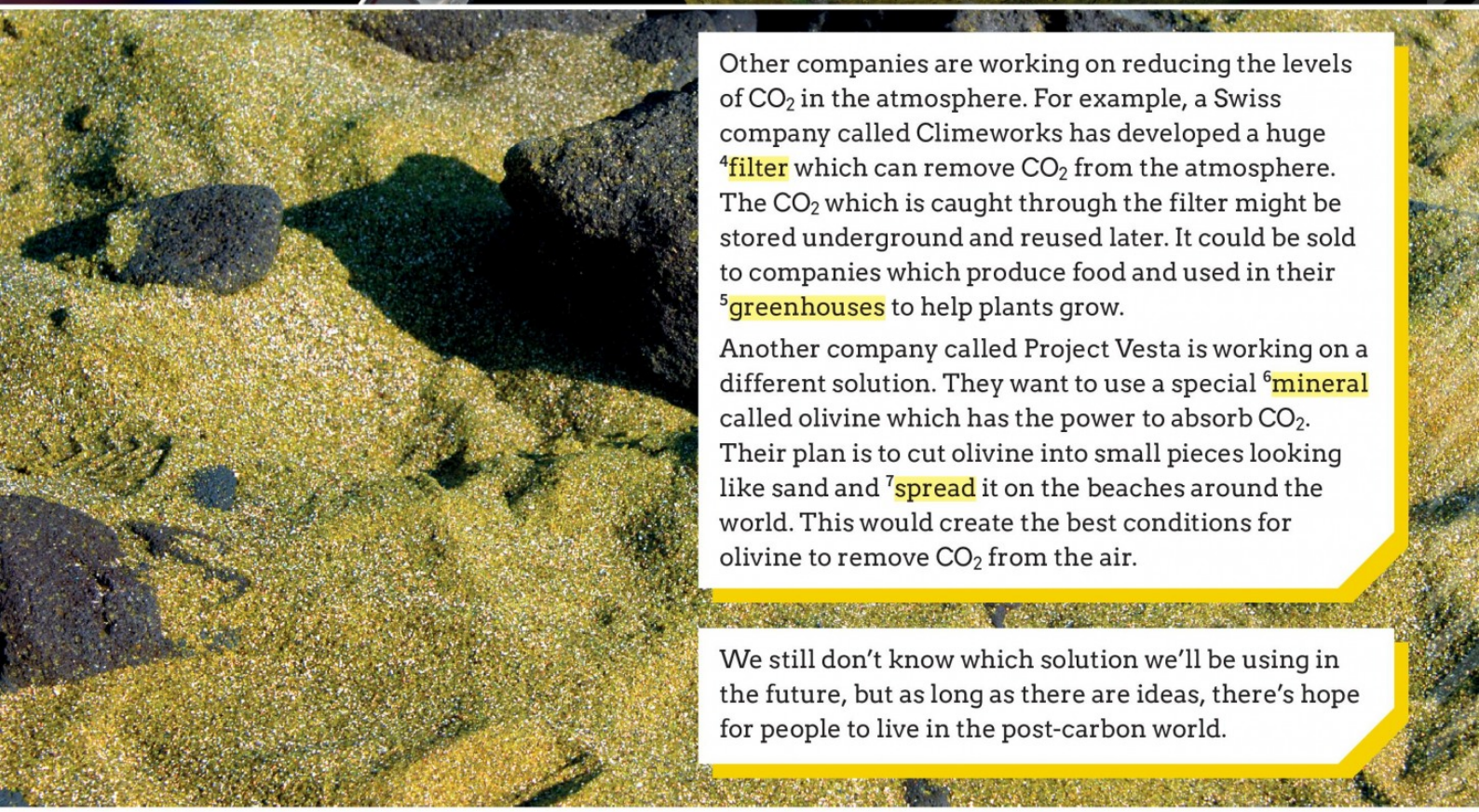
A what people will eat in the future
B where people might live in the future
C solutions which may improve the quality of air
D where factories will be built in the future
E the future of online shopping

4 VOCABULARY Match the highlighted words in the text (1–6) to the definitions (A–G).

A a substance that is naturally present in the Earth, for example gold and salt ___
B small enough to be placed in the hand while being used ___
C to cover a larger and larger area ___
D a device that a liquid or gas is passed through in order to remove any materials that are not wanted ___
E buildings with glass sides and a glass roof for growing plants in ___
F groups of people who live together ___
G to move around a much larger object, especially a planet, star, etc. ___



One of the people who believes in such solutions is Jeff Bezos, the owner of the online shop Amazon and of a space company, Blue Origin. Bezos hopes to solve some of the issues we face on Earth by using space exploration. One idea involves removing heavy industry and mines from the Earth to protect our planet. In this way there would be more space on the Earth for people to build houses and live. Another one of Bezos's ideas was inspired by Gerard K. O'Neill, a US physicist who worked at Princeton University. O'Neill dreamed of building space [2]colonies which could [3]orbit in space. One day up to a trillion people would be able to live there.



Other companies are working on reducing the levels of CO_2 in the atmosphere. For example, a Swiss company called Climeworks has developed a huge [4]filter which can remove CO_2 from the atmosphere. The CO_2 which is caught through the filter might be stored underground and reused later. It could be sold to companies which produce food and used in their [5]greenhouses to help plants grow.

Another company called Project Vesta is working on a different solution. They want to use a special [6]mineral called olivine which has the power to absorb CO_2. Their plan is to cut olivine into small pieces looking like sand and [7]spread it on the beaches around the world. This would create the best conditions for olivine to remove CO_2 from the air.

We still don't know which solution we'll be using in the future, but as long as there are ideas, there's hope for people to live in the post-carbon world.

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

1 The author thinks that at the moment there aren't any problems caused by climate change.
2 The author is convinced that in the past people were surprised by the modern technologies that were introduced at that time.
3 Science fiction films inspire scientists to develop ideas which could help fight climate change.
4 Jeff Bezos has always been involved in protection of the natural environment.
5 One of Bezos's own ideas is to move industry to space.
6 Jeff Bezos and Gerard K. O'Neill have worked together for some time.
7 Thanks to Bezos's idea, a trillion people could live on the Earth.
8 Climeworks is working on a way to get rid of a substance found in the atmosphere.
9 Project Vesta plans to use different minerals to remove CO_2 from the atmosphere.
10 Olivine can help the environment when it's located on beaches.

6 THINK & SHARE Discuss the questions.

1 Which of the solutions presented in the article do you find the most and the least likely to be used in the future? Why?
2 Do you agree with the author of the article that there's still hope for our planet? Why? / Why not?

Dealing with a moral dilemma



1 THINK & SHARE Read the explanation below and then decide which situation (A–C) is a moral dilemma. Why do you think so?

A moral dilemma is a situation when you have to decide between two options which both seem morally unacceptable.

A You were offered two jobs. One of them is well paid, but you know you won't enjoy it. The other one will let you do what you love, but you won't receive a lot of money for it. Which one should you choose?

B You and your classmates would like to go on a school trip and visit one of the largest caves in your country. The teacher says it's too dangerous. Should you keep asking your teacher or pick a different destination?

C You've found out that your best friend pays someone to write their essays. Should you tell the teacher about it or should you protect your friend?

2 Read the article. In pairs, look at the moral dilemma in Ex 1 and decide how you could answer questions 1–3 in the article.

Dealing with a moral dilemma

Imagine you're involved in a situation when you have to choose between two things which are equally wrong. Whatever you decide will be against your own [1]principles and will make you feel bad or guilty. How should you deal with such a dilemma?

Start by considering all the possible options. Think what would happen if you decided to do one thing or another. Although the dilemma is a problem you have to [2]face, consider asking someone for advice. Other people will see your dilemma from a different [3]perspective. Not only that, friends or family are there to help you. For ages, philosophers have been trying to deal with moral problems. The theories and questions they formed can guide you to do the right thing.

1 'What would be the positive and negative consequences of my choice?'

One theory advises you to look at the [4]consequences of your actions. Before you decide, think what would happen as a result of the choice you make.

2 'What are the moral rules that apply in this situation?'

Another theory focuses on the action itself, not its consequences. You can successfully solve a moral problem when you follow the rules and do your [5]duty.

3 'How would a good person behave in a similar situation?'

A different group of philosophers believed that the actions or their consequences weren't important. For them, the best way to face a dilemma was to predict what a good person would do in this situation.

3 VOCABULARY Choose the correct definitions for the highlighted words 1–5 in the article.

1 A a moral rule that influences your actions
  B a thing that you often do
2 A avoid, not let something happen
  B deal with something
3 A the cause of something
  B a point of view; a way of thinking
4 A a result of something that has happened
  B the thing that makes something happen
5 A something that you feel you have to do
  B something that you want to do

4 Read the situation below. Summarize the moral dilemma presented in the text in one sentence.

It's the year 2140 and our planet is dying. The atmosphere is polluted, there isn't enough food and because of climate change, many places around the world have become unsuitable for living. You work as a scientist for a private company and together with your team you've discovered another planet where people could live. However, this planet is too small for all the people on Earth. The company has offered you a possibility to save yourself and your family and move to the new planet if you keep your discovery secret. This will allow them to sell tickets to go the new planet. Alternatively, you could warn people what will be happening soon and publish your discovery. This will help a lot of people, but it might cause chaos on Earth and you probably won't be able to save your family then. What will you do?

5 Work in pairs. Look at the dilemma in Ex 4. What are the two possible solutions? Analyse the dilemma answering the questions below.

1 What would be the positive and negative consequences of my choice?
2 What are the moral rules that apply in this situation?
3 How would a good person behave in a similar situation?

6 Work in groups of four. Discuss the following.

- Looking at your answers in Ex 5, discuss the choice you would make.
- Decide which question 1–3 was the most helpful to you.

7 Present the results of your discussion to the rest of the class. Did everyone solve the problem the same way?

The greatest danger?



1 Look at the photo and answer the questions.

1 What can you see in the photo?
2 Is global warming currently the biggest threat to the environment? Why? / Why not?
3 Do you think the photo will make people more aware of the problem? Why? / Why not?

threat – the possibility of trouble, danger or disaster

2 2.09 Listen to the opening statements for a school debate about global warming. Decide which speaker, Elizabeth (E) or Timothy (T), talks about the problems below. Sometimes both speakers mention the same problem.

1 rising sea levels _____
2 difficult weather _____
3 problems caused by animals _____
4 online threats _____
5 countries that fight global warming _____
6 not enough food _____

STRATEGY Using linking words

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

3 2.09 Read the strategy and listen to the opening statements for a debate again. Tick (✓) the phrases from the Phrasebook which the speakers use.

PHRASEBOOK Organising your ideas

Presenting similar ideas	**Emphasising your point**
as well as	absolutely
both	clearly
similarly	without any doubt
equally	in fact
also	obviously
not only … but also	definitely
Introducing more ideas	**Giving examples**
Moreover, …	for instance
Furthermore, …	for example
What's more, …	such as
Additionally, …	like

4 Rewrite the sentences using a suitable expression from the Phrasebook. Sometimes there is more than one correct answer.

1 Wind turbines and solar panels can help to reduce greenhouse gas emissions.
Both wind turbines and solar panels can help to reduce greenhouse gas emissions.
2 Oceans, lakes and rivers are affected by plastic pollution.
3 Many types of animals are killed as a result of farming and the use of chemicals. This problem mostly concerns insects and birds.
4 Everybody knows that deforestation puts the lives of animals and plants in danger.
5 It's a well-known fact that people need to reduce water pollution.
6 I'm worried that people travel by cars or planes too much causing air pollution. I find it really scary that everyone uses plastic bottles or bags which end up in the ocean.
7 People have the biggest impact on the natural environment. They pollute the air and cut down forests.
8 Last year, the quality of air in my town went down. The quality of water in the river got worse too.

5 Work in pairs. You are going to present your opening statements for a debate about recycling waste. Read and follow the instructions below.

People should pay fines for not recycling waste.

- Read the topic of the debate above. Decide if you're going to agree or disagree.
- Make notes about the arguments you want to make in your opening statement.
- Think of at least two linking words you can include.

6 Work in pairs. Practise your opening statement for a debate. Use the notes you made in Ex 4.

7 Present your opening statements with another pair to the class. Ask everyone to listen and write down all the linking words you have used.

8 REFLECT Work in groups of four. Answer the questions.

1 Did you present your arguments clearly?
2 Did you connect your ideas with linking words?
3 Which phrases from the Phrasebook did you use?

An opinion essay

1 Look at the photo. Why are these young people protesting? What do you think they want to achieve?



2 Read the essay. What examples of one person's eco-friendly behaviour does the author give?

One person can't fight climate change

1 **It goes without saying** that climate change has been a hot issue for quite some time. There are worldwide environmental campaigns and protests. Governments discuss what can be done while industries take steps to reduce the impact they have on the environment. Global actions bring noticeable results, but does it matter what a single person does? **In my view**, an individual won't stop climate change, but when each of us does even a small thing to protect the environment, it'll make a difference.

2 **Firstly, I'm convinced** our diet has an impact on climate. To reduce greenhouse gas emissions, we can limit the amount of meat we eat. We could also choose local products that haven't travelled for thousands of kilometres polluting the atmosphere.

3 **Secondly, it seems obvious to me** that we could slow down global warming if we travelled in more sustainable ways. Why don't we go to school by bike instead of driving or asking someone to give us a lift? **Additionally**, when planning a holiday, let's avoid flying and choose a destination we can get to by train.

4 **On the other hand**, we have to accept the fact that our effort won't be as effective as what big companies or governments do. Individual actions are just a drop in the ocean. Much more is needed to save our planet.

5 **All things considered, I believe** one person can't fight climate change, but thousands of individuals can. **Having said that, I'm certain** that everything you do counts, so order a veggie burger and ride your bike to school tomorrow!

3 Read the essay again. In which paragraph does the author …
1 give arguments supporting what they think?
2 present a general situation?
3 present arguments opposed to their own opinion?
4 sum up different arguments and repeat their opinion?
5 express their opinion for the first time?

4 Read the Phrasebook. Complete the list with the phrases in **bold** from the essay.

PHRASEBOOK Opinion essays

Giving opinions
In my opinion, …
From my point of view, …
It seems to me …
1 _____ 2 _____ 3 _____
4 _____ 5 _____

Presenting a general situation
It's generally seen …
6 _____

Giving arguments
First of all, …
Moreover, …
Furthermore, …
Similarly, …
7 _____ 8 _____ 9 _____

Introducing contrasting arguments
However, …
10 _____ 11 _____

Summing up
On balance, …
To sum up, …
All in all, …
On the whole, …
12 _____

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.

5 Read the strategy. Work in pairs or small groups. Choose one of the topics below and brainstorm at least seven different arguments connected with it. Write them down.
- The use of plastic bottles should be banned.
- All nuclear power stations should be closed down.
- All schools should have solar panels.
- A sustainable lifestyle is more expensive than traditional ways of living.

6 Using the list of arguments you wrote down in Ex 5, make a plan of your opinion essay. Answer the questions.
1 What facts and information will you give in the introduction? What will be your opinion on this topic?
2 What will be your first argument supporting your opinion?
3 What other arguments can you give?
4 How can this topic be seen differently? What are the opposing arguments?
5 What will you say in the conclusion?

7 Write your opinion essay. Use the notes you made in Ex 5 and 6.

8 **CHECK YOUR WORK** Did you …
- follow the plan: introduction, supporting arguments, opposing arguments and summing up?
- include relevant vocabulary?
- include phrases for writing essays?
- check spelling, grammar and punctuation?

Grammar

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

1 We _____ (fly) to Venezuela in June. We want to see the world's highest waterfall, Angel Falls.
2 I _____ (travel) more when I _____ (be) older.
3 Our school _____ (install and use) solar panels.
4 I think you _____ (enjoy) the guided tour of Cambridge.
5 I _____ (let) you know as soon as Liam _____ (decide) what he wants to do.
6 Daria _____ (visit) her friends this weekend.
7 Don't worry! If you don't find any books about global warming, come to me. I _____ (lend) you one!

2 Write future continuous or future perfect sentences.

1 this time next week / I / have latte / in a café / by the sea
2 by 2032 / they / build / a new park / by the lake
3 in two years / my family / use / mostly solar energy
4 I / visit / ten European capitals / by next May
5 all newspapers / publish / articles / about the new nuclear power station / by tomorrow morning
6 by the end of October / Martha / do / a mountain guide course
7 what / you / do / all through summer next year / ?

Vocabulary

3 Complete the sentences. The first letters of the words have been given.

1 The African g_____, called savannahs, are the home of animals such as cheetahs, lions and giraffes.
2 To explore underground c_____ you need to wear a helmet and carry necessary equipment, such as some light sources.
3 Denise used to sit at the e_____ of the c_____ and look at the ocean.
4 Saint-Tropez is a city on the south c_____ of France.
5 During our last holiday in South Africa, we took a road trip along the Garden Route and a_____ the l_____.
6 The village is located in the v_____ and it's s_____ by the Alps.
7 In my opinion, you can get the most b_____ v_____ of New York City from the Empire State Building.

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

environmental problems global warming
have an impact on natural resources
pollute power station recycle waste
renewable energy sustainable

1 In the last five years, a lot of companies wanted to reduce expenses and switched to _____, using mostly solar panels.
2 The major _____ we are facing now are climate change and pollution.
3 The government is considering whether to build a new nuclear _____. It would produce more energy than a coal-based station.
4 The new law will definitely _____ reducing deforestation.
5 I usually buy organic vegetables because eco-farming doesn't _____ the environment.
6 If you want your shopping for clothes to be more _____, choose second-hand shops.
7 This website provides information on what and how to _____, for example, it says that most receipts should be put in the general rubbish.

Cumulative review

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

Hi Caitlin,
What [1]___ on Friday evening? If you don't have any plans, maybe we could go to station concert on the beach together. It [2]___ at 6 p.m. I know our school band The Crazy Five [3]___, but I'm not sure who else.
It's going to be a big event, I think. During the concert they [4]___ money to help build a new bike path. The path will go along edge of the [5]___ and through the [6]___ area near the waterfall. I heard about it from Luna who is a member of the [7]___ group Go Green at our school. Luna says this bike path will be amazing, fully [8]___ and made from [9]___ – plastic, actually. Isn't it great? On the town website it says they [10]___ the first part of the bike path by May next year.
I've already told Luna I'm coming, and I hope you'll be there too. [11]___ me as soon as you [12]___ this email?
Leyla

1	A do you do	B are you doing	C will you have done
2	A is starting	B is going to start	C starts
3	A will have played	B will be playing	C plays
4	A will be collecting	B are collecting	C collect
5	A caves	B coast	C cliffs
6	A stream	B scenery	C woodland
7	A global	B environmental	C renewable
8	A sustainable	B solar	C deforestation
9	A recycled waste	B greenhouse gas	C nuclear energy
10	A will have built	B are going to build	C will be building
11	A Are you calling	B Do you call	C Will you call
12	A will have read	B read	C will read

Think & share

6 Answer the questions.

1 What places of natural beauty are there in the area where you live? Are they a popular travel destination?
2 Imagine that we continue to pollute the environment. What, in your opinion, will our planet look like in 100 years?

Listening

EXAM STRATEGY

When you do a *true / false / doesn't say* task, listen carefully to what the speakers say. Don't choose an answer based on your general knowledge.

1 Read the strategy above. Then read the first question in Ex 2. Is there enough information in the extract below to answer *T* (true) or *F* (false), or is the answer *DS* (doesn't say)?

> Today, we're talking to writer Paola Sanchez, from Argentina. Welcome Paola! You've written two novels which have been very successful globally, and you also write articles for newspapers and magazines in your own country.

2 2.10 Listen, and for each statement 1–8, write *T* (true), *F* (false) or *DS* (doesn't say).

You will hear an interview with writer Paola Sanchez.

1 Paola is from Argentina, but she doesn't only write in Spanish. ___
2 Paola's new book is about the history of writing. ___
3 Cost could be one reason why people started to read ebooks. ___
4 People who use computers a lot may prefer reading a 'real' book. ___
5 The most popular electronic books are ones about crime or romance. ___
6 Paola says that people started spending more time reading books outside. ___
7 Paola thinks that printed material is more reliable than technology. ___
8 Young people buy more books than adults because they need them for school. ___

Use of English

EXAM STRATEGY

When you do a word formation task, check that your answers not only fit the gaps grammatically, but also make sense with the general meaning of the text.

3 Read the strategy above. Then look at this sentence. Which of the words formed from the word in brackets fit the gap grammatically? Which one fits the meaning of the sentence?

Volcanoes are one of the most ___ (INTEREST) natural features on Earth.

A interestingly **C** interesting
B uninteresting **D** interested

4 Use the word given in brackets to form a word that fits in each gap 1–10.

Volcanoes

When we think about the environment, we often focus on the negative impact of human activity, for example, the terrible [1]_____ (POLLUTE) that plastics and greenhouse gases cause. But thousands of years ago, people worried about another danger – and it's one that's still with us today.

Around the world, there are around 1,500 active volcanoes. Approximately 500 million people are already living [2]_____ (DANGER) close to them, but this number will rise as the global [3]_____ (POPULATE) increases. With more people in [4]_____ (COMPETE) for land, more of them will leave the countryside and move nearer these volcanoes.

In the year 79, Mount Vesuvius buried the [5]_____ (FORTUNE) people of Pompeii and the neighbouring city of Herculaneum under metres of volcanic dust. Then, there were only around 20,000 inhabitants. Today, that number is significantly [6]_____ (HIGH). About three million people live within 30 kilometres of Vesuvius, most of them in the city of Naples. Mexico City has a population of over 20 million people and is at a [7]_____ (DISTANT) of only 70 kilometres from Popocatepetl, a volcano which has erupted at least fifteen times in the last 500 years.

Of course, technological [8]_____ (IMPROVE) are being made all the time, and experts are constantly recording the [9]_____ (ACTIVE) of volcanoes. But despite our advanced [10]_____ (SCIENCE) knowledge, it is still extremely difficult to predict when a volcano will next erupt and how great the threat to human life will be.

Reading

EXAM STRATEGY

After you choose an answer in a multiple-choice task, look at the other options again and think about *why* they are incorrect.

5 Read the strategy above and then read the exam task in Ex 6. Read the first paragraph and the first question. Choose an answer and decide why the other options are incorrect. Compare ideas with a partner.

6 Read the article about stories of survival. For each question 1–5, choose the correct answer: A, B, C or D.

Survival stories

Stories about survival in difficult conditions have always been popular in books and films. One of the earliest and most famous novels on this theme was *Robinson Crusoe*, written in 1719. The title character spends nearly 30 years alone on a remote island off the coast of Venezuela after his ship is wrecked. The book is written as a diary of

Robinson's struggles to survive. Some readers believed that it was a true story, and the book is often regarded as the beginning of 'realistic' fiction.

Nearly a century later, Johann David Wyss wrote *The Swiss Family Robinson*. In this novel, four children and their parents are sailing to Australia when they run into a terrible storm. They manage to make their way to a desert island where they spend the next ten years. The story was made into a film twice, once in 1940 and again 20 years later.

Two hundred and fifty years after the publication of *Robinson Crusoe*, cinema gave the story a science-fiction makeover. The 1960s was the age of space exploration and director Byron Haskin moved the action accordingly for his film *Robinson Crusoe on Mars*. Astronaut Kit Draper and his companion Dan McReady are forced to land on Mars, but McReady dies, leaving Kit as the first human living on another planet. Most of the outside locations were shot in Death Valley, California, and like the earlier film, *Swiss Family Robinson*, Haskin's film was praised for its breathtaking special effects.

More recently, Hollywood actor Matt Damon starred in *The Martian*. The story is set in the future, when a space mission to Mars is hit by a huge dust storm. Damon plays scientist Mark Watney. Mark is injured, and the crew leave him behind, believing he is dead. The similarities to the plot of Robinson Crusoe are obvious: Watney struggles to survive in an alien world, having no contact with Earth in the beginning, and his only chance of rescue seems to be the next mission to Mars in four years' time. His situation seems worse than Crusoe's. He is surrounded not by the familiar natural features of the sky, sea, plants and trees, but by the red surface and rocky horizons of Mars. But Watney survives by working with his environment. His extreme happiness at seeing new leaves emerge from the potatoes he grows as food confirms that survival sometimes depends on the smallest things.

1 The main character in the book *Robinson Crusoe*
- **A** was in fact a real person.
- **B** becomes a well-known author.
- **C** explains how he manages to stay alive.
- **D** was a sailor from Venezuela.

2 *The Swiss Family Robinson*
- **A** is about an Australian family's survival.
- **B** was originally a film before it was a book.
- **C** features some extremely bad weather.
- **D** was written about the same time as *Robinson Crusoe*.

3 Byron Haskin's film takes place
- **A** in outer space.
- **B** on the same island as the novel it was based on.
- **C** in Death Valley, California.
- **D** 250 years into our future.

4 Matt Damon's character in *The Martian*
- **A** is worried about meeting aliens.
- **B** has no one else to communicate with at first.
- **C** thinks everyone else on the mission has died.
- **D** is inspired by the story of *Robinson Crusoe*.

5 One reason why Mark Watney survives is that
- **A** he has been to Mars once before.
- **B** Mars reminds him of the planet Earth.
- **C** he discovers some plants as a source of food.
- **D** he can take advantage of the conditions on Mars.

Speaking

EXAM STRATEGY

When you compare two photos, you should talk about their similarities and differences and any advantages and disadvantages they show.

7 Read the strategy above. Then look at the sentences below. Do they describe a similarity, difference, advantage or disadvantage?
1. Both photos show children learning.
2. In the first photo, the children are learning outside rather than in a classroom.
3. The children probably find it more interesting to be outside.
4. The subject the photos have in common is education.
5. It may be more difficult for the children to concentrate outside a classroom.

8 Work in pairs. Look at the two photographs of children learning. Compare the two photographs and say how you think the children feel about learning in these situations.





Writing

EXAM STRATEGY

Plan your writing by making notes about each point in the exam task. Think of an example for each point.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes about each point and think of an example for each one.

10 Write a review of a film or book about the environment. Include the following information:
- a description of its main themes
- what it says about the environment
- your general opinion of the film or book
- whether you would recommend it to other people, and why

3

VOCABULARY
Illnesses and injuries
Treatments

GRAMMAR
Question forms
Talking about ability

LISTENING
A podcast about healthy living

READING
A magazine article about the history of pandemics

GLOBAL SKILLS
Managing your emotions

SPEAKING
Role-play at the pharmacy

WRITING
Instructions

VISION 360
Healthy living

VOCABULARY BOOSTER P122
GRAMMAR BOOSTER P136–138

Get well soon



Illnesses and injuries

1 Work in pairs. Discuss the questions.

1 How do you feel today?
2 What do you do to stay healthy?

2 3.01 Watch or listen. Choose the correct alternative to complete the summary.

George and Alicia want to find out if [1]**their friends** / **people in their town** are [2]**happy** / **healthy**. The people they talk to have [3]**serious** / **small** problems.

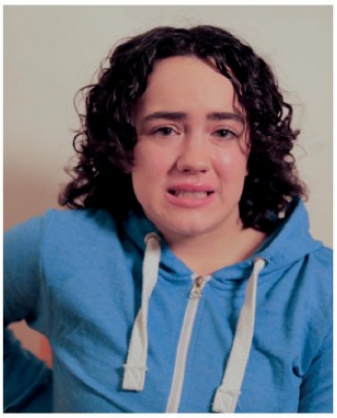
3 VOCABULARY Match the words below to pictures 1–12.

a backache a burn a cough a cut a fever
a heart attack a mosquito bite a sore throat
an infection get a cold get out of breath the flu



4 3.01 Watch or listen again. Answer the questions.





1 What illness does James have?
2 What are James's symptoms?
3 What illness does Becky have?
4 Why should Becky be in bed?

5 Complete these sentences with words and phrases in Ex 3.

1 I often _____ after I've been running or walking up a lot of stairs.
2 My dad got a bad _____ on his hand after chopping vegetables with a sharp knife.
3 People who don't exercise, smoke and live stressful lives are at greater risk of having a _____.
4 My cousin got a nasty _____ on his hand when he picked up a hot metal frying pan.
5 If you don't cover that cut on your leg, bacteria might get in it and you could get an _____.
6 People who lift heavy objects in their jobs, like builders, often complain about a _____.
7 The flu is caused by a virus, but a _____ or high temperature can be caused by a number of different things.

6 REAL ENGLISH Choose the correct meaning (A or B) of the phrases in **bold**.

1 **Hang on a sec**. I've got an idea.
A Wait a moment.
B We can leave in a moment.
2 **How come?**
A How have you got here?
B How is this possible?
3 **To cut a long story short**, I was out for a run this morning …
A To summarise
B I'll explain
4 Apart from that, **I'm epic**, thanks mate.
A I'm very well.
B I'm exhausted.
5 OK, **a bit random** but could work.
A It's not a good idea.
B It's strange.

7 3.02 Listen and repeat the phrases from the vlog.

8 Complete the First-aid quiz with the missing words. Don't answer the questions yet.

9 Work in pairs. Ask the questions and give answers to complete the quiz.

First-aid quiz

1 How can you tell if someone might be having a heart [1] _____?
A They [2] _____ out of breath and have chest pains.
B They have a cough and back [3] _____.

2 A child put his arm in a fire and has a bad [4] _____. What do you do?
A Put ice on it.
B Put the arm under cool running water.

3 Your sister has a bad cough and a [5] _____ throat. What should she do?
A Drink plenty of warm water with lemon and honey.
B Drink milk.

4 Your friend got a bad cut when he fell off his bike. He now has a fever and a lot of pain where the cut is. What do you think is wrong?
A He may have the flu and should stay at home.
B He may have an [6] _____ and should see a doctor.

5 What is the best way to treat a mosquito [7] _____?
A Put salt water on it.
B Put ice or cream on it.

6 Tom's got a fever, a cough and feels weak. What could be the problem?
A He's got [8] _____ and should stay at home.
B He's having a heart attack and needs to go to hospital.

7 Your dad has a backache after doing the gardening. What advice would you give him?
A Stay in bed and don't move.
B Move around and try and do a little exercise.

8 What advice would you give to someone who's been feeling unwell for a few weeks?
A Take a holiday and you'll soon feel better.
B Go to the doctor as soon as possible.



10 Check your answers on page 151. How did you do? Did any answers surprise you? Have you learned anything new?

11 THINK & SHARE Work in groups. Tell each other what you or your family do when you have the problems below.

- a sore throat
- a bad cut
- a burn
- the flu
- a cough
- a mosquito bite

Question forms

1 There is a saying that 'laughter is the best medicine'. What do you think that means?

2 Alicia and George asked their friends for their favourite medical jokes. Read their jokes. Which one do you think is the funniest?



[a] **'Where are you going?** [b] **Who told you to leave?'** a mother asks her son as he runs out of hospital before his operation.

'I heard the nurse say, "Don't worry – it's an easy operation. You'll be fine."'

[c] **'What are you scared about?** She was just trying to relax you.'

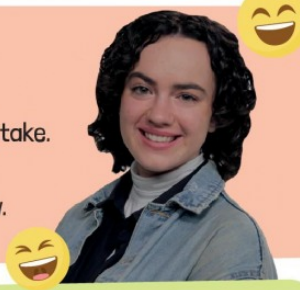
'She wasn't talking to me. She was talking to the doctor!'

'Doctor, I need your help.'

[d] **'What happened?'**

'My husband swallowed an Aspirin by mistake. [e] **Can you tell me what we should do?'**

'Well, you should give him a headache now. That should help.'





A woman goes to the doctor with a broken arm.

[f] **'Have you any idea if I'll be able to play the violin after I've recovered?'** she asks.

'Yes, of course,' he replies.

'That's amazing. I could never play it before!'

3 Read and complete the rules with examples from the **bold** questions a–f in the jokes.

Question forms

Grammar animation

1 If the question word is the **object** of a question, we use the question form of the verb.

Who did the mosquito bite? (It bit my sister.) _____

2 If the question word is the **subject** of a question, we use the normal affirmative verbs form.

What bit your sister? (A mosquito bit her.) _____

3 We use **indirect questions** when we want to be more polite. We often use them with people we don't know.

Can you tell me what the problem is? _____

4 For *yes/no* questions, we use *if* or *whether* instead of the question word.

Do you know if the doctor is busy? _____

5 When the question word goes with a preposition, we usually put the preposition at the end of the question.

Who did you go with? _____

GRAMMAR BOOSTER P136

4 Complete the questions with *who*, *which*, *what* or *if* and the correct form of the verbs in brackets.

1 _____ to the doctor about? (you / talk)
2 _____ on your hand? (cause / the burn)
3 Could you tell me _____ to? (you / speak)
4 _____ the results to when they're ready? (they / send)
5 _____ better? This one or that one? (medicine / work)
6 Do you know _____ for a sore throat? (this / be / the best medicine)
7 _____ from the pharmacy? (Sam / want)
8 _____ from the last lesson? (do / the homework)

5 Write subject, object or indirect questions. Then write answers to the questions.

1 who / feel / unwell / this morning
2 what / doctor / say / about the illness
3 which medicine / you / usually take / for a cough
4 can you tell me / when / your sore throat / start
5 which students / get / the flu / last week
6 who / discover / the cure / for the disease
7 where / they / get / the virus / from

6 Work in pairs. Take turns to read out an answer to your partner. They try to guess the question you are answering.

7 Work in pairs. Take turns to ask the correct questions to find out the missing information in the sentences. Then invent your own answers.

1 I first had a fever _____ ago.
A When did you first have a fever?
B Three days ago.
2 _____ told me to stay at home for two days.
3 I have to take these tablets three times a day for _____ days.
4 I got this cut while _____ in the park yesterday.
5 I don't want to go to hospital because _____.
6 There were two bottles of medicine. I took the one that _____.
7 _____ happened in West Street at about 6 p.m.
8 I've had a sore throat since _____.

8 Write subject, object or indirect questions to ask your partner …

- what they do to stay healthy.
- when they last had a fever.
- who looks after them when they are ill.
- if they know any good jokes.

9 THINK & SHARE Work in pairs. Ask and answer each other's questions.



Health foods?

1 Look at the photo. What foods and drinks can you see? How healthy do you think they are? Explain your answer.

2 Work in pairs. Do you know the meaning of the phrasal verbs below? Which verbs have one clear meaning? Which have more than one meaning?

get on hang on look around wake up

STRATEGY Recognising a range of phrasal verbs

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.

3 VOCABULARY Read the strategy. Then look at the phrasal verbs below. Which ones do you recognise?

cut down depend on get across go ahead
go on keep on put on work out

4 3.03 Listen to four short conversations that each contain two phrasal verbs. Then choose the correct meaning of the phrasal verbs in the conversations.

1 cut down
A reduce B make something fall down
2 keep on
A hold B continue
3 put on
A wear clothes B become heavier
4 work out
A train the body B find the answer to something
5 depend on
A influenced or affected by B rely on
6 get across
A move towards B succeed in communicating
7 go ahead
A start to do something B move in front of someone
8 go on
A talk about something for a long time
B start talking about something

5 3.04 Listen to a podcast about healthy living. Circle the foods and drinks that they talk about.

avocado coffee fruit smoothie
fruit juice milk tea water

6 3.04 Listen again and choose the correct answer: A, B or C.

1 It is true to say …
A you need to drink two litres of water a day.
B you can only get water from drinking.
C we all need different amounts of water to stay healthy.
2 Drinking tea and coffee …
A doesn't count towards your water consumption.
B may be healthier than eating fruit and vegetables.
C can be a good way of getting water.
3 Caffeine can …
A reduce your chances of having a heart attack.
B increase your blood pressure.
C reduce your blood pressure.
4 Avocados are …
A the best thing to eat to protect your heart.
B high in calories and can make you fatter.
C best eaten at breakfast.
5 Fruit smoothies contain …
A a natural and healthy form of sugar.
B less sugar than apples and bananas.
C more sugar than some fizzy drinks.

7 Work in pairs. Discuss the questions about the podcast.

1 What foods can we get a lot of water from?
2 Why is caffeine the main reason people drink coffee?
3 What does Magda say everyone is talking about? Why do you think this is?
4 How many calories are in an avocado?
5 What fact surprises Magda about smoothies? Were you surprised by this as well?

PRONUNCIATION Weak forms

When we speak fast, we often make some words sound weak. Weak words are not stressed and are usually words which are not important for the main content, like articles, prepositions or contracted forms.

8 PRONUNCIATION 3.05 Read the pronunciation box. Listen to the sentences from the podcast. Underline the weak sounds in the sentences. Then listen again and repeat.

1 I wouldn't drink more than a few cups a day.
2 I don't think that's a good idea.
3 I really want to get this across to your listeners.
4 Try eating an apple or a banana instead.

9 THINK & SHARE Work in groups. Discuss the questions.

a How healthy do you think your diet is?
b Is there anything you think you need to eat more or less of?
c Do you think it's more important to eat a healthy diet or to do regular exercise? Why?

Getting better

1 Look at the photos. How do you think these things can help you improve your health or when you are unwell?



2 Read the text about some natural health remedies and check your answer to Ex 1.

Who needs pills?

As everyone knows, it's important to keep in shape and take care of your physical and mental health in order to stay free of health problems and avoid the need for surgery later in life. But before you go to the doctor for a minor health problem or ache, why not consider trying a natural treatment?

Do you ever get car sickness? Instead of taking a tablet, you could try eating some olives or sucking on a lemon. They both dry out your mouth and can prevent you from feeling sick.

Got a cough? Instead of getting a prescription for some medicine, take some honey. It won't cure the disease that is causing the cough, but it's just as effective as a number of expensive medicines in treating the symptoms of a cough, like a sore throat, and it's totally natural.

If you're suffering from various aches and pains, instead of going for a check-up or even a blood test, you could take up yoga. It can really help to increase the flow of blood through the body, which may help you recover faster.

Finally, the next time you think you need to take some vitamins, walk past the chemist's and towards the greengrocer's instead. You'll get much more benefit from eating lots of fresh fruit and vegetables. And if you also drink plenty of green tea, you could protect yourself from heart attacks and other diseases.

3 Read the text again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.

1 Sucking on a lemon will make your mouth dry.
2 Honey protects you against getting a cough.
3 Yoga can make you feel better when you have pain.
4 Green tea contains lots of vitamins.

4 VOCABULARY Check the meaning of the highlighted words and phrases in the text. Then match the phrases to the definitions.

1 stay fit and healthy
2 have an appointment with a doctor to examine your health
3 get a piece of paper from a doctor that says the type of medicine you need
4 make someone with an illness healthy again
5 when a doctor cuts open someone's body to remove or repair something
6 something natural that is done to someone to make them feel better
7 give medical care to someone
8 a change in the body that shows you are unwell
9 get well again after being ill
10 when doctors check your blood to see if you have a disease
11 how you feel in your mind
12 eat things that help keep the body healthy

5 THINK & SHARE What natural treatments do you and your family use to treat or cure health problems?

6 Complete the unusual medical statements with the words below. There are two words that you do not need.

blood test cure check-up prescription
recover surgery treat vitamin

1 There is more _____ C in a potato than there is in a lemon.
2 In 2020, Martin Newbonce of Kansas City, USA, became the first man to have _____ to remove and replace his head after he was badly injured in a car accident.
3 Eating yoghurt can _____ bad breath because the natural good bacteria in the yoghurt can kill the bad bacteria in your mouth.
4 When 23-year-old Nina Mariani had a routine _____ in 2015, doctors were shocked to find it contained 15% Coca-Cola. Ms Mariani had drunk nothing but the fizzy drink for the last fifteen years.
5 In Singapore, the only way to buy chewing gum is by getting a _____ from your doctor.
6 A popular _____ for anxiety in the 18th century was for a patient to hold a snake for an hour.

7 Work in pairs. Discuss which statements in Ex 6 you think are real and which you think are not. Why?

8 Work in pairs. Find out some more unusual medical facts about …

- natural treatments.
- surgery.
- prescriptions.
- symptoms.

Then write two true sentences and one false one. Can another pair guess which is false?

Talking about ability

1 Describe the pictures of a 19th-century hospital and a modern hospital below. What do you think the main differences were for patients?

2 Read the text. What two problems does it mention about hospitals in the 19th century?



To really understand what doctors and scientists have been able to achieve in the world of medicine over the last 150 years, try to imagine what being a patient in hospital was like in the 1850s. There were no ways to scan or photograph the inside of a body. The only way doctors could do this was by picking up a knife. Even then, they couldn't give you an anaesthetic before surgery because they hadn't been invented. Instead, patients could feel, see and hear everything that was happening to them. Imagine that!

Infections were also a big problem, and around 50% of patients who had surgery didn't survive as no one knew what bacteria was. It was Louis Pasteur who changed that in 1861 when he managed to prove that bacteria caused disease.

These days medical science is amazing. Doctors can scan your entire body and give you detailed blood tests to see what the problem is. They can also use artificial intelligence to check symptoms to see if patients have a number of diseases. And soon, they hope to be able to use this technique to identify many different conditions.

What else will they be able to do in the future? Perhaps they'll even be able to cure the common cold!

anaesthetic – a drug that makes a person unable to feel pain

3 Read the text again and underline the phrases that talk about ability. Then match them to the rules 1–4.

Talking about ability

Grammar animation

In the past

1 We use *could* to talk about general ability.

2 We use *was able to do*, *managed to do* and *succeeded in doing* to talk about ability at a specific time.

In the present

3 We use *can* / *can't* to talk about ability.

In the future

4 We use *will* / *won't be able to* to talk about ability. We don't say *will can*.

GRAMMAR BOOSTER P137

4 Complete the dialogue with the words and phrases below.

can (x2) couldn't did you manage to have you been able to haven't been able to 'll be able to not being able to

Jaco [1]_____ go to the chemist's yet?

Sana No, but I [2]_____ go this afternoon. How are you feeling today?

Jaco A bit better. I [3]_____ speak very well yesterday because of the sore throat, but I [4]_____ today.

Sana [5]_____ do any exercise yesterday?

Jaco No, I [6]_____ do anything for the last five days. You know how much I love running. I can't stand [7]_____ do anything.

Sana I'm sure you [8]_____ start being more active soon.

Jaco I hope so.

5 Complete the second sentence with a phrase to talk about ability so that it means the same as the first. Use between three and six words including the word in **bold**.

1 Alex was ill, but he still went to school. **managed**
Although Alex was ill, he managed to go to school.

2 In 2050, scientists think they will know how to grow replacement body parts in laboratories. **able**
In 2050, scientists believe they _____ replacement body parts in laboratories.

3 My grandmother is happy that she can play tennis. **enjoys**
My grandmother _____ tennis.

4 Right now, scientists don't know how to cure a number of serious diseases. **succeeded**
Scientists _____ curing a number of serious diseases yet.

5 I smelled something burning when I arrived home last night. **smell**
When we arrived home, I thought _____ something burning.

6 I'm afraid I'm not free for your party on Friday. **go**
I'm afraid I _____ to your party on Friday.

6 3.08 Listen to a podcast about recent medical achievements. Write the summary sentences using the prompts and phrases to talk about ability.

1 scientists in the USA / make / artificial arm
2 Patients / move / the arm / with thoughts
3 scientists / print / hearts, skin and teeth
4 they / not use / on real patients
5 smoking ban / improve / health of millions
6 in the UK / we / see / a reduction in smokers

7 Work in pairs. Think about and discuss …

- two things science could do 50 years ago.
- two things science couldn't do 50 years ago that it can do now.
- something that science has managed to achieve in the last 20 years.
- something that science hasn't succeeded in doing yet.
- something you think science will be able to achieve in the future.

Outbreaks

1 Work in pairs. Describe the main photo on the page and answer the questions.

1 Why do you think the people are wearing masks?
2 What do you think they are doing?
3 Why do you think they are doing it?

2 3.09 Read the article quickly. Ignore any words you do not know. Put the pandemics in the order that they happened.

___ the first bubonic plague
___ the 1918 flu
___ the Peloponnesian pandemic
___ swine flu
___ the Black Death

STRATEGY Dealing with unknown words

You will often find unknown words in a text. To help you work out the meaning of a new word, ask yourself the following questions:

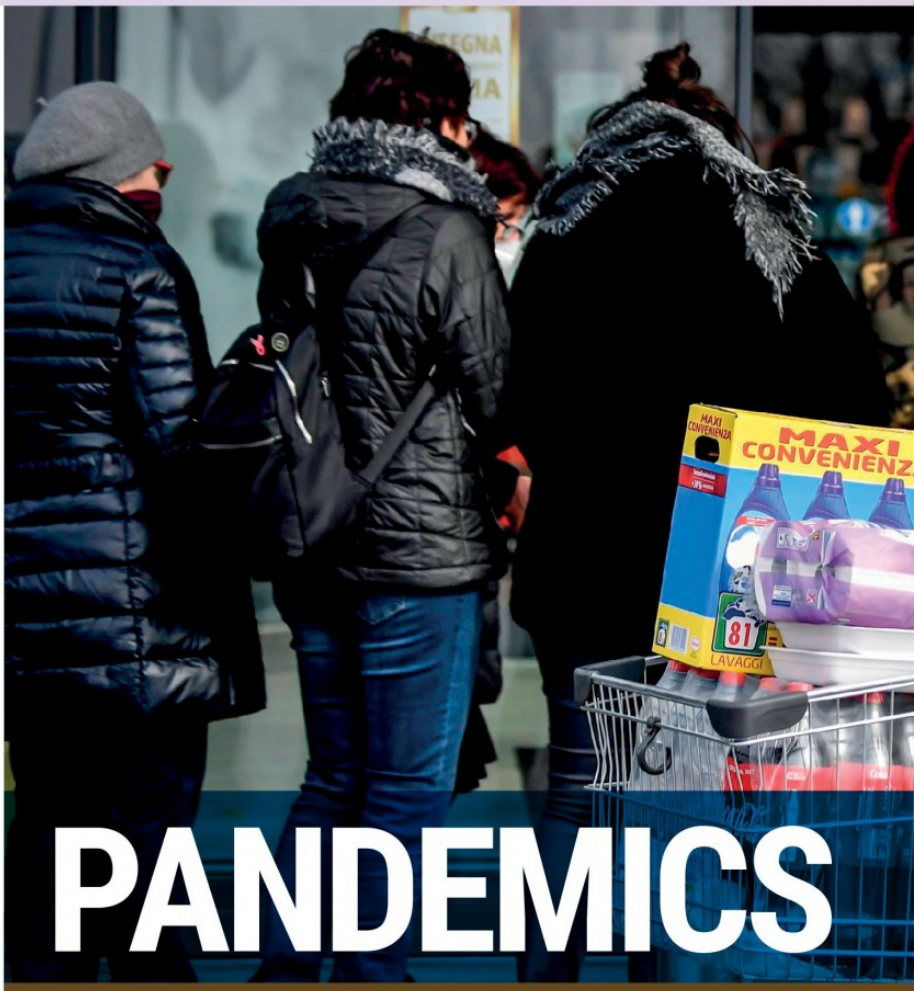
- What type of word is it? (noun, adjective, etc.)
- Is the word similar to another word I know?
- Does it sound similar to a word in my language?
- What context is the word used in? What is the sentence about?

3 Read the strategy. In pairs, answer the questions in the strategy about the words in **bold** below. Then write a definition of each word.

1 People returning from the region where the disease was widespread were placed in **quarantine** in a government hotel for two weeks.
2 Mass **troop** movements during the war caused the disease to spread faster.
3 This situation may sound **far-fetched**, but many experts believe it could happen.
4 **Transmission** of the virus between people can take place before symptoms occur.
5 Several scientists **advocate** the wearing of masks and gloves to prevent infection.

4 VOCABULARY Read the article again and try to work out the meaning of the highlighted words. Then check your answers in pairs.

bubonic plague – a dangerous disease that causes high temperature and usually death
communicable – can be passed on to other people
Peloponnesian – referring to a region in southern Greece
swine – pigs



PANDEMICS through the ages

When the coronavirus disease spread around the world in 2020, it affected almost every country, and changed the way billions of people lived their lives. But it wasn't the first time a disease caused so many problems across the world.

Communicable diseases have been around for as long as humans. But it wasn't until we began to reside in large numbers in communities that epidemics appeared. And once people started building cities, fighting wars and trading, it became much easier for diseases to spread.

A pandemic is an epidemic that has spread across many countries. The first recorded example happened during the Peloponnesian War in 430 BCE, when the Spartan army brought the disease from North Africa all the way to Athens. The population of the city was decimated, but because of the virulence of the disease, people died quickly, which stopped them from spreading it further.

One of the most terrifying pandemics in history is the bubonic plague. It causes fever, headaches and vomiting, and can kill a person within ten days. It is carried by rats and spread by the fleas that live on them, which could explain why it has been so hard to contain. It first appeared in Egypt in the 6th century, and over the next 200 years it killed around a quarter of the world's population. It returned in 1331, renamed the Black Death, and over the next 22 years killed around 75 million people worldwide. The bubonic plague returned many times since then, and in fact, still exists today, but thanks to medical science, it can be quickly treated with antibiotics.



The 20th century saw a number of extremely contagious flu pandemics. In 1918 and 1919, a dangerous virus known now as the '1918 flu' infected around a third of the world's population and killed at least 50 million people, while another flu pandemic killed about a million people in 1957. And then in 2009, a virus called 'swine flu' was responsible for another half a million deaths.

Because we all live in a world that is more connected than ever before, we may have to live with the presence of pandemic viruses for years to come. But as technology continues to improve and medical science makes more progress, we can cope much better with an outbreak of a disease. Nowadays, we can test people and identify who has a disease very quickly and stop them from spreading it. We can communicate advice on how to prevent infection to large numbers of people instantly, and over time vaccinate populations at risk. But as COVID-19 has shown the world, we must ensure that we are always prepared.

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

1 The first epidemics occurred when …
- **A** people lived in close proximity.
- **B** wars killed many people.
- **C** people spent more time with their neighbours.

2 The Peloponnesian pandemic …
- **A** destroyed the ancient city of Athens.
- **B** soon lost its power and died out.
- **C** didn't spread further because of the speed at which it killed people.

3 The bubonic plague was difficult to contain because …
- **A** it is transmitted by insects.
- **B** it never really went away.
- **C** it can be deadly very quickly.

4 According to the article, flu pandemics can be very dangerous because …
- **A** the viruses are extremely powerful.
- **B** they occur regularly.
- **C** the viruses are easy to catch.

5 The writer believes that medical science …
- **A** can't keep up with modern-day pandemics.
- **B** is more able to deal with a pandemic than before.
- **C** hasn't developed as quickly as other technologies.

6 Discuss the questions.

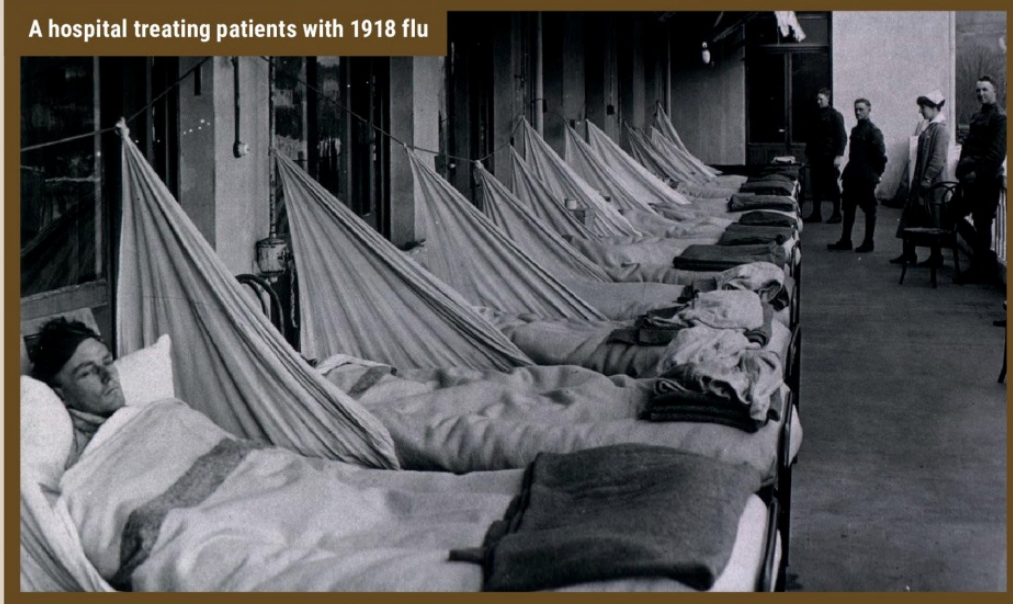
1 How did COVID-19 change the way you live your life? Talk about …
- going to school.
- meeting friends and family.
- keeping fit.
- doing free-time activities.

2 Which of the changes did you find the hardest? Which did you enjoy? Which changes have been permanent?

3 Can you think of any positive outcomes from the coronavirus disease?

4 What do you think is the biggest threat facing humanity today?

A hospital treating patients with 1918 flu



Understand and discuss how to manage your emotions.

Managing your emotions

1 Look at the emotions below. Can you think of a situation from a film or TV show when a character has experienced these emotions? What happened?

amused anger/angry anxious delighted excitement/excited grateful jealous lonely regretful sadness/sad worried

2 Choose three emotions from Ex 1 and think of some situations that make people feel that way. For each of the three emotions, complete the following sentence on a piece of paper. Then give the paper to your teacher.

When [something happens], people are [emotion] …

When it's sunny, people are delighted.

3 Listen to your teacher reading out some of the class's sentences. Do you agree or disagree with them? Why?

4 Work in pairs. Discuss the questions about the connection between our emotions and our health. Then read the article and check your answers.

What physical problems or benefits do you think are connected to …

1 arguing?
2 anger?
3 loneliness?
4 jealousy?
5 joy and happiness?
6 laughter?

Health news



A healthy body starts with a healthy mind

The more scientific research is done into the relationship between body and mind, the more we realise that our emotions really have a big influence on our physical health.

Did you know that chemicals in the body that are released when you argue are linked to arthritis and cancer? And people who feel a lot of anger when something bad happens have a higher risk of having a heart attack? And it isn't just arguing. If you feel sad or lonely, you may experience more aches and pains, while regular feelings of jealousy, especially in a relationship, can increase your anxiety and weaken your immune system, so you may get more coughs and colds.

On the other hand, people who are generally more cheerful and experience more joy and happiness in their lives may actually have stronger immune systems and suffer from fewer aches and pains. And how about this: laughing regularly can reduce the risk of a heart attack. I knew that watching all those repeats of *The Simpsons* was doing me good!

5 MEDIATION 3.10 You are going to hear a psychologist's presentation about how we can manage our emotions. Your friend cannot go to the presentation and has asked you to take notes so they know what it was about. Complete the notes with one word in each gap.

How to manage our emotions

Self-blame: believing I'm [1]_____ for an accident

Blaming [2]_____: believing someone else is responsible

Accepting what has happened can help us feel [3]_____ more quickly and naming our [4]_____ can give us more control over them.

Over-thinking: having [5]_____ thoughts about something

[6]_____ refocusing helps us think about happier thoughts and experiences instead.

Refocus on planning: making [7]_____ for the future.

6 3.11 Listen to two students talking about one of the situations below. Which situation are they discussing, A or B? Which of the psychologist's strategies do they use to manage their emotions?

A You've lost your ticket to a music festival that is happening after your exams finish next week. It came in the post last week, but you can't find it anywhere. All your friends are going, but tickets have now sold out.

B You've lost your phone at a music festival. You use it for everything, and now you can't contact your friends and family, take photos or find your way around.

7 Look at the other situation in Ex 6. Write down all of the emotions you might experience if it happened to you.

8 Work in pairs. Discuss the emotions you wrote down and why you felt them. Then discuss the strategies you can use to manage these emotions.

9 THINK & SHARE Work in groups. Discuss the questions.

1 Did anything surprise you about the reading text? Why do you think our emotions are so powerfully linked to our physical health?
2 How easy do you think it is for people your age to manage their emotions in real life? Why?
3 Which of the strategies mentioned by the psychologist do you think you could use?
4 Do you know or use any other strategies to help you or other people manage emotions?

A role-play

1 Look at the words below. Which of these problems would you go to a pharmacy for? Which would you go to a doctor for? Why?

backache burn cough cut fever flu infection mosquito bite out of breath sore throat

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.

2 Look at the task below and the strategy. Make notes of the questions that you would expect a pharmacist to ask and what you need to ask.

While on holiday in London, you start to feel unwell and decide to go to a pharmacy. Have a conversation with the pharmacist and discuss …

- what the problem is.
- how long you have felt like this.
- the medicine or treatment you need.
- any medicine or treatment that you can't have for some reason (an allergy, etc.)
- how much, when and for how long to take the medicine or treatment.

3 3.12 Listen to a conversation between a student and a pharmacist. Did they ask the same questions that you noted down? Did they cover all of the points in Ex 2?

4 3.12 Complete the Phrasebook with the words below. Then listen again. Which phrases were used in the conversation?

advise afraid allergic be able to course of action happened important mean recommend repeat

PHRASEBOOK At the pharmacy

Asking for advice

Could you [1]_____ something for … ?
What would you suggest?
What would you [2]_____?

Finding out about the problem

Would I [3]_____ see … ?
Can you tell me when this [4]_____?
Do you know if you are [5]_____ to anything?

Checking understanding

What do you [6]_____ by that?
I'm [7]_____ I didn't quite catch that.
Sorry, do you think you could [8]_____ that last part?

Giving advice

May I suggest … ?
I think the best [9]_____ is …
You must …
It's really [10]_____ that you …



5 VOCABULARY Check the meaning of the words below. Which treatment did the pharmacist recommend in the listening? Match the other treatments to the illnesses and injuries they can treat.

antibiotics antihistamine bandage cough medicine cream liquids painkillers plaster throat sweets

1 a cut _____, _____
2 a cough _____, _____
3 backache _____
4 an infection _____
5 an allergy _____
6 a sore throat _____
7 the flu _____, _____

6 Read the task below. Follow the advice in the strategy and make notes of the questions both the customer and the pharmacist might ask.

While on holiday in London, you have an accident playing sport. Have a conversation with the pharmacist and discuss …

- what the injury is.
- how you did it and how it feels.
- the medicine or treatment you need.
- how much, when and how long to take the medicine or treatment.

7 Work in pairs. Take turns to be the customer and the pharmacist. Prepare the conversation. Use the Phrasebook and include some polite questions. Then perform your conversation.

8 REFLECT Discuss in pairs.

Did you …

1 prepare enough to ask and answer questions about your problem before you spoke?
2 ask for and give advice using some of the Phrasebook phrases?
3 use at least one phrase to check understanding?
4 feel confident in the task you had to do?

Instructions

1 THINK & SHARE Do you know any traditional treatments or recipes that you can make at home that can treat …

- a cough?
- a cold?
- a fever?
- an insect bite?
- a headache?

2 Read the first and second paragraphs (A and B) of the recipe for a traditional treatment and answer the questions.

1 What is the treatment for?
2 Who did the writer learn it from?
3 What are the ingredients?

A If you've got a sore throat or a cold, or are feeling achy and unwell, I'd like to recommend a wonderful tea of honey, lemon and ginger that you can make at home. I learned it from my grandmother, who used to treat her whole family with it. The ginger is warming, the lemon is a good source of vitamin C and the honey is good for your throat.

B To make this drink, you'll need about two centimetres of fresh ginger root, one lemon and one tablespoon of honey.

C [1]_____, chop or grate the ginger root into very small pieces and put it in a jug. [2]_____, pour over one cup of boiling water and leave it for about five minutes.

[3]_____ you are waiting, squeeze the juice from the lemon and pour it into a large cup or mug with the honey.

[4]_____, you need to strain the ginger tea into the mug with the honey and lemon. The best way to do this is to pour it through a sieve.

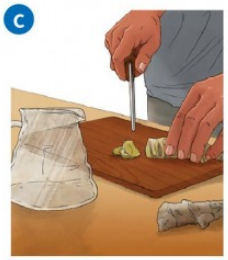
To finish, stir the tea so that the honey dissolves. This part is really important.

D [5]_____, once it's all dissolved, serve it warm and relax. You'll be feeling better very soon.

3 Quickly read the recipe in the instructions. Ignore the gaps for now. Match the different parts of the text A–D to purposes 1–4.

1 to give detailed instructions
2 to engage the reader and explain the reasons for making the recipe
3 to finish positively
4 to provide the ingredients

4 Read the recipe again. Put the pictures in the correct order to match the instructions.

a 
b 
c 
d 
e 
f 

5 Read the strategy. Then complete the gaps in the recipe with sequencing expressions from the Phrasebook.

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.

PHRASEBOOK Sequencing

Starting
First of all, …
To begin with, …
The first thing you need to do is …

Indicating the order
Next, …
After that, …
Then, …
Before …

Describing two things happening at the same time
While …
As …
Meanwhile …
At the same time as …

Ending
Finally, …
To finish, …
Lastly, …

Imperatives and infinitive of purpose

When we are writing instructions, we often use the imperative form of the verb.

Mix the water and the sugar.

It is also quite common to start a sentence with an infinitive clause of purpose.

To make it sweeter, add more sugar.

GRAMMAR BOOSTER P138

6 Read the grammar box. Then find examples of imperative verb forms and infinitive clauses of purpose in the recipe.

7 You are going to write a blog post giving instructions on how to make a traditional treatment or cure for something. In pairs, share some of the ideas you discussed in Ex 1.

8 Plan your blog post using the paragraph structure in Ex 2 and 3 and the Phrasebook.

9 Write your blog post. Use imperatives to write the instructions and include at least four or five sequencing words.

10 CHECK YOUR WORK Did you …

- begin your post in an engaging way?
- follow the paragraph structure?
- include sequencing words?
- use imperatives?

Grammar

1 Order the words to make direct or indirect questions.

1 is / the / park / happening / What / in / ?
2 think / you / I / see / Do / a / should / doctor / ?
3 you / where / tell / the / Can / pharmacy / is / me / ?
4 gave / medicine / Who / you / this / ?
5 feeling / When / she / ill / did / start / ?
6 today / you / if / the / is / know / Do / open / pharmacy / ?
7 do / usually / you / Which / see / doctor / ?

2 Complete the sentences.

1 When I was little, I _____ swim very well, but now I can.
2 Did you _____ to answer all the questions in the exam?
3 After the surgery, Lucy won't _____ go swimming for a few months.
4 Although he had a headache, Marcus _____ in finishing the race.
5 The doctors were _____ to save James's life after the accident.
6 Penny is really good with IT. She _____ fix most computer problems.
7 Laurie found not _____ play the piano after she broke her arm rather frustrating.
8 I'm really sorry but I _____ help you today because I have to visit my grandparents.

Vocabulary

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

1 The mosquito … on my leg became really painful.
A cut B infection C bite
2 Alice has got a really high …. Her temperature is 39.1 degrees.
A fever B flu C burn
3 Simran can't speak or eat very easily because he's got a really sore …
A heart. B throat. C flu.
4 I need to do more exercise. I get out of … just running to catch a bus!
A breath B heart C cough
5 Kaheem got a nasty … when he spilled boiling water on his hand.
A cut B sore C burn
6 If you think someone is having a heart …, you must phone for an ambulance immediately.
A infection B attack C ache
7 Pedro got … in the cut on his leg when he fell in the mud. He had to go to the doctor's.
A a fever B an infection C a burn
8 Toni felt … when she went for her first run in three weeks.
A out of breath B sore C sad

4 Match the sentence halves.

1 When I was ill, I got
2 There is no cure, but we can treat
3 It's really important to take care of
4 I usually take
5 Last year, I had to go for
6 My parents keep

A in shape by going swimming three times a week.
B the symptoms of your disease.
C some vitamins every day.
D a prescription from the doctor.
E your mental health.
F a blood test to check if I had any infections.

Cumulative review

5 Complete the second sentence so that it means the same as the first. Use between three and six words including the word in brackets.

1 Scientists weren't able to find a cure for the disease for many years. (didn't)
Scientists _____ a cure for the disease for many years.
2 What do you do to stay fit and healthy? (shape)
What do you do _____?
3 Does the supermarket sell paracetamol? (if)
Can you _____ paracetamol?
4 Before he joined the army, Charles saw his doctor to make sure he was fit and healthy. (for)
Before he joined the army, Charles went _____ with his doctor.
5 Who was asked to see the doctor next? (did)
Who _____ see next?
6 Did you manage to visit your friends last weekend? (able)
_____ your friends last weekend?
7 After walking up the stairs to her top-floor apartment, Zahra was breathing very quickly. (got)
Zahra _____ walking up the stairs to her top-floor apartment.
8 It took Martha about a week to feel better after her illness. (from)
Martha _____ after about a week.

Think & share

6 Answer the questions.

1 In medicine, there is a saying 'Prevention is better than cure'. What do you understand by this?
2 What do you think are the most important things you can do to stay healthy? How often do you do them?

3 VISION 360° Healthy living

Learn about being active and physical and mental health, and create an infographic.



Unit 3 360° hotspots

1 THINK & SHARE Write a list of three benefits of being active. Use the words below to help you. Compare your lists with a partner.

confidence fitness skills (e.g. balance, strength, etc.)
illness mental health mood physical health
social life studies

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Look around the basketball court. What emotions are different people showing? What other emotions do people feel when they play or watch sport?

3 ALL HOTSPOTS Explore the hotspots. In which hotspot can you find examples of the following things?

1 encouragement to keep in shape
2 a sportsperson suffering a difficult moment
3 methods for doing well at sport
4 a positive change of lifestyle
5 motivation to do well in a particular game

4 Read the article and the blog about three methods (A, B and C) for thinking like a sports professional. Which one do you think is the most successful?

THINK LIKE A WINNER!

Psychologists have discovered that we can help ourselves do better when we face a challenge. Forty-four thousand people took part in a study on motivation to find out which method worked best. The participants used the methods to think about what they wanted to achieve and how they could do it and there was one method that was clear winner. Which one do you think it was?

5 Listen to the coach's speech to his players. What does he say is the reason for their success? What is his definition of a winner? Do you agree? Why? / Why not?

6 Work in pairs. Read the motivational phrases. Answer the questions.

Which one would be useful for someone who … ?

1 is only interested in keeping their body in shape
2 complains that exercise makes them feel tired
3 has an unhealthy lifestyle
4 talks about doing things but doesn't do them
5 worries about what people will think



7 Read the article and listen to the sports report about basketball player Emily Watts. Which of the problems in the article could Emily have if her situation doesn't improve?

Sports news

Game over

A new study has shown that more than half of professional sportspeople suffer physical and mental problems when they leave their sport. Some of the problems include:

- feelings of loneliness after leaving a team.
- having no purpose in life.
- feeling unwanted because of injury.
- needing frequent surgery and treatment for old sports injuries.
- having financial problems.

8 Listen to the interview. What does Todd say about the following? Do you agree with him? Why? / Why not?

- comparing to others
- taking part in sport
- winning

9 THINK & SHARE Work in pairs. Why do you think sport makes some people experience strong emotions? What emotions do people most frequently experience? Should people control their emotions? Why? / Why not?

CREATE ... an infographic

STEP 1

Work in groups. You are going to create an infographic about a sports star's life. Use the suggestions below or your own ideas to choose a sport.

athletics badminton basketball boxing football hockey skiing tennis volleyball water polo

STEP 2 RESEARCH IT!

Go online and find the following information about the sports star.

- The age when they started playing the sport.
- Their youth and professional career.
- Any injuries and how it happened.
- Life after their sports career.
- Find photos for the different periods of the sports star's life.

STEP 3

Organise your material from STEP 2 into four sections. Think of a title for each section.

STEP 4

Design and draw your infographic on paper or online. Decide on the colours and fonts you want to use. Illustrate each section with a suitable photo(s).

STEP 5

Each group member presents their infographic.

4 This is who we are

VOCABULARY
Personality
Family relationships

GRAMMAR
Reported speech: statements and questions
Reporting verbs

LISTENING
Five speakers talk about personality tests

READING
A magazine article about an unusual man

GLOBAL SKILLS
Making a positive impression

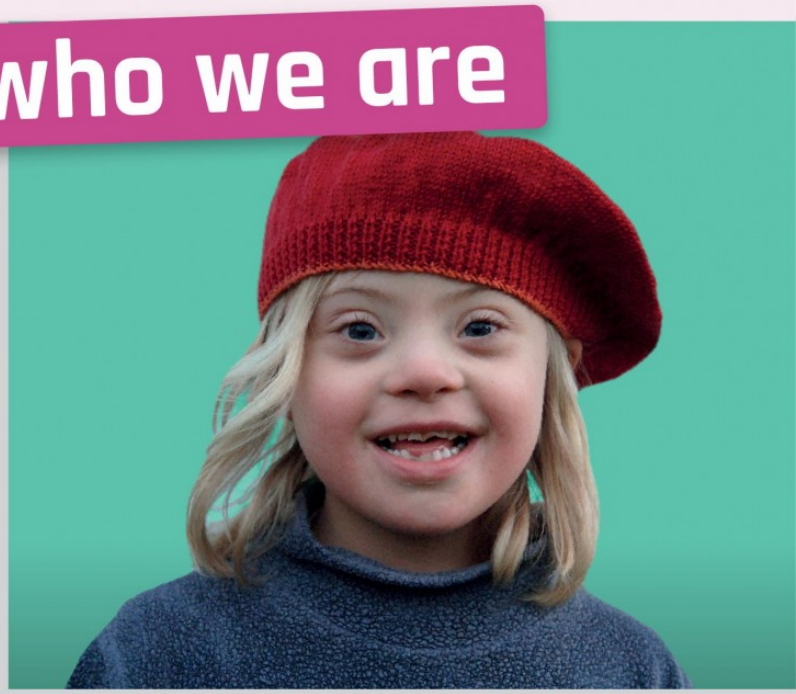
SPEAKING
Keeping the conversation going

WRITING
A description of someone you know

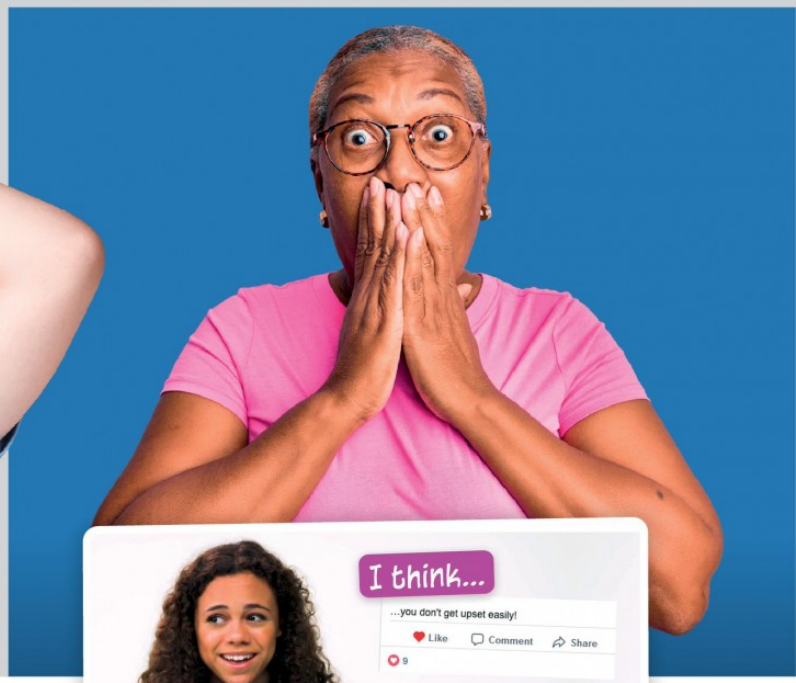
DOCUMENTARY
Shona faces her fear

VOCABULARY BOOSTER P123
GRAMMAR BOOSTER P139-140









You know me so well

1 Work in pairs. Compare and contrast the photos. Answer the questions.

1 How do you think the people in the photos were feeling when the photo was taken?
2 Can you tell anything about their characters? What might they be like?

2 4.01 Watch or listen. Answer the questions.

1 What did Alicia ask her followers to do?
2 What does she think of the answers her followers gave?
3 Looking at Alicia in this video, what else can you tell about her personality?

3 4.01 Watch or listen again. Who uses the words and phrase below to describe Alicia's personality? Write *A* for Alicia, *F* for her followers or *E* if everyone thinks so.

1 ambitious ___
2 determined to succeed ___
3 extremely sociable ___
4 shy ___
5 talkative ___
6 not as easy-going as others ___
7 modest ___
8 generous ___
9 not selfish ___

4 VOCABULARY Match the sentence halves. Then write + next to the phrases that describe positive qualities and – next to the phrases which describe negative qualities.

1 You have a positive attitude
2 I don't tend
3 I always try to look on
4 I lacked
5 I think I get
6 I'm fairly
7 I don't cope

A confidence and felt awkward in social situations.
B to complain a lot.
C upset easily.
D with stress very well.
E ambitious and I set goals for myself all the time.
F the bright side.
G to life.

5 Read the sentences and choose the description (A–C) which does NOT describe the personality.

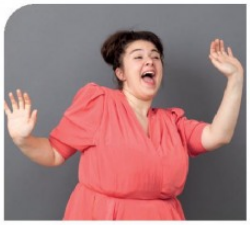
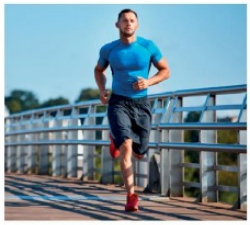
1 Nasser doesn't like making presentations in front of the whole classroom.
   A He's shy.
   B He lacks confidence.
   C He copes well with stress.
2 I believe that good things will happen to me.
   A I'm quite selfish.
   B I have a positive attitude to life.
   C I try to look on the bright side.
3 Sienna loves hanging out and chatting with her friends.
   A She's sociable.
   B She's talkative.
   C She's generous.
4 Priyanka worries about little things that happen to her every day.
   A She isn't easy-going.
   B She tends to complain a lot.
   C She gets upset easily.
5 Darius wants to study medicine abroad.
   A He's fairly modest.
   B He's ambitious.
   C He's determined to succeed.

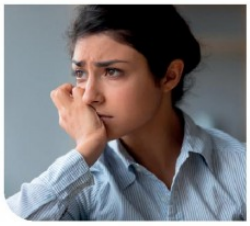
6 Write two sentences describing the person based on the personality adjective.

1 Leo is sociable.
2 Maryam is generous.
3 Ade is shy.
4 Dylan is easy-going.
5 Isla is talkative.
6 Aziz is determined.
7 Holly is selfish.
8 Chidi is modest.
9 Ella is hard-working.

1 He likes spending time with friends. He enjoys meeting new people.

7 Work in pairs. Look at the photos in Ex 1 and below. Student A: choose a person and describe their personality using words from Ex 3 and 4. Student B: try to guess who it is. Then swap roles.



8 REAL ENGLISH 4.02 Listen to the phrases from the video and choose the correct meaning: A or B.

1 I **can't thank you enough**.
   A I want to thank you very much.
   B I don't want to thank you at all.
2 This comment is **spot on**!
   A not true
   B exactly right
3 **Not that I'm lazy or anything**.
   A This person isn't lazy or doesn't have a similar quality.
   B This person isn't sure if they are lazy.
4 You're **in for a surprise**!
   A It isn't going to surprise you.
   B It's going to surprise you.
5 You've **made my day**!
   A You've made me happy!
   B You know it's an important day for me.

9 Complete the sentences with the correct form of the phrases in Ex 8.

1 I completely agree with you! The way you described Megan was _____.
2 This is the best gift I've ever received. _____.
3 Tell Bukayo he can go to the concert! It will _____.
4 This project is a lot of work. _____ but I don't think I can finish it this week.
5 Alex doesn't know about the party. He _____!

10 Work in pairs. Choose a famous person you both know. Work individually and write five sentences using the words in Ex 3 and 4 about their personality. Make sure your description is positive!

11 Work in pairs. Read out and compare your sentences. Do you agree with how your partner describes the person?

12 THINK & SHARE Choose one of the topics below and decide if you agree or disagree with it. Give arguments using at least five words or phrases from Ex 3 and 4.

1 Personality changes over the years.
2 Friends have a big impact on our personality.
3 People who have a positive attitude to life are more likely to succeed and be happy.

Reported speech: statements and questions

1 Have Alicia's followers told her mostly nice things or have they made unpleasant comments about her personality? Do you hear more compliments or complaints about you?

2 Read one of the comments that Alicia received and the message she sent to her friend. Why has she written to Harry?



@Sally Great video! Everyone has said so many nice things about you! I only hear negative comments about me! My parents say that I'm not ambitious and that I wasn't working hard enough last year. In their opinion, I won't be studying abroad next year. I have to focus on my education now, but I can't because of what my parents have been telling me. Has anyone ever criticised you? What should I do?

REPLY

Harry

Harry, I need your help! I read a very sad comment on my latest video. This girl, Sally, said she only **heard** negative comments about her. Her parents said that she **wasn't** ambitious. They also told her that she **hadn't been working** hard enough **the previous year**. Her parents said she **wouldn't be studying** abroad the **following year**. She told me that she **had to focus** on her education, but she **couldn't** because of what her parents **had been telling** her. She asked me **what she should do**, but I don't know what to tell her. She also asked **whether** anyone **had ever criticised** me.
I need your advice! What should I tell her?

3 Look at the vlog comment and Alicia's message in Ex 2. Which of the tense and time changes appear in the text?

Reported speech: statements and questions

Grammar animation

In reported speech, we say what someone else has told us. When the reporting verb (*said*, *asked*, *told*) is in the past, we change the tenses.

present tenses → past tenses
past and perfect tenses → past perfect tenses
will → *would*

In reported speech, we also change personal pronouns, time and place references.
today → *that day*
now → *then*
last year → *the previous year*
next year → *the next / following year*
this → *that*
here → *there*

When reporting questions, remember that the word order changes. In *yes/no* questions, you can use *if* or *whether* to introduce the reported question.

GRAMMAR BOOSTER P139

4 Rewrite the sentences in reported speech. Use *said*, *told* or *asked* as reporting verbs.

1 'I got really upset yesterday,' Leah told me.
2 'Will you be spending this weekend at the seaside?' asked Eva.
3 'We're going hiking in the valley next week,' Will said.
4 'Before we met last year, Jamie had been fairly shy,' Ryan told us.
5 'Can you tell me how long you've been here?' asked Mum.
6 'I think they must stop being so selfish,' Leo told Erica.
7 'How have you been coping with stress for these past two weeks?' asked Tommy.
8 'If you'd like to have a more positive attitude to life, you probably shouldn't watch all these sad TV shows,' Carla told Joe.

5 4.03 Listen to a voice message and complete the text message that Andy wrote to another friend about it.

Lewis has just called me. He said that he and Colin [1]_____ to go to that workshop about building confidence [2]_____. He said he [3]_____ some really good reviews. He told me people who [4]_____ part in the workshop [5]_____ go to a job interview and stay calm. He asked if I [6]_____ to come too. If so, I [7]_____ register [8]_____. He told me that he [9]_____ me the link to their website. I think I'll go, and I thought you might want to go as well.

6 MEDIATION You received a text message from Kiara, but you are not sure what to answer. You decided to write an email to your friend Olivia to ask for her help. Use the information from the text message to finish the email. Write at least four more sentences. Remember to use reported speech.

Kiara: Do you remember that book you and Olivia were telling me about a week ago? I've been trying to find it, but I can't. I suppose the problem is I may have the wrong title. Is it *Discover your true self* or *Stay true to yourself*? I'm going to the bookshop today, so I need to know it now!

New email

Hi Olivia,

I have a quick question for you. Kiara's just texted me, but I can't help her. She asked me if …

7 Work in pairs. Choose a question from 1–5. Take turns to ask and answer your questions. Then work in a different pair. Tell your new partner what your old partner asked you and what you answered.

1 What did you last talk about with your best friend?
2 What are you going to do next weekend?
3 When and where do you usually do your homework?
4 How often do you hang out with your friends? What do you do together?
5 How did you spend last summer?

Do personality tests work?



example of a Rorschach Inkblot Test



STRATEGY Recognising exemplification

Pay attention to examples the speaker gives you while describing or explaining something. These examples will help you understand what they are 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.*

1 THINK & SHARE Answer the questions.

1 Do you recognise the tests in the pictures? Have you ever taken a test like this before?
2 Why and when do people take personality tests?
3 Do you think a personality test can correctly describe what kind of person you are? Why? / Why not?

2 4.04 Listen to five people talking about personality tests and match the speakers 1–5 to what they think about these tests (A–H). There are three sentences that you do not need.

1 Speaker 1
2 Speaker 2
3 Speaker 3
4 Speaker 4
5 Speaker 5

A says that personality tests may not be specific enough and give people a wrong idea about their personality.
B gives an example of a personality test where people might find it difficult to answer the questions correctly.
C believes personality tests are a form of entertainment.
D explains how the way you take the test can tell someone who you are.
E thinks that people should take personality tests when they need some directions in their life.
F is convinced that after taking a good personality test, anyone can find a perfect job.
G agrees that there is a certain number of personality types.
H knows that results of a personality test depend on how you feel on the day you take the test.

3 4.04 Read the strategy. Listen again and decide if the sentences are true (T) or false (F).

1 Speaker 1 gives examples of online personality tests.
2 Speaker 1 remembers an option that was easy to answer for her during a personality test.
3 Speaker 2 gives examples of two different personality types from the Myers-Briggs Type Indicator.
4 Speaker 3 describes a few examples of pictures in a Rorschach Inkblot Test.
5 Speaker 4 mentions different types of test results he got.
6 Mood and concentration are two examples of things that influence your personality test results, according to speaker 5.

4 Work in pairs. Choose three personal qualities from lesson 4.1 and write questions which might test someone's personality. Your questions can be in different forms, for example, these can be multiple-choice questions like in the example below.

ambitious
1 I'm motivated to work hard.
A very true B a bit true C not true at all

5 Work in groups of four. Ask each other questions from your personality tests. Write down the answers you hear.

6 THINK & SHARE Answer the questions.

1 Have you changed your opinion about personality tests after listening to people talking about them in Ex 2?
2 Do you think students at school should take personality tests? Why? / Why not?
3 Why, in your opinion, do people believe they need personality tests to know who they are?

Types of relatives

1 Who in your family comes to visit you most often? Choose three of the family members below and say how often you see them.

aunt cousin grandma grandpa
nephew niece uncle

2 Work in pairs. Read the article and answer the questions. Explain your answers to your partner.

Which type of a relative …

A wouldn't you tell a secret to?
B could help you prepare a family tree?
C is fun to be around?
D can't you stand listening to?
E makes you feel uncomfortable after the first five minutes?

3 VOCABULARY Match the correct form of the highlighted words and phrases in the article in Ex 2 to the definitions below.

1 all the people who were born at about the same time in the history of a family
2 belonging to the same family
3 your father's family
4 people in your family who lived a long time ago
5 to look or behave like your older relatives
6 to admire and respect someone
7 to care for a child, teaching him or her how to behave
8 to do the same job, have the same style of life, etc., as somebody else in your family

4 VOCABULARY Write definitions for the remaining eight highlighted words in the article.

5 Complete the sentences with the correct form of the words in Ex 3 and 4.

1 When I was younger, I called Mrs White 'auntie', but in fact I'm not _____ to her. She's my mum's best friend.
2 Our next family _____ will be at my _____ sister's wedding, but it'll be a small ceremony. She's only invited _____.
3 My grandma on my mum's _____ was born in Wales, but she lived almost all her life in Scotland. When she was three, her parents died. She was _____ by a Scottish family.
4 My brother and his wife are coming to visit. They haven't visited us since they got married, so I'm really looking forward to finally spending some time with my _____-in-_____.
5 Senyo's dad is an engineer. Senyo _____ to him very much and thinks it might be a good idea to _____ and study environmental engineering.
6 Amanda _____ her mother. They both have black wavy hair and brown eyes.
7 My _____-grandmother, Lidia, never worked. She was busy _____ my grandma and her five sisters. A lot of women from her _____ stayed at home and didn't get a job.

6 PRONUNCIATION 4.05 Listen to the pairs of words. Underline the word where you hear the /ɔː/ sound and circle the word where you hear the /əʊ/ sound.

1 law / low
2 called / cold
3 ball / bowl
4 call / coal
5 caught / coat
6 boat / bought
7 chose / chores
8 hall / hole
9 saw / so
10 walk / woke

7 4.05 Listen again and check. Then repeat.

8 Work in pairs. Look at the name for some other types of relatives below and answer the questions about them. Use as many words from Ex 3 and 4 as you can.

Always ready to help The annoying kid
The career adviser The family doctor

1 Why are they called this? What kind of things do they do?
2 Is there a person like this in your family or among your friends?

Types of relatives

Families come in all shapes and sizes, but in every family we seem to find the same types of relatives!



The party animal

My uncle Steve is like that. He's extremely talkative, tells lots of jokes and laughs the loudest at family get-togethers. And if there's music, he'll ask my mum and all his other siblings to dance!

The 'spot the similarities' master

They'll look at you and tell you who you take after. They recognise the nose, the eyes and even the fingers. Then they'll be guessing if you are following in your mum's footsteps. Or maybe you're more like your grandma because she brought you up. This person knows everyone from the older generation in your family and now tries to find the similarities!

The kisser and hugger

One of the aunts on my dad's side can't wait for family get-togethers. For her, it's an occasion to tell us how much she's missed us and kiss us on the cheek at least five times! The problem is, she isn't even close family and I just don't feel comfortable with it.

The perfect one

Do you know someone who believes they're absolutely perfect? My stepbrother, in his own opinion, goes to the best school, gets the best grades and is the fittest. We should all look up to him!

The gossip queen / king

They know everything that happens in the family, for example, my grandma is the one who passes information on about everyone else. Thanks to her, we know why my cousin's brother-in-law decided to change his job or what his parents-in-law bought in the sales last weekend.

The family history expert

In my family, this is my grandpa's brother, Uncle George. He's the only person who knows all the stories about our ancestors. He can explain how I'm related to my third cousin, Paul, or why my great-grandfather was adopted.

Reporting verbs

1 Who in your family do you disagree with most often? What causes the problems?

2 Read Matt's blog post. Why was Matt angry with his sister? How do you think Hailey explained her behaviour?

Matt's BLOG

Sept 8

On Monday, I caught my younger sister, Hailey, looking at something on my phone. At first, she **denied** reading my messages. She told me that she was only checking the time. Then, she started crying and **admitted** logging into my email account. She **apologised** for taking my phone and **promised** not to do it ever again. When I **asked** her to tell me why she did it, she became hysterical and **refused** to say anything. I **agreed** not to get Mum involved and **warned** her about checking my messages again, or else. But then it happened again on Friday so I **told** Mum to talk to her. She didn't want to get involved so she just **suggested** that I should lock my phone with a new PIN.

3 Look at the verbs in **bold** in Matt's blog post and complete the rules with the correct verbs.

Reporting verbs

Grammar animation

To report what someone has said, we can use *say*, *tell* or other reporting verbs.

Different reporting verbs use different sentence structures:

1 verb + *to* + infinitive: _____, *offer*, _____, _____

2 verb + object + *to* + infinitive: *advise*, _____, *invite*, *order*, *remind*, _____, *warn*

3 verb + *-ing*: _____, _____, *recommend*, *suggest*

4 verb + preposition + *-ing*: _____ *for*, *complain about sb*

5 verb + object + preposition + *-ing*: *blame sb for*, *congratulate sb on*, _____ *sb about*

6 verb + *that* + *should* clause: *advise*, *recommend*, *request*, _____

GRAMMAR BOOSTER P140

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

1 Dad told my stepsister _____ the earlier bus when she goes to school. (get)

2 The psychologist advised the brothers _____ to each other regularly when they don't live together any longer. (talk)

3 Yasmin admitted _____ a bit shy when she was younger. (be)

4 My cousin invited _____ a weekend with him and his parents at the lake. (me / spend)

5 We congratulated _____ his first summer job. (Jack / get)

6 Mum suggested _____ only close family to our wedding. (invite)

7 The doctor checked my blood test results and ordered _____ some vitamins. (me / take)

8 Why didn't you apologise _____ a fight with your stepbrother? (have)

5 Rewrite the sentences using the verbs in brackets.

1 Jessica's parents-in-law said they didn't want to lend her any money. (refuse)

2 My brother said that he could help with my maths homework. (offer)

3 Grandma told me not to follow in my uncle's footsteps and give up my studies after the first year. (warn)

4 Aunt Lidia said she had an idea to make a family album and give it to our grandparents as their anniversary present. (suggest)

5 My cousin Mark said he didn't argue with his siblings. (deny)

6 I told my dad I was sorry about lying to him about the party. (apologise)

7 Amy said she would help me organise a family get-together. (promise)

8 Ellie was the first person who told me she was happy I got the job. (congratulate)

6 Work in pairs. Choose a photo and decide what is happening. Imagine the conversation the people might have had. Take turns in retelling the conversation between the people in the photo. Use different reporting verbs each time.

Mum ordered her daughter to tidy her room.







Brought up with wolves



1 Look at the photo and answer the questions.

1 What do you think the title of the text means?
2 Do you think animals can look after people? Why? / Why not?

2 4.08 Read the article. Ignore the gaps for now. Which sentence (A–C) is NOT true about the article?

A The author of the article describes what Rodríguez's childhood had been like before he began to look after goats.
B The author of the article gives examples of problems Rodríguez had when he got back to society.
C The author of the text tries to explain how and why Rodríguez made friends with animals.

3 Read the article again and complete gaps A–F with sentences 1–7. There is one sentence that you do not need.

1 It wasn't just food that kept him alive.
2 They both lived in a cave, drank goat's milk and hunted for rabbits.
3 He lay down on the ground until he saw wolves coming near him.
4 He believed that they were [5]trapped inside the device.
5 He tried to catch fish and leave traps for animals, but he wasn't able to get much food.
6 He was asked many questions, and people wondered if he was telling the truth.
7 When they [6]approached him, he wasn't able to answer their questions.

4 VOCABULARY Match the highlighted words above and in the article to the definitions A–F.

A to come near to somebody / something
B to get used to a new situation by changing the way you behave and/or think
C a health condition which is connected with the state of mind
D a person whose job is to take care of sheep
E to put somebody in a dangerous place that they cannot get out of
F to see or notice somebody / something

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.

5 Read the strategy. Underline 6–10 main events in the story.

6 Work in pairs. Write the events from the article that happened in Rodríguez's life in chronological order.

1 Rodríguez lived in the mountains with the shepherd.

7 Work in small groups. Compare the order of events in Ex 6.

8 THINK & SHARE Discuss the questions.

1 What do you think was the most difficult thing for little Rodríguez when he had to live alone in the mountains?
2 What other challenges do you think Rodríguez probably faced when he got back to society?

Marcos Rodríguez Pantoja was in his early twenties when he went to the cinema for the first time. It was a Western, and he got so scared of cowboys riding towards him on the screen that he ran out of the cinema. Rodríguez was also confused when he first heard people talking on the radio. [A]_____ As he couldn't find a door to let the people out, he threw the radio against the wall, but nobody left or answered him. At that moment, he thought he had killed them. Marcos Rodríguez Pantoja didn't suffer from any [1]mental illness. He wasn't used to technology. For the past twelve years, he had lived alone in the Sierra Morena, a mountain range in Spain.

up with wolves



It all started when Rodríguez was seven years old. Together with an elderly [2]shepherd he was taking care of goats and sheep that were kept in the mountains. [B]_____ However, one day the man went to the woods to find food and never came back.

Rodríguez did all he could to survive. [C]_____ Soon he began to [3]observe animals and ate whatever they ate. For example, he picked the same berries the birds did or the same plants that wild pigs found in the ground.

[D]_____ As Rodríguez explained later, he managed to go on for twelve years alone because he had made friends with animals. He learned to communicate with them. Rodríguez believes that wolves were looking after him and shared their food with him while snakes and foxes kept him company.

In 1965, Rodríguez was found by the police. [E]_____ He understood the policemen, but had lost the ability to pronounce words. After being taken to hospital, Rodríguez spent months learning how to speak, walk straight and eat. It took him many years to [4]adjust to society again.

After he had been rescued, Rodríguez was visited by experts like anthropologists and biologists. [F]_____ Did he make friends with wolves? Was he able to communicate with animals? Did they offer him food? One of the specialists believes that Rodríguez saw it this way because it helped him cope with the situation.

Understand and discuss how to make a positive impression.





Making a positive impression

1 THINK & SHARE Look at the photos of people at a job interview. Do you think they are making a good impression? Why? / Why not?

2 Read the first part of the article and cross (✗) the piece of advice which, in your opinion, will not help you make a good impression.

How to make a GOOD first impression

It might be your first day at a new school, a job interview or perhaps you're going to meet some new people. It doesn't matter what the occasion is – you just want to make a good first impression.

☐ **Dress in the right way.** Choose clothes that are tidy, fit you well and are appropriate for the occasion. And no, you don't have to wear designer clothes.

☐ **Body language matters.** You might not realise it, but the way you stand, where you put your hands or whether your keep your back straight – all these things say something about you. Before your big meeting, look in the mirror and practise. Check how you walk, how you sit and what you do with your hands.

☐ **Even if you're nervous, smile.** A warm smile shows that you're friendly and ready to meet new people. Just make sure it doesn't look fake!

☐ **Time for a role model.** Think about a person you look up to and try to be a bit like them. When you meet someone for the first time, you don't have to be yourself. You can pretend to be a better version of who you are.

☐ **Watch your language.** Remember to speak clearly and make sure you're talking neither too loudly nor too quietly. People usually tend to overuse some words, but if you want to make a good impression, control your language.

3 Read the article again and answer the questions.

1 When do people want to make a good first impression according to the author of the article? Can you think of some other situations?
2 What advice does the author give about clothes? What clothes wouldn't you wear to an important meeting?
3 Can you think of some examples of body language or facial expressions that annoy or make a really bad impression on others?
4 How should you speak to make a good impression? Can you think of some words you or your friends overuse?

4 Work in pairs. Look at the headings from the rest of the article. What do you think these pieces of advice refer to? Why are they important?

- Be on time.
- Be positive.
- Look confident.
- Make eye contact.
- Listen actively.
- Put your phone away.

5 Work in pairs. Choose two headings from Ex 4 and write two or three sentences explaining the pieces of advice similar to the article.

6 THINK & SHARE Discuss the questions.

1 Imagine you have a job interview soon. What things do you need to change or improve to make a good impression?
2 Do you think it's difficult to learn to make a good first impression? Why? / Why not?
3 When you meet new people, what things make you like some people more than others?

You know what they're like ...

1 In your opinion, what are the three most common causes of arguments between teenagers and their parents?

2 4.09 Listen to Liam and Millie talking. Answer the questions.

1 What good news does Liam want to share with Millie?
2 Why aren't Liam's parents happy about it?
3 What does Millie advise Liam to do?



3 4.09 Listen again. Which phrases from the Phrasebook do the speakers use? Write M for Millie or L for Liam.

PHRASEBOOK Keeping the conversation going

Starting a new topic
Guess what!
Listen to this!
You'll never believe what ...
Have you heard ... ?

Changing the topic
Speaking of ...
That reminds me ...
Oh, by the way ...
Anyway, ...
Now that you mention that, ...
Before I forget, ...
I nearly forgot to say / tell you / mention ...
There's something else I meant to ask / tell you ...
Funny you should mention that ...

Continuing the topic
Back to what I was saying, ...
As I was saying, ...
In any case, ...
Where was I?

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 such as *explained*, *denied*, *admitted*, etc.

4 Read the strategy. Rewrite what someone else told Liam and Millie.

1 'You are very creative.'
Mr Brown said _____.
2 'Don't forget to bring sketchbooks and pencils.'
She reminded _____.
3 'We can help you financially if you decide to study at our school.'
The Art College offered _____.
4 'I've always hoped you'll follow in your dad's footsteps and become a doctor.'
Yesterday my mum told me _____.
5 'Don't be an artist!'
She warned me _____.
6 'Don't spend so much time online.'
My dad ordered _____.

5 4.10 Listen and check.

6 Work in pairs. Read the messages some teenagers left on a teen magazine website looking for advice. Then follow the instructions.

TEEN WORLD HOME ARTICLES ADVICE

'Please help me! My parents say I spend too much time on my phone. A few weeks ago, they installed this app which tells them what my screen time is. Is seven hours a day really that much?! I know it sounds bad, but I need to stay in touch with my friends or check some things when I do my homework. How can I explain to my parents that this is an absolute minimum?' **Darshna, 18 years old**

'I had a huge argument with my parents last week. In their opinion, I shouldn't wear the clothes I wear. For them, my clothes are too colourful and too bright. "You look like you're going to the beach," they said. I don't understand why I can't dress in this way. These colours make me feel happier and put me in a good mood. What should I tell my parents?' **Jasper, 15 years old**

'I have a big problem with my parents. They think my room is too messy and I need to tidy it more often, but I like it the way it is. Once I tidied it and then I couldn't find anything for weeks! Believe me, it was a nightmare! I like to have lots of books and sheets of paper on my desk and piles of clothes on my armchair. I see what I have and it's easier for me to find what I need. What should I do?' **Ava, 17 years old**

- Student A: choose one of the situations above and tell Student B what you read about. Remember to use reported speech and the phrases from the Phrasebook.
- Student B: listen to Student A. Comment on what they are telling you. During your conversation, try to change the topic at least once and mention one of the things below or your own ideas. Use the phrases from the Phrasebook.

an app you like
your homework for tomorrow
what clothes you need / want to buy
what happened to you in the morning
what your parents told you yesterday
what you're going to do after school
your new desk / chair / furniture

7 REFLECT Work in pairs. Answer the questions.

1 What did you think of the problem you talked about?
2 Which phrases did you use from the Phrasebook to start, change or continue the topic?
3 Did you manage to report correctly someone else's words?

Description of a person

1 Who did you use to look up to when you were younger? Who do you admire now? What makes these people special for you?

2 Read the description below. Match questions A–D to paragraphs 1–4.

A What does she look like?
B Who is it? How did you meet? Where do you know her from?
C Why do you like her?
D What is she like?



1 *I have a cousin called Julia. She's rather well known back in Durham where I come from. Julia plays for her university football team. She's the captain of the team and the goalkeeper. Julia is 22 years old, and I've looked up to her for as long as I can remember.*

2 *Julia is a bit **taller** than me. She's **skinny** but quite strong. She usually looks really **stylish** and wears incredibly gorgeous clothes. I try to dress similarly to her whenever I can. Julia has long, **straight**, brown hair and big, **green** eyes. Our grandma always says how beautiful Julia is and I think she's absolutely right.*

3 *I love spending time with Julia. She's friendly, easy-going and cheerful around people she is comfortable with. However, Julia can be fairly shy when she's with someone she doesn't know too well. Julia is definitely the most determined and ambitious person I've ever met. She does her best at practices and is extremely competitive. At football matches she gets so emotional that she may even cry at the end, no matter if her team wins or loses.*

4 *It's really hard for me to pick one thing that I like most about her. Julia has such a positive attitude to life and it makes me want to hang out with her all the time!*

3 Complete the Phrasebook with the correct form of the phrases in **bold** in the description.

PHRASEBOOK Describing people

General appearance
attractive good-looking gorgeous handsome sporty [1]_____ well dressed

Height and build
short [2]_____ medium-height [3]_____ overweight slim

Hair
short long wavy curly [4]_____ dark blonde brown fair grey red bald

Face
moustache beard blue / brown / [5]_____ eyes

4 Work in pairs. Describe the people in the pictures using the words from the Phrasebook.



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. Underline eight examples of modifying adverbs in the text. What are the differences in meaning between these adverbs?

6 Rewrite the sentences adding modifying adverbs.

1 Actors need to be easy-going and ambitious.
2 My history teacher is talkative.
3 I'm ambitious.
4 An optimist is someone with a positive attitude to life.
5 Bank managers are well-dressed.

7 Choose someone who inspires you or a person who has been your good friend for a long time. Make notes to answer the questions in Ex 2.

8 Write a description of your chosen person. Use the notes you made in Ex 7.

9 **CHECK YOUR WORK** Did you …

- write who it is, what they look like and what they are like?
- include relevant vocabulary describing their appearance and personality?
- include modifying adverbs?
- check spelling, grammar and punctuation?

Grammar

1 Complete the second sentence using reported speech.

1 'You've been fairly quiet today.'
Joe told me that _____.

2 'What time does the show start?'
Nathan asked me what time _____.

3 'Kaya should be more determined if she wants to do well at her exams next month.'
Someone told Kaya that she _____.

4 'Are you going to complain about the service like you did last week?'
Ali asked me _____.

5 'Tomorrow at 10 a.m. we'll be shopping in Berlin.'
Ted said _____.

6 'I'll leave this book here so you can have a look at it later today.'
Mum told me _____.

2 Choose the correct alternative.

1 They **blamed** / **warned** me for ruining their family get-together, but I don't think it was my fault.
2 My younger sister apologised for **take** / **taking** my clothes without asking.
3 Leyla **suggested** / **advised** Mark to be more easy-going.
4 My parents **encouraged** / **agreed** us to go to Alfie's party.
5 Finn **refused** / **admitted** being a bit too selfish recently.
6 Dad **requested** / **offered** that we should invite the whole family on his side to their wedding anniversary.

Vocabulary

3 Complete the sentences with the words and phrases below. There are three words or phrases that you do not need.

ambitious cope well with stress easy-going
fairly generous have a positive attitude to life
lack confidence shy talkative

1 I've never known anyone who is as _____ as my grandma. She loves giving presents to everyone, even if there's no occasion.
2 You should have seen Sarah before the performance on Friday. She was playing the main character, but I was worried she wouldn't say a word on stage. She definitely doesn't _____.
3 I wish my parents were more _____ and let me spend more time playing computer games or hanging out with friends.
4 Frankie and Abe are best friends, but they're completely different. Frankie is quiet, whereas Abe is extremely _____. It's hard to interrupt him when he begins telling one of his stories.
5 It's a great book for young people who _____. They can read how to stop feeling bad about themselves and worrying what others think of them.
6 Sophie is _____ hard-working. She knows what she has to do, but she never does more than she's asked to.

4 Complete the sentences with family and relations words and phrases.

1 Felix _____ after his dad. They look really similar.
2 My mum says we're _____ to a pop-singer from the '90s, but I've never seen him at a family _____.
3 Izzy was born and _____ up in a small village in the south of Spain.
4 When I was younger, I _____ up to Natasha, my older cousin. She played the piano, so I decided to take it up too.
5 Mo doesn't know the family on his dad's _____. They live in Australia.
6 We mustn't pollute the atmosphere so that future _____ can also enjoy fresh air.

Cumulative review

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

If I had to choose one person who had the biggest influence on my life, it'd definitely be my grandma, Maria. She is my dad's mum and I'm very close to her. I remember when I was a child, my grandma was much more [1]___ than my parents. For example, I once asked my parents if they [2]___ allow me to have a sleepover with my friends, and they said no. Luckily, Grandma somehow [3]___ them to change their minds.

She has taught me how to be [4]___ and never give up. When I started school, reading and writing seemed hard. She suggested [5]___ it slow. She's also the least [6]___ person I know. All she does is care about others – what they need and how to help them. What I like most about Grandma is that she has such a positive [7]___ to life and always cheers me up no matter how sad I feel.

Next month, my grandma will turn 70, so we're having a big family [8]___. There will probably be around 30 people because Mum was [9]___ and invited the whole family [10]___ my dad's side. The party is a surprise, but I'm sure Grandma will love it.

1	A modest	B easy-going	C related
2	A would	B are going to	C will
3	A persuaded	B admitted	C recommended
4	A sociable	B talkative	C determined
5	A that I should take	B me to take	C talking
6	A ambitious	B generous	C selfish
7	A attitude	B ancestor	C generation
8	A sibling	B get-together	C footsteps
9	A generous	B ambitious	C shy
10	A of	B at	C on

Think & share

6 Answer the questions.

1 Who do you take after in your family and whose footsteps would you follow in?
2 Have you learned a lot from your parents? What did they often tell you when you were a small child?

Listening

EXAM STRATEGY

When you do a multiple-choice listening task, read the task and the questions and options carefully. This will give you an idea of what the recording is going to be about and what kind of information to listen for.

1 Read the strategy above. Then read the exam task in Ex 2 and try to predict what the programme will be about. Which animals will Irina mention?

2 4.11 For each question 1–5, choose the correct answer: A, B or C.

You will hear a radio programme about health and fitness.

1 We learn that Irina is …
- A a professional sports player.
- B someone who works with animals.
- C on the programme quite often.

2 What does Irina say about dogs as pets?
- A They need a lot of exercise.
- B They can improve our state of mind.
- C Owning one can be stressful.

3 Irina says having a pet is good for children because …
- A it helps them develop important skills.
- B it teaches them about a healthy lifestyle.
- C it helps them make friends when they are older.

4 Irina says that people …
- A don't talk enough about owning horses.
- B think of horses differently to cats and dogs.
- C may regret buying a pet later in life.

5 What does Irina NOT say about owning a horse?
- A It can have a lot of advantages.
- B Owners need to be in good physical shape.
- C It is only appropriate for a few people.

Use of English

EXAM STRATEGY

In a key word transformation task, you must not write more than the word limit. An answer longer than five words will not be accepted, even if it is correct.

3 Read the strategy above. Then read the instructions for the exam task in Ex 4 and the example below. The answer is grammatically correct but too long. What is the correct answer?

Because of how the doctor helped, I recovered fast.
HELP
Thanks to the help the doctor gave me, I recovered fast.

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 Were they able to find a cure for the disease?
SUCCEED
Did _____ a cure for the disease?

2 Are there many calories in this drink?
IF
Do you _____ many calories in this drink?

3 'You should try to eat more fruit,' he told us.
SUGGESTED
He _____ eat more fruit.

4 I tried to concentrate, but I couldn't follow the film's plot.
ABLE
I tried to concentrate, but I _____ the film's plot.

5 Answering his question was easy for me.
DIFFICULT
I didn't find _____ his question.

Reading

EXAM STRATEGY

When you match people to texts, read the descriptions of the people, then read the texts carefully. Underline any information which matches both the texts and the descriptions. The correct text should match all the points in the description.

5 Read the strategy above and look at the information about the first person in the exam task in Ex 6. Underline key words which match words in the activities. Which text matches all the points in the description of Oscar?

6 The people below (1–5) all want to do a new activity. Read the descriptions of eight different activities (A–H). Decide which activity would be the most suitable for each person. There are three extra activities.

1 ___ Oscar often travels to other countries for his job. He loves learning about other cultures, but would like to be able to communicate better when he's abroad. He's very sociable, so he would love to do something that involves meeting other people.

2 ___ Priti has been feeling a bit depressed recently and is determined to have a more positive attitude to life. She is interested in finding out about different ways to improve her mental health.

3 ___ Soroush loves nature and is keen to do something that has a real impact on the environment. He's quite shy and lacks confidence, so would prefer to work alone or with only a few other people.

4 ___ Mario is taking an important exam next month. He lives on his own and studies every evening, but he's looking for some ideas about how to cope better with stress.

5 ___ Sue loves reading anything from magazines to novels. She works hard during the week and has little free time. She'd like to take up an activity to do by herself at home.

A We can all feel a bit negative about things occasionally – it's perfectly natural! But you don't have to deal with things on your own. We're all different, which is why we offer a range of treatments. Start by taking one of our online personality tests to find out more!

B We're looking for enthusiastic people to join our local book club. We meet once a month on a Thursday evening. Members take turns to organise the meetings in their homes. It's a lot of fun and a great way to socialise!

C For all fans of stage and screen! Are you interested in learning about acting, film-making or costume design? Maybe you've got an idea for a great plot? Whether you're looking for career ideas, or just want to have fun, we can help. Contact us for more details.

D Does your life involve a lot of pressure from work or college? Are you looking for suggestions that will help you manage your work–life balance? Join one of our online meetings and share ideas with other friendly people. Choose from four different one-hour meetings every weekend.

E Are you tired of seeing plastic waste everywhere? Do you want to do something to improve the area where you live? Why not join us every Saturday – we organise small local groups to pick up litter and send it for recycling. You can really make a difference!

F Have you ever thought about learning a new foreign language? Well, now's the ideal time! Try out one of our classes – there are lots to choose from, whether you're a beginner or at a more advanced level. Improve your skills and make new friends too.

G If you're someone who loves books and literature, how about trying a writing course? Our flexible online courses are perfect for people with busy lifestyles. Learn how to create effective articles for the media, entertaining stories, and even poems. We've helped thousands of successful writers.

H Our walking club is a great way to get fit and healthy and explore beautiful surroundings. We have between ten and twenty people on our monthly walks. We even arrange trips to other parts of Europe. Breathtaking views and friendly company guaranteed!

Speaking

EXAM STRATEGY

If you don't understand what someone says in a speaking task, or you didn't hear it clearly, ask them to repeat it.

7 Read the strategy above. Then choose the correct words to complete each of these questions and statements.

1 **Would** / **Could** you mind saying that again, please?
2 Sorry, **could you** / **are you able to** repeat the question?
3 I'm sorry, but I **wasn't understanding** / **didn't understand** you.

8 Answer the questions about lifestyles.

1 How important is it for young people today to have a healthy diet?
2 What sort of food do you particularly like or dislike cooking? Why?
3 Would you describe yourself as a fan of fast-food restaurants?
4 What sort of physical activities do you enjoy most?
5 Tell me about the outdoor activities available where you live.
6 Which do you think is most effective for good physical health: a healthy diet or regular exercise?
7 What advice would you give someone who wants to improve their mental health?
8 Why do you think some people have a more positive attitude than others?

Writing

EXAM STRATEGY

When you write an email to a friend, make sure that you use informal language.

9 Read the strategy above then rewrite these sentences in your notebook in an informal style.

1 Could you please inform me of your opinion?
2 I am in agreement with you.
3 I regret that I am unable to be of assistance to you.
4 I look forward to seeing you in the near future.

10 Read this email from your English-speaking friend Ben. Write an email reply to Ben, answering his questions.

FROM: Ben
SUBJECT: Keeping fit

Hi

I've recently decided that I need to make more effort to keep in shape. Do you think that's a good idea?

I'm not sure what to do though, and I'd like your advice. My cousin asked me to join his local football club, but I'm not very sociable – in fact I'm quite shy! What do you think I should do?

Can you suggest any other ways that I can get fit?

Hope to hear from you soon!

Ben

5 The global economy

VOCABULARY
International trade
Money and finance

GRAMMAR
Advice, obligation and prohibition
Speculating in the past and present

LISTENING
A lecture about the Silk Road

READING
A magazine article

GLOBAL SKILLS
Global citizenship

SPEAKING
Asking for and giving advice

WRITING
An email of complaint

VISION 360
Canary Wharf

VOCABULARY BOOSTER P124
GRAMMAR BOOSTER P141–142



International trade

1 Work in pairs. Discuss where you think these things are made:

- the shoes or trainers you are wearing
- the clothes you are wearing
- your phone
- your school bag
- the last chocolate bar you ate
- the last cup of tea, coffee or cocoa you drank.

2 5.01 Watch or listen. Tick (✓) the things that George mentions.

- ☐ bad weather
- ☐ consumers with less money
- ☐ currency
- ☐ natural disasters
- ☐ new technologies
- ☐ political problems
- ☐ staff pay
- ☐ the price of oil
- ☐ war

3 5.01 **VOCABULARY** Complete the sentences about the video with the words below. Then watch or listen again to check your answers.

bad weather expensive factories increase
oil price reduce West Africa

1 Alicia is unhappy because the _____ of her chocolates went up.
2 George says that most cocoa comes from _____.
3 _____ in the countries where cocoa is grown can _____ the amount of cocoa farmers can grow.
4 An _____ in the price of _____ will make the cost of transporting the cocoa more _____.
5 The price will also go up if _____ have to pay their staff more money.

4 **REAL ENGLISH** Match phrases 1–5 from the video to phrases A–G which have a similar meaning. There are two phrases that you do not need.

1 Cheers, mate!
2 What a rip-off!
3 Hands off!
4 For sure.
5 I get the picture.

A Don't touch!
B Certainly.
C You aren't serious.
D I understand.
E It isn't worth it.
F I'll explain.
G Thanks.

5 **VOCABULARY** Check the meanings of the words below. Then complete the infographic with the words.

consumers demand distribution exported goods import manufacturing markets packaged production retail retailers stock supply trade

Orange juice:

From the tree to your breakfast table.

The global [1]_____

Oranges are grown on farms in countries like Brazil, the USA, Mexico, India and Spain. Around 50 million tonnes are grown each year.





The international [2]_____

The fresh fruit is sold on international [3]_____ and then [4]_____ around the world. The EU, China, and Russia [5]_____ the most oranges each year.

The [6]_____ **process**

The fresh fruit arrives at the factory. It is processed into juice and then [7]_____ in cartons and bottles on the [8]_____ line.





The [9]_____ **network**

Lorries transport the juice to large warehouses owned by supermarkets and other big [10]_____. The juice, together with many other consumer [11]_____, is then delivered directly to the shops, restaurants and supermarkets.

The [12]_____ **trade**

Around 8,600 million litres of orange juice is sold to [13]_____ every year. In order to meet continuous consumer [14]_____, shops need to ensure they have enough juice in [15]_____ every day of the year.



6 Match the sentence halves.

1 Trade between the two countries
2 There was a huge increase in demand for the product
3 Retailers are refusing to stock the product
4 Production at the factory stopped for six months
5 The foods that this country typically imports
6 Distribution has become very expensive

A during the coronavirus pandemic of 2020.
B because it contains dangerous chemicals.
C is worth over £1 billion per year.
D include fruits that only grow in warmer regions.
E since the price of oil increased last month.
F after several celebrities advertised it on social media.

7 Complete sentences 1–6 in Ex 6 with new endings.

3 *because it has been very unpopular with consumers.*

8 Work in pairs. Take turns to read out your endings and guess your partner's sentences.

9 **WORD BUILDING** Complete the table with the different forms of the words in Ex 5.

Noun (person)	Noun	Verb
consumer	1_____	2_____
3_____	4_____	export
5_____	import	6_____
7_____	product, production	8_____
retailer	9_____	10_____
11_____	12_____	supply
13_____	trade	14_____

10 Complete the text with the correct form of the words in brackets. Use the words in the table in Ex 9 to help you.

We all wanted one!

Most psychologists know that the best way to create massive [1]_____ (consume) demand for a new [2]_____ (produce) is to first convince people they want it, and then make it very difficult to get. That's exactly what happened when Nintendo launched its Wii console back in 2006. To begin with, it seems Nintendo didn't know how popular its new console would be and limited its [3]_____ (produce). But when it first went on sale, it became the must-have device of the year, and demand for the product exploded. Nintendo decided to focus on the US markets, which meant [4]_____ (retail) in other parts of the world quickly ran out of stock and were unable to [5]_____ (import) many more. When consoles did arrive in shops, they were immediately sold to customers who had queued day and night to get one.

It is not clear if the lack of [6]_____ (supply) of its most popular product was part of Nintendo's strategy, but it did ensure that in its first two years on the market, the Wii was the most in-demand games console in the world.

Modals: advice, obligation and prohibition

1 Alicia was talking to her friend Lea about her start-up. What do you think a 'start-up' is? Do you know any famous start-ups that have been a success in your country?

2 Read Alicia's blog post about Lea's tips for starting a business. Which piece of advice do you think is the most useful?

Get up, start up!



My friend's top tips for starting a business

By: Alicia Comments: 2

1. Find something you love doing. It **needn't** be your greatest passion, but you **need to** believe in it.
2. Get started! You can spend a lifetime thinking about it, but you've got to get started in order to get ahead. Remember what Picasso said: 'Inspiration exists, but it **has to** find you working.'
3. You **should** share your ideas. It's unlikely anyone is trying to steal them, so you **don't have to** keep them to yourself.
4. You **must** trust your instincts. Take advice from successful people, but if something doesn't feel right to you, you **mustn't** do it. It's your business, not theirs.
5. Be patient! You **ought to** remember that no one succeeds immediately. As Steve Jobs once said: 'If you really look closely, most overnight successes took a long time.'

3 Complete the rules with the **bold** verbs in the text.

Modals: advice, obligation and prohibition

Grammar animation

1 We use *should* and _____ to give advice.
2 We use *must* and *have to* to talk about obligation.
   - We use _____ to talk about rules and things that are necessary for us to do.
   - We use _____ for things that we strongly feel are important to do or to give strong advice.
3 We use _____ to express prohibition.
4 We use _____ to express necessity.
5 We use *needn't* and _____ to say there is no obligation or that something isn't necessary.

GRAMMAR BOOSTER P141

4 Choose the correct alternative. Sometimes both are possible.
1 Companies that want to import these goods **should** / **have to** get permission from the authorities.
2 You **should** / **need to** use recycled packaging for your products as most consumers prefer it.
3 Workers on the production line **don't have to** / **need to** be physically fit as the job involves lots of moving and lifting.
4 Our company **mustn't** / **doesn't have to** buy coffee beans from Ethiopia, but we think they make the best coffee.
5 You **shouldn't** / **mustn't** pay attention to some of the stories written about this company in the newspapers. They aren't true.
6 With the demand for sugary snacks decreasing in our school, we **ought to** / **have to** think about getting more healthy food in stock.
7 We **don't have to** / **needn't** be too worried about exports in this country as our export sales have increased massively in the last two years.

5 Work in pairs. Look at the sentences in Ex 4. What is the difference in meaning between the two answers where both alternatives were possible?

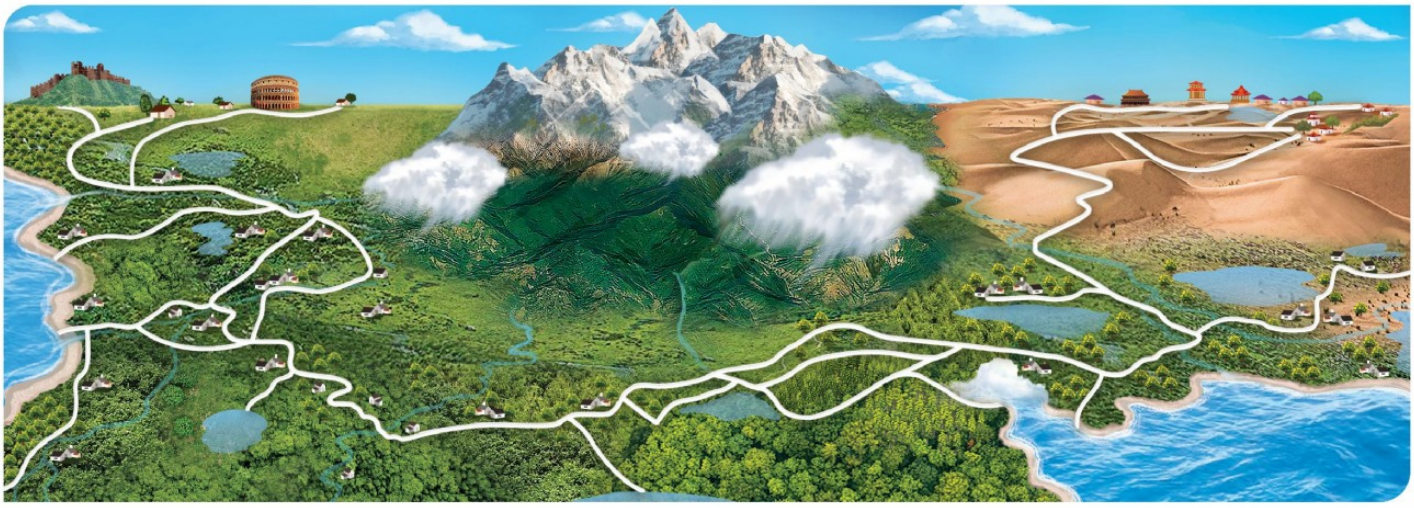
6 Rewrite the sentences using the words in brackets so that the meaning stays the same.
1 It is necessary that our employees can speak English and German as most of our clients are in Germany. (need)
2 I haven't done any exercise recently so it's important I do some on Saturday. (must)
3 Do you think it is a good idea to listen to Mike? (ought)
4 Remember to close all the doors and windows when you leave. (mustn't)
5 I like to wear a tie to work, but it isn't a rule. (have)
6 Is it necessary to go shopping, or have we got lots of food? (need)

7 5.02 Listen to a conversation between the head teacher, Mrs Baxter, and a student, Jake, who wants to set up a business at school. Write sentences that summarise the conversation using the prompts and the affirmative, or negative form of *must*, *have to* or *should*.
1 Jake / close / the shop / five minutes / end of break
2 Jake / open / the shop / lunchtime
3 Jake / tell / Mrs Baxter / when he wants to open
4 Mrs Baxter / think / Jake / open / every day
5 Jake / know / he / pass his exams
6 Mrs Baxter / say / Jake / give / some profits / school charity

8 THINK & SHARE Work in pairs. Imagine you are going to start a small business at your school. Choose one of the ideas below or invent your own.

graphic design revision coaching selling food or drink
selling second-hand books T-shirt printing

Then think about all of the things you must do, have to do, don't have to do, need to do and should do to become successful. Use the advice in the text. Think about …
- who your customers are.
- advertising.
- opening times.
- location.
- staff.
- prices.



The Silk Road

1 Look at the map that shows the 'Silk Road' and answer the questions.

1 What is silk?
2 Where does it come from?
3 What do you know about the Silk Road?
4 Why do you think people often compare it to the internet?

2 VOCABULARY Check the meaning of the words below. Are the words verbs, nouns or both? Then choose the correct alternative to complete the text about the internet.

benefit cause and effect change
consequence contribute development
expand growth influence raise

The internet

The [1]**development / consequence** of the internet, the network of millions of computers around the world, and the World Wide Web, the system which allows users to search for information, has led to the largest [2]**benefit / growth** in learning and knowledge the world has ever seen. Its [3]**influence / development** can be felt in every society around the world and it has brought a huge number of [4]**consequences / benefits** to society relating to communication, the sharing of ideas and technologies. It has [5]**raised / expanded** standards of living for many of the world's poorest people and has [6]**raised / contributed** to the growth of most countries' economies.

3 5.03 Listen to the first part of a lecture about the Silk Road and complete the student's notes.

The Silk Road

[1]_____ kilometres of roads between Europe,
[2]_____ and Asia.

Scythians, from Central [3]_____, started trading with the [4]_____, Greeks, Persians, Chinese.

In 200 BCE, [5]_____ built new routes connecting Asia and [6]_____.

4 5.04 Listen to the second part of the lecture. Put the topics in the order that you hear them.

___ the spread of religion
___ a new technology leads to global travel
___ the printed word and education
___ the goods that were traded
___ the early internet

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 note down the type of information you will need, e.g.: a number, place, name, etc.

5 Read the strategy. Then read the questions in Ex 6 and note down the type of information you will need to answer.

6 5.05 Listen again to the whole lecture. Answer the questions.

1 Who were the first people to start trading internationally?
2 How did European nations contribute to the trade with China?
3 What other areas of life did these routes influence?
4 Did China export large amounts of paper to Europe?
5 When did Europeans start using the magnetic compass?
6 Which countries did Europeans expand into as part of their voyages to China?

7 THINK & SHARE Work in pairs. Discuss the questions. Then form a group with another pair and continue your discussion.

1 According to the lecture, what are the most important benefits of international trade? Can you think of two or three more?
2 Can you think of any disadvantages of international trade and a more connected world? What are they?
3 How do you think learning papermaking and printing skills led to a huge growth in education?

Saving up

1 Do you have a bank account? If so, how often do you use it? If not, do you think you need one? Why? / Why not?

2 Read the text about the young man in the photo and choose the correct answer: A, B or C.

What is Bartselana Bank?

A The bank he owns.
B The bank he works for.
C The bank that helped him start a business.



The youngest banker

Business > Articles

When José Adolfo saw local schoolkids in Arequipa, Peru, unable to go to school because they had to work, he decided to start a bank to help them. But unlike most bankers, José wasn't a middle-aged man in a suit. In fact, when he opened the bank in 2012, he was just seven years old.

Young people aged 10–18 can open a bank account at the Bartselana Student Bank and earn money by collecting rubbish for recycling. Each time a customer makes a deposit of paper, card, plastic or glass, an amount of money is credited to his or her account. They can then set a savings goal, and once this goal is reached, they can withdraw cash from ATMs of several other banks using their own bank cards. Young account holders can check their bank statements and make payments online and also borrow money in the form of loans, which can stop them getting into large debts with dishonest lenders who may charge huge interest rates.

These days the bank has over 2,000 customers and recycles around four tonnes of rubbish a month. But most importantly, it has helped many young people to save money, go to school and be better prepared for the future when they're earning a wage, paying taxes and contributing towards society.

3 VOCABULARY Check the meaning of the highlighted words in the text. Then match them to the definitions.

1 people or businesses who give money on condition that it is paid back later
2 a piece of paper that tells you about the money you have in your bank account
3 money that goes into your bank account
4 money that a bank or person lends you
5 an amount of money paid from one person to another
6 an amount of money that someone owes
7 the percentage that you have to pay (or receive) on top of the money you borrow (or save)
8 take money out of a bank account
9 the money you have to pay to the government
10 the amount of money you want to keep after a period of time
11 a machine outside a bank or shop where you can get money from your bank account
12 add money to a bank account
13 money you earn from a job

4 Match the verbs 1–3 to the nouns A–C then 4–7 to D–G to make finance collocations. Use the text to help you.

1 make	A debt
2 get into	B your bank statement
3 check	C a deposit
4 make	D an interest rate
5 open	E a wage
6 earn	F a bank account
7 charge	G a payment

5 Complete the sentences with collocations in Ex 4 or the highlighted words in the text. Sometimes more than one answer is possible.

1 I _____ from the work I do in the local café on Saturdays.
2 If you want to use those cash machines, you'll have to _____ with that bank.
3 How much _____ did you _____ when you went to the bank yesterday? I need to borrow some!
4 It's really important to _____ every month to make sure no mistakes have been made.
5 David borrowed a lot of money and _____ when he bought his new car.
6 I don't like keeping money at home so I'm going to take it to the bank and _____ now.

6 Work in pairs. Describe the differences in meaning between the pairs of words and phrases.

1 your savings / your wages
2 a bank account / a bank statement
3 a deposit / a payment
4 a loan / a debt
5 currency / money

7 Discuss the differences with the class.

8 THINK & SHARE Discuss the questions.

1 Are you saving up for anything at the moment? If so, what? If not, what do you think you'll save up for in the future?
2 What do you think are the advantages and disadvantages of keeping your money in a bank account?
3 Do you think you will have a credit card in the future? Why? / Why not?

Modals: speculating in the past and present

1 Where do you think is the best and worst place to keep your money?

at home in a bank in a secret place in bitcoin

2 Read the text. Who stole the money?

NEWS

You **might think** that banks are the safest places to keep your money, even though criminals never stop trying to rob them. But what about when money just goes missing without any explanation? This is what happened in October 1977 at the First National Bank in Chicago. One Friday afternoon, $4 million was locked in a safe box and placed in a heavily guarded underground room in the bank. But when staff returned the next week, exactly $1 million was missing from the box. **Could someone have made a mistake** when they counted the deposits and withdrawals that day? When the bank checked, it couldn't find any mistakes. The money **must have been stolen**. But it **can't have been** a regular theft because there were no signs of a break-in and no alarms were set off. Who **could have done** it? Police had their eyes on Henry Zac, a bank worker, who had developed expensive tastes. They said: "He **must be** our man". Even so, the police have never arrested anyone or found the money.

3 Look at the phrases in **bold** and complete the table with the correct form of *must*, *might*, *could* and *can't*.

Modals: speculating in the past and present

Grammar animation

We often use modal verbs to talk about how certain we are something is or was true.

We use:

When …	In the past	In the present
we're certain it is true.	1 _____ + past participle	*must* + infinitive
it's possible it is true.	2 _____ / *might have* + past participle	*could* / 3 _____ + infinitive
we're certain it is not true.	4 _____ + past participle	*can't* + infinitive

NOTE:

When we're certain something isn't true, we use *can't*. We don't use *mustn't*.

We can use *might not*, but we can't use *couldn't* when we speculate.

GRAMMAR BOOSTER P142

4 Complete the dialogues with the correct form of *must*, *might* or *can't* and the verbs in brackets.

1 A I thought I had £10 in my wallet, but it's empty.
  B It _____ (be) in your pocket or you _____ (drop) it when we were in the café.
2 A Have you seen the new neighbour's car?
  B He _____ (earn) a lot of money to drive a car like that.
3 A Where's Cara?
  B She _____ (go) home yet because her bike is over there.
4 A I forgot to bring my tennis racket.
  B You _____ (be able to) borrow one from Amira.
5 A That's odd. Nina isn't answering her phone.
  B She _____ (leave) it at home.
6 A _____ Rachel _____ (take) your bag by mistake? Hers is quite similar.
  B Good point. I'll text her and ask her.
7 A Who do you think wrote this note?
  B I think Hasan _____ (write) it. That looks exactly like his handwriting.

5 Write two responses to each of the sentences. Use *must*, *might* or *can't* in the past or present.

1 Sophie has just bought a really expensive laptop.
  She must have saved up a lot of money.
  Her parents might have given her some money.
2 Senyo always looks tired in the morning.
3 Holly and Omar were at the cinema together last night.
4 Liverpool lost 5–0 on Saturday.
5 The roads are really wet at the moment.
6 There's a man with a large box standing outside your house.

6 Work in pairs. Write sentences about events similar to those in Ex 5. Say your sentences aloud and have your partner speculate what happened using *must*, *could*, *might* or *can't*.

A The woman looked at her boyfriend with surprise.
B He could have asked her to marry him.

7 5.08 Listen to Russ and Zoe talking about the mysterious case of D.B. Cooper. Write sentences with *must*, *might* or *can't*.

1 there / be / anyone else involved
2 Cooper / jump / from the plane
3 he / stay / on board the plane
4 Zoe / think / someone / wait / for him on the ground
5 Russ / think / the pilot / help / him

8 THINK & SHARE What do you think *must* / *might* / *can't* have happened to D.B. Cooper? In pairs, discuss your ideas using modal verbs. What do you think is the most likely explanation?

The cashless society



1 How often do you use the different payment methods in the photos to buy something? Which do you prefer and why? How do you feel about a 'cashless society'?

STRATEGY Distinguishing between fact and speculation

In a magazine, newspaper or online article, it's a useful skill to be able to recognise what is a fact and what is just 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 …

2 Read the strategy. Then read the paragraph below and find two things that you think are facts and three things that are speculation. Which phrases introduce facts? Which phrases introduce speculation?

News > Money

It's likely that in the next five to ten years, cash will be a thing of the past in most of the developed world. In fact, in the UK only 30% of payments were made using cash before the coronavirus pandemic of 2020, a figure that has fallen dramatically since then. It's clear that most people find it easier, quicker and safer to pay for their goods with a contactless card, phone or watch, so it's almost certain this trend won't change.

3 Work in pairs. You are going to read different parts of an article about a cashless society. Student A: read paragraphs A–C. Student B: read paragraphs D–F. Student A: tick (✓) the benefits that are mentioned. Student B: tick (✓) the problems that are mentioned.

☐ crime	☐ health	☐ cost
☐ jobs	☐ debt	☐ older people
☐ homeless	☐ your private life	☐ easy to use

4 MEDIATION Work in pairs. You will need both the information from your paragraphs and your partner's for Ex 5. Take turns to summarise the paragraphs you have read to your partner in no more than six sentences. Make sure you distinguish between what is a fact and what is just the author's speculation or opinion.

5 5.09 Match the summary sentences 1–8 to paragraphs A–F. There are two sentences that you do not need.

1 The system of cash is inefficient and costly.
2 Young people with financial problems find it easier to manage their finances when they use alternatives to cash.
3 Criminals have more opportunities to steal money electronically.
4 It will be harder for people and businesses to avoid paying tax in a cashless society.
5 It is much more convenient to use alternatives to cash.
6 The ease of using contactless payment is putting people in financial difficulties.
7 Huge amounts of cash is stolen from businesses every year.
8 There will be much more information available about your spending habits.

6 You are going to give a short presentation on the pros and cons of a cashless society. In pairs, read through the text again and make notes about the key points. Then decide whether you are in favour of it or not. Put your ideas together into a short presentation of no more than two minutes. Include both facts and speculation.

7 Give your presentation to the class.

8 THINK & SHARE Work in groups. Discuss the questions.

1 Do you feel any differently about a cashless society after reading the article? Why? / Why not?
2 Are you concerned that data on everything you buy could be sold to companies who want to know about you? Can you understand why some people are concerned by this?
3 Do you believe you think less about money and spend more of it when you use contactless payment methods instead of cash?
4 On balance, do you think the advantages of moving towards a completely cashless society outweigh the disadvantages? Explain your answer.

A world without cash

A Isn't it great that these days you don't need to find change in your pocket when you want to buy a drink or take the bus? Isn't life so much easier now you can pay for everything with contactless payment? Most experts agree that within a few years, the only place you'll find coins and banknotes will be in a museum. But apart from how easy it is, what are the benefits for us all, what problems might it cause and what are the consequences of this huge change?

B There's no doubt that the production and distribution of currency is an expensive business. Coins and notes need to be produced securely, transported and stored safely, and counted regularly. If this didn't need to happen, it would save banks, businesses and governments huge amounts of money each year.

C It's also very easy for cash to go missing. If there was no cash in our pockets, homes and in the tills of shops, restaurants and banks, thieves couldn't steal it. According to research, retailers in the USA lose around $40 billion a year from the theft of cash – money that would go back into the economy if all our payments were made electronically.

D However, electronic banking isn't necessarily safer. It takes a huge amount of planning and luck for a thief to rob a traditional bank, and they will only ever get one chance to do it and get away with all that heavy cash. But when it comes to online theft, cybercriminals from anywhere in the world can keep on trying without getting discovered until they are successful.

E Another worrying thing about a cashless society is that every single thing you ever buy will be recorded. You may not worry too much about this now, but all of this data could be sold to companies who want to know all about you. Without cash, there is no privacy.

F But one of the most serious problems with our contactless cards and phones is how we use them. Research by a credit card company found that users spend 30% more with a card than they do with cash. It is thought that this is because tapping your card on a machine doesn't feel like you are spending money and takes no effort in the way that handing over cash does. This is particularly relevant to our generation. Did you know that the number of people aged 18–25 who have gone bankrupt in the UK has increased ten times in the last three years? There's no doubt that with contactless cards it's so much easier to get into debt.

If you're like me, you probably love using your contactless card when you go shopping. But are you ready to live in a world without cash? If we don't think about the answer to that question now, it may soon be too late.



bankrupt – without enough money to pay what you owe

Global consumers, global citizens?

1 Look at the photos in the leaflet and discuss the questions in pairs.
1 Which of these things do you regularly buy?
2 Where do you think they are produced?
3 Do you ever think about how they are produced? Why? / Why not?

2 THINK & SHARE Work in groups. Match the issues below to the items in the photos you think they could relate to. Then discuss how you think each issue relates to the product.

animal rights | environmental issues | human rights
plastic waste | product origin

3 Read the leaflet. What does the phrase 'Think globally, act locally' mean?

4 VOCABULARY Match words 1–7 to A–G to make collocations used in the text. Then check their meanings.

1 working	A diet
2 animal	B gas
3 fair	C conditions
4 environmental	D rights
5 child	E trade
6 plant-based	F impact
7 greenhouse	G labour

5 Read the leaflet again and discuss the questions.
1 What do you think it means to 'vote with our wallets'?
2 What is the difference between Fairtrade coffee and normal coffee?
3 What are the human rights issues associated with buying very cheap clothes?
4 How can cutting down on the amount of meat you eat help the environment?

6 5.10 Listen to a radio interview about one of the issues. Which issue are they discussing?

7 5.10 Listen again and complete Ryan's notes with one word in each gap.

1 _____ industry: second biggest polluter in the world

Pollution comes from ...
- growing 2 _____: needs water, pesticides, 3 _____
- making clothes: chemicals and 4 _____
- distribution: 5 _____ clothes around the world

How to shop better
1 Buy fewer 6 _____ clothes.
2 Buy 7 _____ clothes and 8 _____ clothes with friends.
3 Buy clothes you 9 _____ and look after them!

8 THINK & SHARE Work in groups. Choose one of the issues in the leaflet. Discuss what you can do ...
- to be a good global citizen and consumer.
- to encourage your friends to think about these issues.
- to get your school to take a lead in global citizenship.

9 In your groups, give a short presentation to the class or make a short video to post on social media about your discussion and what you, your friends and your school can do to become good global citizens.

Think globally, act locally

As a consumer, the most powerful thing we can do to change the world is to vote with our wallets. But how do we know what to buy and what to avoid?



A fairer cup

Coffee is one of the most widely traded and profitable products in the world, but often the farmers who grow the beans earn very little money. Fairtrade is changing that by paying a fair price to its farmers and campaigning to improve the working conditions of millions of people around the world. Look for the Fairtrade logo on goods like coffee, tea, chocolate, honey and sugar.

Fast fashion



Everyone loves to buy new clothes at great prices, but do we need to do it so often? Buying fewer, better-quality and longer-lasting items will cause less pollution and have less environmental impact. There's also less chance that your clothes were made in factories that use child labour or that force workers to work long hours in unsafe conditions.





A better burger

With so many people moving towards a plant-based diet, it's never been easier to choose tasty meat-free burgers. While some people make the change because they care about animal rights, many others are doing it for environmental reasons. Did you know that global meat production generates around 20% of all man-made greenhouse gases? If we can reduce our consumption even just a little, it will make a big difference. It doesn't mean becoming a vegetarian or vegan unless that's for you, it's about making a choice every time you eat. And if you still enjoy some beef or chicken in your burger, the best advice is to find out where it has come from and choose locally produced meat.



Role-play: asking for and giving advice

1 What do you spend most on and how do you save money? How easy or difficult do you find it to save money?

2 5.11 Listen to Marie asking a financial advisor about the best way to save money. Does the advisor recommend anything that you talked about in Ex 1?

3 Now read the tips on how to save money. Tick (✓) the advice the advisor gave Marie.

Smart ways to save

1. Save a little and often, and do it as soon as you get your money. If you get into the savings habit now, you'll keep that habit for the rest of your life.
2. Open a savings account. Separating your savings from your day-to-day money is the best thing you can do. Go online and check out which offer gives the best interest rates, and if they don't let you withdraw your cash for a few years, even better.
3. Look for ways to save on your everyday expenses. There are always bargains to be found, and discounts for students. And trips, events and activities are often cheaper if you do them in a group.
4. Cut out unnecessary purchases. They soon add up. Do you really need a takeaway coffee or tea every day? Can you walk or cycle instead of taking the bus?
5. Give your money time to grow. The longer your money is in a savings account, the more interest it will earn you.

STRATEGY Using a variety of functional phrases

When you speak, try to 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 5.11 Read the strategy and the Phrasebook. Then listen again to the conversation. Tick (✓) the different phrases you hear to ask for and give advice.

PHRASEBOOK Asking for and giving advice

Asking for advice and recommendations
What's the best thing to do?
How do you think I should … ?
What about … ?
What would you advise me to do?

Giving advice and recommendations
It would be a good idea for you to …
You really should think about …
If I were you, I'd …
You'd better …
You need to …
Your best option is to …
Have you thought about … ?
Have you tried … ?

PRONUNCIATION Linking

In English, we often link words together when we speak quickly. This can mean that words in a sentence sound different from individual words.
I am_interested_in_opening_a bank_account.
At_the_end_of the day, I_often read_a book.
You_are spending money too_often.
Have you tried_downloading_a banking_app?

5 5.12 Read the pronunciation box and listen to the examples. Then find examples of linking words in the sentences below.
1 How do you think I should deal with the problem?
2 It would be a good idea to open your own bank account.
3 What do you advise me to do about my phone?
4 We should do something good for the environment.

6 5.13 Listen and check, then repeat the phrases.

7 In pairs, ask for and give each other advice about the things below. Use a different phrase from the Phrasebook each time.

getting fit learning a foreign language making friends
not being late for school revising for a test
sleeping better treating a headache

8 In pairs, prepare a role-play. Choose from the two options below and prepare some questions and advice. Student A is asking for the advice; Student B is giving the advice.
1 Ask for some advice about the best ways to earn some extra money in the school holidays. Ask questions about …
   - where to look for work.
   - how to apply for a job.
   - the best job for you.
2 Ask for some advice about the best ways to get fit. Ask questions about …
   - the best sports or activities to do.
   - how often and when to exercise.
   - the best food to eat.

9 Perform the role-play together. Then change roles and do it again. Tick (✓) how many different phrases for asking for and giving advice in the Phrasebook you use.

10 REFLECT Work in pairs. Discuss the questions.
1 Did you find it easy to use a variety of phrases?
2 Did you naturally link words together in your questions and answers?
3 Who do you think gave the best advice? Why?



An email of complaint

1 Work in pairs. Discuss the questions.

1 When was the last time you bought something that you were unhappy with or received bad service in a shop, café or restaurant?
2 What happened?
3 What did you do about it?

2 Read the email complaining about poor service in a shop. Have you ever experienced anything similar?

From: Liam Collins
To: customerservice@northernpchelp.com
Re: Repair service

Dear Sir or Madam,

A I am writing to complain about the very bad service that I got from your company recently.

B On 3 April, I took my laptop into your shop because some of the keys on the keyboard were not working properly. I paid for your 24-hour service because I need to use my laptop for my studies, and you promised me that you would be able to fix the problem by the next day. However, when I returned on 4 April, it was not ready. The assistant did not say sorry, and just told me to come back the next day. On 5 April, the same thing happened. Finally, on 6 April the laptop was repaired, but the assistant said I had to pay for the 24-hour service.

C I am really unhappy with your service. Firstly, you should not offer a 24-hour service if you are not able to repair a laptop in that time. Secondly, your staff should be trained in customer service and need to understand that they cannot charge a customer for a service they don't receive.

D I want a refund of the extra cost of the 24-hour service and some compensation for all the trouble. I would also like an apology from your company for all these problems.

I'm waiting for your reply.

Yours faithfully,

Liam Collins

3 Read the email again. Match paragraphs A–D to their purpose 1–4.

1 Explain the changes you would like to see.
2 Say why you are writing.
3 Say what you would like them to do.
4 Explain what happened in detail.

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 to 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:
  Dear Sir or Madam – Yours faithfully
  Dear Mr Jenkins / Ms Jones – Yours sincerely

4 Read the strategy. Then read the email again. Is it all written in the same register? Find the informal phrases in the email and replace them with the more suitable formal ones in the table below.

	Formal	Informal
1	received	
2	it is necessary	
3	assured	
4	apologise	
5	return	
6	maintained	
7	very dissatisfied	
8	would like to request	
9	the inconvenience	
10	I look forward to hearing from you.	

5 Look at the task below. In pairs, make a list of the problems that you might need to complain about.

You recently bought a new mountain bike from a local bike shop. You have had a number of problems with it, but when you complained, 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.

6 Plan your email. Choose two or three things you want to complain about. Then follow the paragraph structure in Ex 3.

7 Write your email based on your notes in Ex 6. Use some of the phrases in Ex 4 and remember to start and finish your email correctly.

8 CHECK YOUR WORK Did you …

- include formal phrases from this lesson?
- avoid contractions, informal, familiar and slang words and phrases?
- use the correct paragraph structure?

Grammar

1 Complete the sentences with the words below.

don't have have to mustn't
needn't ought to shouldn't

1 It's a good idea to save for the future. You _____ waste your money on buying things you don't need.
2 You _____ to buy this company's products. There are lots of other companies that sell similar things.
3 You _____ tell anyone the password to your online bank account. Keep it private.
4 People who pay for everything using their phone _____ carry cash around with them.
5 Before companies can trade in the city, they _____ get permission from the authorities. It's the law.
6 You _____ do some research into what people want to buy before you open your shop.

2 Read the information. Then complete the sentences with the past or present form of *must*, *might*, *could* or *can't* and the verbs in brackets.

Mike didn't go to work at the bookshop this morning. His manager Kamili is trying to find out what has happened to him.

1 He _____ at home because I just spoke to his wife and she told me he left 30 minutes ago. (be)
2 He _____ his phone because I just tried to call him and he didn't answer. (forget)
3 He _____ the bus because this often happens. (miss)
4 He _____ lost because he's been working at this bookshop for five years. (get)
5 He _____ in the café next door having a coffee now, as he sometimes does this. (be)
6 I know! It's his birthday today. He _____ to the cake shop to buy a cake. He always does this on his birthday. (go)

Vocabulary

3 Choose the correct alternative.

1 This country **exports** / **imports** most of the food that it grows to countries around the world.
2 There has been a big increase in **consumers** / **demand** for sunglasses this summer.
3 International **trade** / **retail** depends on the efficient movement of goods between countries.
4 It's too cold to grow grapes in this country so we have to **export** / **import** them.
5 **Distribution** / **Production** at the factory stopped for two days because of a small fire.
6 **Consumers** / **Retailers** have been spending a lot less this winter because they are worried about the economy.
7 None of the shops in town had any flour in **supply** / **stock**. I think everyone must be baking this weekend.

4 Complete the sentences with the correct form of the verbs below. There are two verbs that you do not need.

charge check earn get into
make open withdraw

1 I _____ my first bank account when I was fifteen. I've been saving money in it ever since.
2 Every month, I always _____ my bank statement carefully to make sure that no one else has used my bank card.
3 It's very easy for young people to _____ debt these days.
4 Kaheem _____ a deposit of around £10 a month into his bank account.
5 When Emily worked at the café, she _____ a wage of £9 per hour.

Cumulative review

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

Strange business ideas that worked

Every year, millions of people around the world try to turn a strange idea into a business. While many businesses ask for large [1]___ which they can't afford to pay back, some of them succeed.

Many people advised Marty Metro that he [2]___ leave his well-paid job to start a company selling second-hand cardboard boxes, but he was sure his business idea [3]___ a success. His first try didn't work, and he got into $300,000 of [4]___. He [5]___ have been very determined as he didn't stop there. Instead, with more investment he started the online business usedcardboardboxes.com, which was soon [6]___ cardboard boxes to thousands of customers across the USA.

If you're surprised by that, you'll be amazed how Gary Dahl became a millionaire back in 1975. Most people thought he [7]___ be mad when he started selling the Pet Rock. That's right, Gary [8]___ a large stone in a box with some straw and sold it as a pet. He even included a book with tips on how you [9]___ look after it! Remarkably, [10]___ loved it and bought over 1 million of them.

1	A credit	B loans	C accounts	D wages
2	A must	B ought to	C shouldn't	D had to
3	A could have been	B must have been	C can't be	D could be
4	A loans	B debt	C trade	D stock
5	A might	B can't	C could	D must
6	A supplying	B demanding	C trading	D producing
7	A can't	B mustn't	C must	D should
8	A produced	B manufactured	C stocked	D packaged
9	A had to	B might	C should	D must
10	A consumers	B retailers	C suppliers	D producers

Think & share

6 Answer the questions.

1 What do you think the advantages of using cash are?
2 What do you think international trade might look like in 100 years' time?

5 VISION 360°

Canary Wharf

Learn about Canary Wharf, an important financial district in London, and create a virtual tour of a shopping district.



Unit 5 360° hotspots

1 THINK & SHARE Work in pairs. Where do people go to do the following activities where you live? Why do you think these areas / streets offer these services?

banking and business industry | entertainment | food shopping | medical services | shopping | sport

EXPLORE 360°

Access the interactive 360° content now!

2 ALL HOTSPOTS Work in pairs. Explore Canary Wharf in London and match the photos to the hotspots. Explain the connection.



3 Watch and listen to the video about Canary Wharf. What changes did a major building project, a bank closing and Covid-19 cause?

4 Read the opportunities at Canary Wharf for students. Listen to the conversation and decide which opportunity they are talking about.

CANARY WHARF LONDON

Student opportunities at Canary Wharf

Summer job programme

This programme is for university students and involves working during the summer with a company in an area that matches your studies. We are looking for students with a clear idea about their future careers.

Training programme

This programme is for students who are finishing school at 16 and want to combine work and education. You will follow the programme for three years and successful students will receive a full-time job offer.

Work experience

This programme is for students between the ages of 14 and 16. You will work for two weeks in different business areas, so you can get an idea of what you want to do in the future.



5 Watch the video and explore the exhibition 'A window into London's past'. What has changed in the places that are mentioned?

6 Work in pairs. Look at the photos of buildings in the Docklands area of London. Answer the questions. Give reasons for your answers.
Which building(s) do you think … ?
1 is / are the most environmentally friendly
2 was / were the most expensive to build
3 is / are no longer used for their original purpose

7 Work in pairs. Read the statistics. Which ones surprise you the most? Why? Go online and find out what wealth distribution per adult is like in your country.

8 Work in pairs. Go online and look up Canary Wharf. Find one company that has offices there. Make notes about what it does. Present the information to the class.

9 THINK & SHARE What effects does the building of a new financial, shopping, leisure, etc. district have on a town or city? Answer the question by giving an example from your region or country.

CREATE … a virtual tour of a shopping district

STEP 1
Work in groups. Decide on the shopping district that you will create the virtual tour for. Use one of the suggestions below or decide on a shopping district in your region or country.

Alberni District, Vancouver Fifth Avenue, New York
Grafton Street, Dublin Oxford Street, London
Princes Street, Edinburgh Rosebank, Johannesburg

STEP 2 RESEARCH IT!
Go online and do some research into the shopping district. Find out about:
- the type of retailers
- entertainment
- parks and green areas
- places and things of interest

STEP 3
Find an online map or draw a map of the district that you can add text and photos to.

STEP 4
Use your notes from your research to prepare your virtual tour.
- Decide on the route that you are going to take.
- Label the places on the map.
- Add photos to illustrate the places.
- Prepare a short description of each place.

STEP 5
Make your presentation. Each member of the group presents a different place.

6 At home

VOCABULARY
Rooms, furniture and equipment
Types of homes/renting a home

GRAMMAR
Relative clauses
The passive: advanced structures

LISTENING
A presentation about a special house

READING
An interview about living rent-free

GLOBAL SKILLS
Adapting to change

SPEAKING
Hesitating and buying time during an interview

WRITING
An enquiry email

DOCUMENTARY
Life afloat

VOCABULARY BOOSTER P125
GRAMMAR BOOSTER P143–144



House tour

1 If you had to move to a new flat or house now, how would you like it to be different from your current home? Think about the rooms, furniture, colours, decorations, etc.

2 6.01 Watch or listen. Complete the text with the missing words.

George has been living with his [1]_____ in [2]_____. He is hoping to get a cheap holiday in [3]_____ and is looking at a [4]_____ which is in an old [5]_____ block.

3 VOCABULARY 6.01 Watch or listen again. Decide if the sentences below are true (T) or false (F).

1 George's flat is tiny but cosy. ___
2 George's brother's house is spacious. ___
3 George's table matches the style of other furniture. ___
4 George got his furniture in an attic. ___
5 There are two armchairs in John's living room. ___
6 John's kitchen has more appliances than necessary. ___
7 There isn't a freezer in John's kitchen. ___
8 The curtains in John's place touch the ceiling. ___
9 There's a built-in wardrobe in John's bedroom. ___
10 The bed takes up a lot of space. ___
11 You can store a lot of things in the basement. ___
12 Because of the air conditioning, the place is not hot. ___

4 Match the highlighted nouns and adjectives in Ex 3 to the categories 1–3.

1 What place / room is it? _____, _____, _____

2 What objects are in there? _____, _____, _____, _____, _____, _____

3 What's this room like? _____, _____, _____

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

1 Our house has a big … where we keep old furniture, pictures and things, but it's not easy to get up there.
A attic B ceiling C basement

2 Please turn on the …. It's too hot in here.
A air conditioning B freezer C attic

3 Your living room is quite …. Are the other rooms big too?
A tiny B cosy C spacious

4 I usually sit in this … when I watch TV. It's more comfortable than the sofa.
A appliance B built-in wardrobe C armchair

5 Go downstairs. I'm sure you'll find your skis in the …
A basement B attic C ceiling

6 This modern wardrobe won't … the rest of your flat.
A store things B take up much space C match the style of

7 I'd love to have … bookshelves on one wall in my room.
A cosy B curtain C built-in

8 What … do you need to buy for your new flat – a fridge or a vacuum cleaner?
A freezers B appliances C armchairs

9 This table is too big. It'll … all the space in the living room.
A match B take up C store

6 Complete the email with some of the highlighted words and phrases in Ex 3.

Re: summer house

Hi Mona,

We've found a nice house where we could stay this summer. Click here to see all the photos. It's very [1]_____ which is perfect because there are going to be ten of us. Obviously, there's [2]_____ because the summers can be pretty hot. The kitchen is great. It has all the [3]_____ we might need such as a toaster, a coffee machine and a microwave. There's a big fridge, but no [4]_____. This means we can't keep ice cream at home! You have to check out the photos of the bedrooms. They look really [5]_____ – maybe because there are so many blankets and pillows. I love the cute [6]_____ on the windows! The only problem is that the [7]_____ wardrobes are really small. We can't take too many clothes. There's a small garage too. All our cars won't fit there, but we might be able to use it to [8]_____ our bikes and canoes. Let me know what you think!

Love,

Anita

7 REAL ENGLISH 6.02 Match the phrases in **bold** to the definitions. Then listen and repeat.

1 **Let's get on with it!**
2 **Ta-da!**
3 **Fat chance** of him affording the whole place.
4 **Let me guess**, sounds boring, right?
5 We never **found the time** to decorate.

A phrase used for saying that you do not believe something is likely to happen
B have time available to do something
C to continue doing something, especially after you have been interrupted
D an expression that is used to draw attention to something special, impressive or surprising
E phrase used when you want to say what you think is happening and not wait until someone tells you

8 Work in pairs. Take turns to react to the situations using the **bold** phrases in Ex 7.

1 You didn't manage to visit your family last week.
2 You're showing your family a cake you've made by yourself.
3 You don't think your friends will invite you to their party.
4 You're meeting your friend who looks happy. Before he says anything, you tell him what you think has happened.
5 You're working on a science project with your friend, but you've taken a break now. You think you should start working again.

9 Work in pairs. Look at the photos and discuss what the houses are like. Describe the rooms and what you think there is inside using at least ten words in Ex 3.






10 Work in pairs. Finish the online advert for one of the houses in Ex 9. Use at least five words in Ex 3.

A unique opportunity to rent this beautiful summer house! It's got …

Relative clauses

1 Where in the world would you like to live? Why?

2 Read the text. What are the main differences between Hong Kong and the Vertical City idea?



Have you ever fallen in love with a city [1]**you visited on holiday**? I have! It was when I was in Hong Kong. It's the only city [2]**which felt like home from the start**. It might be because of its architecture. Hong Kong, [3]**which has a population of 7.4 million living on an area of 1,104 square kilometres,** has the most spectacular skyline. Just imagine so many people and not much space. No wonder that with 355 buildings [4]**which are over 150 metres tall** Hong Kong has the largest number of skyscrapers in the world.

They make me think of Vertical City, a concept of future cities [5]**which I've recently read about**. Kenneth King and Kellogg Wong, the architects [6]**who worked on this project** believe that we are slowly using up the space [7]**where new houses can be built**. In their opinion, a vertical city, [8]**which is made of high-rise towers connected with each other,** could give people space to live, work, go to school, do sport or relax. All in one building so no one would need to leave 'their house'. How does that sound?

3 Choose the correct alternative to complete the rules. Then match the rules to the **bold** sentences 1–8 in the text. Sometimes more than one answer is possible.

Relative clauses

Grammar animation

We use relative clauses with pronouns *who*, *which*, *where*, *whose* and *that* to give information about a person, a thing or a place.

1 ___ We use defining relative clauses to specify what person, thing or place we want to talk about. We **use** / **don't use** commas in defining relative clauses.

2 ___ We use non-defining relative clauses to give extra information about a person, a thing or a place. We **use** / **don't use** commas in non-defining relative clauses.

3 ___ We can omit pronouns *who*, *which* or *that* in **defining** / **non-defining** relative clauses when the pronoun is the object of the relative clause, but not the subject, for example:

This is my brother (who) I often talk to you about.
This is my brother who hardly ever talks to me.

4 ___ We usually put prepositions **before the relative pronoun** / **at the end of a relative clause**. In formal sentences, we put the pronoun **before the relative pronoun** / **at the end of a relative clause**.

GRAMMAR BOOSTER P143

4 Choose the correct pronoun, A, B, C or D, to complete the sentences. Sometimes more than one answer is possible.

1 Put this jacket in the wardrobe ___ we store our winter clothes.
A that B where C – D which

2 My sister, ___ lives in a tiny flat in Edinburgh, wants to move to a bigger house soon.
A which B whose C who D that

3 I keep all my schoolbooks on the built-in shelf ___ is next to my bed.
A which B where C – D that

4 The flat ___ we wanted to rent last summer was too far from the lake.
A – B that C which D where

5 My dad, ___ advice I didn't want to take at first, told me not to set the air conditioning to very low temperatures.
A that B whose C – D which

6 The kitchen appliance ___ we should get rid of is this old toaster.
A which B – C whose D that

5 Rewrite each pair of sentences as one sentence. Use the correct relative pronouns and add commas if necessary.

1 The air-conditioning isn't working. We installed the air-conditioning two months ago.
2 We store our bikes in the basement. The basement is quite spacious.
3 I always listen to this rock band. They are giving a concert next month.
4 You picked a colour for the walls. The colour doesn't match our curtains.
5 I am preparing a presentation about the French Revolution with my best friend, Charlie. Charlie is really good at history.
6 I sent you a photo of an armchair. It doesn't take up too much space.
7 My mum helped me rearrange the furniture in my room. She is a designer.
8 This is one of our neighbours. Her house was damaged in the tornado.

6 Look at the sentences you wrote in Ex 5. In which sentences can you omit the relative pronoun?

7 6.03 Listen to the mini-dialogues and complete the sentences with relative clauses. Use commas if necessary.

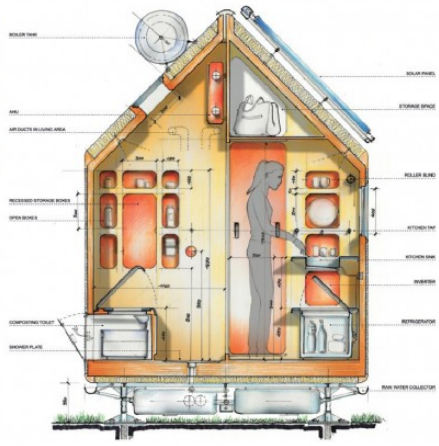
1 Julie had lunch with her brother _____.
2 Sami's headphones _____ are probably under the sofa.
3 Mrs Shaw _____ invited Sylvie's family for dinner next week.
4 Megan likes Pria's curtains _____.
5 Mike bought the tickets to the art exhibition _____.

8 Work in pairs. Describe one of the rooms in your house. Use at least three defining relative clauses and two non-defining relative clauses.

There is a tiny desk and a chair in my bedroom. The desk, which used to belong to my brother, is quite old, but I like it …







Tiny but mighty

1 THINK & SHARE Look at the pictures and answer the questions.

1 What kind of building do the pictures show? What makes its design special?
2 How is it different from a typical house?

2 VOCABULARY Read sentences 1–5 and match the highlighted words to the definitions A–E.

1 You can't see a design like this very often. It's unique.
2 The table is very functional. You can use it as a desk or a dining table.
3 When you have solar panels on the roof and produce your own electricity, you become self-sufficient.
4 Can you see this plastic container in our garden? It's a barrel which we use for collecting rainwater.
5 I'd really like my house to be a bit eco-friendly so that, for example, the heating we use won't cause air pollution.

A practical and useful
B able to do or produce everything that you need without the help of other people
C not harmful to the environment
D a large round container, usually made of wood or metal, with flat ends
E being the only one of its kind, special and unusual

3 6.04 Listen to the first part of Daniel's presentation and find out why he mentions the words below. Then work in pairs and discuss your answers.

2009 Diogene house Diogenes
Renzo Piano the Shard

Diogene house is the house of the future because of its simple design.

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 Read the strategy. Decide if the beginnings of the sentences below will describe positive or negative points and underline the key words that lead to your decision.. Write + or –.

1 'When you look at these pictures, you can see that it was carefully planned and …'
2 'One of the biggest advantages of this house is …'
3 'Looking at this design, I suppose it must be a very comfortable …'
4 'I also like the fact …'
5 'I'm a bit worried that …'
6 'Maybe it'd be better if …'

5 6.05 Listen to the second part of the presentation and check your answers in Ex 4.

6 6.05 Listen to the second part of the presentation again and complete the table with the advantages and disadvantages of the Diogene house that Daniel mentions.

Advantages	Disadvantages

7 6.05 Answer the questions about the presentation. Then listen again and check.

1 How big is Diogene?
2 What rooms are there?
3 What is the attic for?
4 Where do people who live in Diogene get electricity from?
5 What is stored under the house?
6 What makes the house cosy in winter?
7 How can Diogene be moved?
8 What happens when you don't want to use the house any longer?

8 THINK & SHARE Work in pairs. Answer the questions.

1 What do and don't you like in the design of the Diogene house? Would you change anything?
2 Who do you think could use a house like this? Why?
3 Do you agree with Daniel's statement that a lot of us will be living in houses like Diogene in 50 years or so? Why? / Why not?

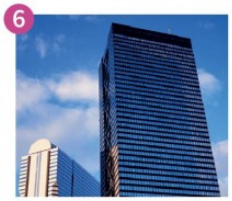
My kind of place

1 VOCABULARY Match the words below to the houses. Which type do you live in? Which one would you like to live in? Why?

block of flats cottage detached house
semi-detached house skyscraper terraced house





2 Read the text. Which types of houses in Ex 1 has Mila lived in? What does she like about the place where she lives now?

New post

Living on the 54th floor

by Mila Jones

I used to live in a detached house in the suburbs until I was eighteen. It was a quiet and boring neighbourhood, and I couldn't wait to move to the city centre. During college, I lived in a tiny apartment in a terraced house. I'm 25 now and I'm finally renting my dream apartment on the 54th floor of an 82-storey skyscraper in downtown Chicago. I fell in love with this place when I saw it online. I immediately called the estate agent, arranged a viewing and signed the contract the next day. It was the quickest decision in my life. Do I regret it? As with any other place, living in a skyscraper has its advantages and disadvantages.

Advantages:

✓ The view is spectacular.
✓ It's within walking distance of all the places I usually go to: my office, cafés, restaurants, shops and the cinema.
✓ If I have to drive anywhere, I just look out of the window to check the traffic. It's the best way to avoid traffic jams.

Disadvantages:

✗ I live with a roommate because I can't afford to pay the rent by myself. We get on well, but I sometimes wish I could live on my own.
✗ Chicago is a popular city for tourists and our skyscraper is quite famous. I don't feel comfortable when I see people in the street taking photos of our building.
✗ I always need to add an extra five minutes to my journey time. This is how long it takes to wait for the elevator and go downstairs.

American English	British English
apartment	flat
elevator	lift
downtown	central (Chicago)
roommate	flatmate

3 VOCABULARY Work in pairs. Discuss what the words in Ex 1 and the highlighted words in Ex 2 mean in your language.

4 Choose the correct alternative.

1 We rented a charming little **cottage** / **skyscraper** in Scotland last summer.
2 It's a ten- **flats** / **storey** building, but Jenna lives on the second floor.
3 Syed wants to rent a flat **downtown** / **in a terraced house**. He wants to live closer to his office.
4 I don't want to share any walls with neighbours, so I'd prefer to live in a **terraced** / **detached** house than in a **cottage** / **semi-detached house**.
5 This house is perfect for a family with children because it's **within walking distance** / **in the suburbs** to a park and a playground.
6 I'd like to see the flat we checked out online yesterday! Can you call the **roommate** / **estate agent** and find out when she's available to **arrange a viewing** / **pay the rent**? If we like it, we can sign the **contract** / **rent** next week.
7 There's only one **downtown** / **skyscraper** in my city. It's got 45 floors.

5 Complete the online post with the words below.

block of flats estate agent flatmates in the suburbs
storey terraced house within walking distance

6 Nov, 14.59

I'm planning to rent a flat or house. I'm going to share it with two [1]_____ who are my good friends. Last week, we had a meeting with a great [2]_____ and he showed us two places. Now we can't decide which one to choose. One of them is in a [3]_____. This option is cheaper. It's a four-[4]_____ building, but I don't like the fact that we would live on the top floor and there's no lift. But it's [5]_____ to a great park where I could go jogging every morning! The other one is a [6]_____.
I love it because there's a tiny garden, but obviously it's more expensive. Both are in the city centre because we don't want to live [7]_____ and then spend hours getting to university and work every day. Which do you think is better?

Reply

PRONUNCIATION Compound nouns

Compound nouns are nouns which consist of at least two different nouns. They can be written as one word (skyscraper), with a hyphen (five-storey) or as two separate words (air conditioning). In compound nouns usually the first word is more stressed than the other.

6 PRONUNCIATION 6.06 Listen and underline the stressed syllables in the compound nouns below.

air conditioning armchair bathroom bookshelf
cupboard dishwasher estate agent flatmate
housework living room ten-storey wardrobe

7 6.06 Listen and repeat the words. Pay attention to the stress.

The passive: advanced structures

1 What was the best place you have ever stayed in on holiday? Why?

2 Read the article. How was the Woodpecker Hotel different from other hotels?

Unusual hotels > Sweden > Woodpecker Hotel



If you enjoy being surrounded by nature and listening to birds sing, you will like the old Woodpecker Hotel building in Sweden. It was designed by a Swedish artist Mikael Genberg who wanted it to look like a traditional Swedish cottage, but it's far from traditional. In fact, it was often thought to be one of the most unusual hotels in the world. What made it so unique? The building was placed in a tree, thirteen metres above the ground. This might not sound very high, but when you realise that no nails, only wires, were used to attach the house to the tree it might become a bit scary. To get to the room, guests were asked to climb a rope ladder. If they expected to be offered luxuries, they had to be disappointed. The room was tiny, but there was a little kitchen. Breakfast and dinner could be brought to guests in a basket, but they had to pull it up using a rope. The Woodpecker Hotel was built in 1998 when treetop accommodation wasn't very popular. Sadly, it had to be closed down in 2017, but the demand for treehouse hotels is believed to have risen by 30% in the last few years. Hotel guests aren't only looking for peace and quiet any more. They'd like to be provided with various facilities, so some treehouse hotels offer a full-size swimming pool, a spa or luxurious restaurants among the branches.

3 Read the rules and find ten examples of passive structures in the article.

The passive

1 We use the passive when we want to focus on the action, not on the person who performed it.
2 We form the passive with the correct form of the verb *be* and the past participle. We use *by* to say who performed the action.
3 We use *be* and the past participle after verbs followed by the infinitive with *to*, for example, *want to*, *would like to*, etc.
4 We use *being* and the past participle after the verbs followed by the gerund, for example, *like*, *hate*.

Some verbs such as *give*, *bring*, *offer*, *show* have two objects. Both these objects can become the subject in the passive; however, a person as a subject is more common.

They showed me a beautiful cottage. →
I was shown a beautiful cottage. OR
A beautiful cottage was shown to me.

4 Find two objects in the sentences and rewrite them in the passive in two possible ways.

1 Jack has given me the keys to his flat.
2 They were offering him help.
3 Someone brought Ellie a big bouquet of flowers yesterday.
4 The estate agent is going to show my parents a few terraced houses this weekend.
5 They sent us the photos of a house in the suburbs.

5 Rewrite the sentences in the passive.

1 Lily enjoys it when someone takes her shopping downtown.
2 Someone is going to sign this contract soon.
3 I don't think anyone can repair this old freezer.
4 Do people sometimes store clothes in the attic?
5 When did people build these semi-detached houses?
6 I don't like it when friends ask me for help.

6 Read the rules and the sentences below. Match sentences 1–4 to rules A–B. Then find two examples of similar structures in the text.

The passive with *say*, *think*, *believe*

Grammar animation

A When we report what other people believe or say, we use: *it* + passive form of the verb *believe*, *think*, *say*, *know*, etc. + *that* + clause.
B We can also use the following sentence: subject + passive form of the verb *believe*, *think*, *say*, *know*, etc. + *to* + present or perfect infinitive. We use perfect infinitive (*have* + past participle) when the action happened before the time of reporting it.

1 These hotels are said to close down soon.
2 It's said that these hotels will close down soon.
3 It is known that a famous actor has bought the terraced house at the end of the street.
4 A famous actor is known to have bought the terraced house at the end of the street.

GRAMMAR BOOSTER P144

7 Complete the second sentence using the passive so that it means the same as the first sentence.

1 People say this estate agent is the best in town.
It _____ the best in town.
2 They think living in the suburbs was cheaper in the past.
Living in the suburbs _____ cheaper in the past.
3 Everyone believed that Darius paid his rent regularly.
Darius _____ his rent regularly.
4 People knew that a well-known architect had designed these blocks of flats.
It _____ these blocks of flats.

8 Imagine you are an estate agent preparing for a flat/house viewing. Complete the sentences with the verbs in brackets and add some information. Use the passive.

1 This neighbourhood is believed _____. (be)
2 This flat/house _____. (build)
3 This flat/house is thought _____. (design)
4 It's _____. (think)
5 Previous owners are said _____. (paint the walls)

9 Work in pairs. Present the flat/house you want to sell. Use your sentences in Ex 8.

Recognise the writer's attitude from comment adverbs in an interview about living rent-free.

Living rent-free

1 Look at the phone screen. What kind of website or app is it? Why do you think the people in the photo set up their profile there?

2 6.09 Read the interview with Naomi and Paul. Check if your answers in Ex 1 were correct.



Naomi (27) & Paul (29)

Friendly, easy-going, with positive attitude to life, love animals

- A web designer and photographer
- Married since 2019
- Manchester, UK

★★★★★ 12 reviews, 9 references

Articles > house sitting

Living rent-free

Naomi and Paul Bailey spent last winter in a cosy cottage in the south of France. Then, they went to Norway for three weeks. In April and May, Naomi and Paul were living in a house with a pool in California. Soon they're heading for Cape Town, South Africa.

What are your next plans?

We don't know yet. It obviously[1] depends on our next job offer. Hopefully[2], we'll find something in Australia or in Italy. We'll see... Now we're concentrating on the trip to South Africa. We're really excited about it.

Can you explain what it is that you actually do?

We're professional house sitters. This means we're hired by house owners to stay at their houses or flats. We're responsible for looking after the property when the owners are away.

Like a security guard?

No, not at all! We use the house as if it belonged to us. This is supposed to protect it from burglars. We're also asked to help with the jobs around the house.

Such as?

We water the plants, work in the garden, look after farm animals or pick up the mail and ideally[3], we send important letters on to the owners but it's not always possible. Generally, we make sure everything in the house is in order. We receive around £200 a week for this job and unbelievably[4], we don't pay any rent.

How do you find house-sitting offers?

We regularly check offers on www.trustedhousesitters.com for international house sitters. Then, we send messages to the people we'd like to work for. You have to respond quickly when you see an interesting offer because unfortunately[5] many people apply for house-sitting jobs in the most stunning locations. There's also a great demand for luxurious houses and, amazingly[6], remote cottages in the countryside are quite popular, too.

What do you do for a living?

I'm a website designer and Paul is a photographer. Luckily[7], our jobs can be done from any place in the world so house-sitting works really well for us.

Being able to travel the world and living rent-free – this sounds like a dream job. Are there any disadvantages of house-sitting?

It's certainly not for everyone. I wouldn't recommend it to a family with kids, for example. Besides, you have to learn to live out of a suitcase and be prepared to move from one place to another fairly often. Understandably[8], we try to take offers that allow us to stay at one place for at least three weeks. It's just too complicated to move so often when you also do your own job.

House sitting.com



House description

Ouro Preto, Minas Gerais, Brazil

3 Read the interview again and complete the sentences.

1 When Naomi and Paul went to California, they stayed in _____.
2 They aren't sure where they will go after coming back from their next trip to _____.
3 Sometimes a house sitter has to take care of the _____ or do some work in the _____.
4 House sitters _____ rent.
5 Naomi and Paul know that it helps when you act _____ after seeing a great advert on a house-sitting website.
6 Naomi and Paul don't think house-sitting is good for _____.
7 They don't accept offers for _____ than three weeks.

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 the comment adverbs they use. For example, if you read *Surprisingly, living in the suburbs is expensive*, you 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. Look at the highlighted comment adverbs 1–8 in the text. Complete the sentences with the correct option A, B, or C so they mean the same as in the text.

1 Naomi and Paul ___ choose their next travel destination based on the job offer they get.
A will, without any doubt,
B might possibly
C are surprised that they have to
2 Naomi and Paul ___ find a new job offer in Australia or Italy.
A are sure that they'll
B think it's quite unlikely that they'll
C would like to
3 What do Naomi and Paul think about sending important mail to the house owners?
A It's one of the most important duties they have.
B It's a perfect way of staying in touch.
C They should do it whenever it's possible.
4 What do Naomi and Paul think about not paying the rent?
A It's obvious they shouldn't do it.
B They didn't expect that.
C It's a perfect solution.
5 Naomi and Paul ___ that many people want to apply for house-sitting jobs in the most stunning locations.
A are disappointed
B always expect
C are surprised
6 What's Naomi and Paul's view about the fact that so many people are looking for remote cottages in the countryside?
A They think it's wonderful.
B They find it surprising.
C It's normal for them.
7 How do Naomi and Paul feel about the fact they can do their job from any place in the world?
A They know it doesn't happen often.
B They have doubts about it.
C They're happy to have this opportunity.
8 According to Naomi and Paul, it's ___ that they prefer offers which allow them to stay at one place for a longer time.
A acceptable
B strange
C normal and logical

5 Work in pairs. Imagine that both of you are journalists who are preparing for an interview with Naomi and Paul. Write down 3–5 additional questions that you would like to ask them.

6 Work in groups of four. Students A and B are journalists. Students C and D are Naomi and Paul. Students A and B: ask the questions that you wrote down in Ex 5. Students C and D: answer the questions. Then swap roles.

7 **THINK & SHARE** Work in pairs. Discuss the questions.

1 Would you agree that house-sitting is an ideal option for a holiday? Why? / Why not?
2 What qualities and skills do you think an ideal house sitter should have?
3 What might be some other disadvantages or discomforts of being a full-time house sitter?
4 If you had a chance, where would you like to house-sit? Why there?

Adapting to change

1 Look at the list of life changes. In your opinion, which are the most difficult to accept or ovecome? Why?

- changing schools
- moving to a different city or country
- falling out with a friend and ending your friendship
- starting a new job
- new government rules that affect your life
- finishing primary / secondary school

2 Work in pairs. Read the quotes. Do you agree with them? Choose two life changes in Ex 1 and discuss how these quotes apply to the situations.

> **Any change, even a change for the better, is always accompanied by drawbacks and discomforts.**
> *Arnold Bennett*

> **Your life does not get better by chance; it gets better by change.**
> *Jim Rohn*

3 Read the article. Choose the sentence A–C that does NOT present an argument from the text.

A Scientific research shows that our brain considers change to be an error.
B It's possible to learn to deal with change.
C Studies show that the more changes there are in our life, the easier it is to adapt to them.

Home About Articles Contact Help

Adapting to change

Change is an [1]inevitable part of our life. It's often impossible to [2]resist it, as it will happen anyway. We're scared because we don't know what impact it will have on us. Even [3]minor changes can be very stressful. Learning to [4]adapt to change is an important skill. Once we master it, we'll not only be able to get on with our lives, but also succeed in facing new challenges.

Scientists have been doing research to check how we deal with change. One study has proved that people prefer things which have been around for a longer time. They don't like changes or new things. In this study, two groups of people were shown the same painting. The first group was told that it had been painted in 1905, the second group was informed that it had been done in 2005. The group who saw the painting from 1905 liked it much more.

Another group of scientists noticed that the brain treated uncertainty connected with the change as an error. In order to feel safe and happy, the error needs to be corrected, or rather the uncertainty needs to be eliminated. This means we have to accept the change. But how?

A When you're faced with a [5]drastic change in your life, like moving or changing schools, try imagining what's the worst thing that can happen in your new situation. Is that thing really that scary?

B Find out what things you can and can't control in a new situation. Make a list of things you can control and do them every day. It'll make you feel you've achieved something.

C Even if this change isn't what you hoped for, accept it. Think about it as an opportunity to try something new or to develop.

D Allow yourself to feel upset and do things which can cheer you up in these stressful moments, like watching your favourite film or chatting to a friend.

4 VOCABULARY Look at the highlighted words 1–5 in the article and choose the correct definition A or B.

1 A that can't be avoided
  B that often happens
2 A to produce or create something
  B to refuse to accept something and try to stop it from happening
3 A extreme and serious
  B typical, not important
4 A to change your behaviour in order to deal more successfully with a new situation
  B to take willingly something that is offered
5 A small and unimportant
  B extreme and serious

5 MEDIATION Imagine that your friend is going through some changes in their life. You want them to feel better, so you would like to share what you read in the article about adapting to change. Write an email to them saying, in your own words, what the article is about. Write 60–80 words.

6 6.10 Listen to four teenagers who have moved house or country share their experience of dealing with the change. Match speakers 1–4 to strategies A–D of adapting to change from the text.



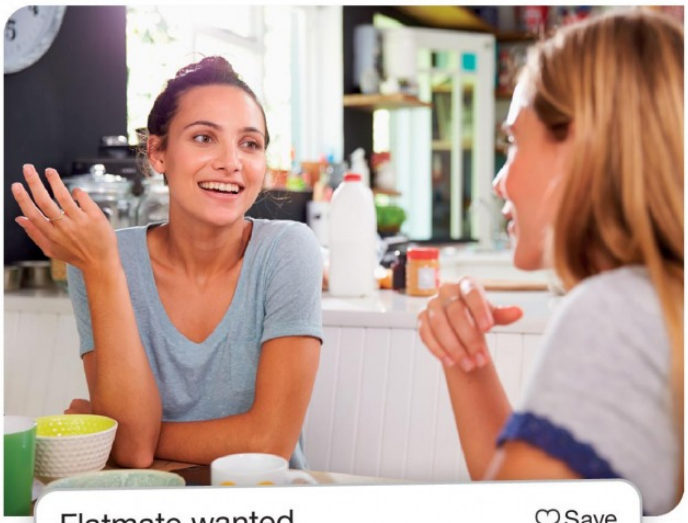
1 Speaker 1
2 Speaker 2
3 Speaker 3
4 Speaker 4

7 THINK & SHARE Work in pairs. Discuss the questions.

1 Have you had any big change in your life recently? What was it?
2 How did you feel about this change?
3 What did you do to adapt to this change? Did you use any of the tips mentioned in the article?
4 Would you deal with this change differently now after reading the article?

Interview with a potential flatmate

1 Work in pairs. Read the advert. Write down a few questions that you think Rosie should ask her potential flatmates.



Flatmate wanted ♡Save

Rosie95 4 Nov, 11.16

Hi there! I'm Rosie, I'm 22 and I'm a psychology student. I have a two-bedroom flat in Leeds, near Hanover Square. My previous flatmate has just got a job in Brighton, so she's moving out soon and I'm looking for a new flatmate! If you're interested, email me and we can arrange a meeting and an interview.

Reply

2 6.11 Listen to Rosie interviewing a potential flatmate, Ivy. Tick (✓) the questions from your list in Ex 1 that Rosie asks Ivy. Write down some other questions she asks.

3 6.11 Listen again. Answer the questions.

1 What does Ivy do?
2 Where does Ivy meet her friends?
3 Why did Ivy stop living with her first flatmate?
4 Do you think Ivy will be a good flatmate for Rosie? Why? / Why not?

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 6.12 Read the Strategy and listen to the phrases from the Phrasebook. Which of them do you use already and which have you never used before?

PHRASEBOOK Hesitating

Buying time
How shall I put it?
Where should I start?
Let's put it this way …
It depends …
How can I explain / say this?
What I'm trying to say is …
Well, what I mean / want to say is that …
Let me think about that.
That's a good question.
It's hard to say, really.
You mean … (what I like doing at weekends)?
Actually, …

Hesitating
Well, …
… let me think …
… you know …
… you see …
I mean …
The thing is …

5 Work in pairs. Student A: ask a question from the list below. Student B: hesitate when answering the question. Use phrases from the Phrasebook. Then swap roles.

Questions you can ask your potential flatmate

- What do you like doing at weekends?
- What does your typical day look like?
- What household jobs don't you mind? Which ones can't you stand?
- What do you want in a flatmate?
- Do you eat out or do you cook? How often do you cook?
- Have you ever had a problem paying the rent on time?

6 Imagine you want to rent a flat. Write down five questions you could ask your potential flatmate. Use your own ideas and the ideas in Ex 2 and 5.

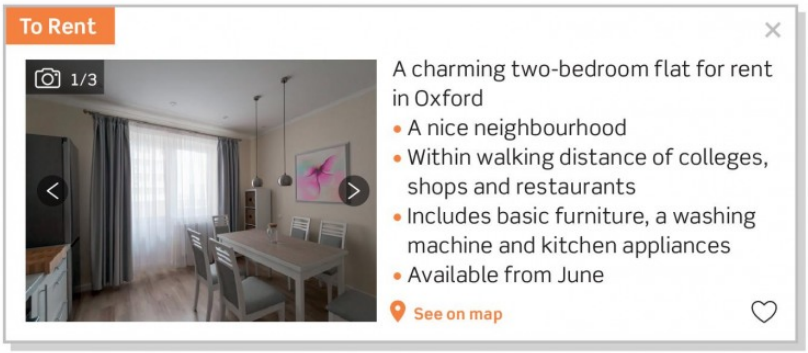
7 Work in pairs. Do a role-play. One of you is looking for a flatmate, the other is looking for a flat. Ask and answer questions. Use your notes in Ex 6. Do not forget to use some phrases from the Phrasebook.

8 REFLECT Work in pairs. Answer the questions.

1 Was your interview successful? Did you find out everything about your potential flatmate? Would you be good flatmates?
2 Which phrases from the Phrasebook did you use to buy time?

An enquiry email

1 Read the advert. Imagine you are interested in renting a flat with a friend. What questions would you ask the owner of this flat after seeing the advert?



2 Read the notes Harry made after reading the advert and his email. Tick (✓) the questions Harry asks in his email.

- ☐ How much is the rent?
- ☐ How often do you increase the rent?
- ☐ Is there a bus stop near the flat?
- ☐ How far is it from Trinity College?
- ☐ What furniture and kitchen appliances are there?
- ☐ What other bills will we have to pay - electricity, heating, water?
- ☐ Can we rent it from September?
- ☐ When can we see the flat?
- ☐ Can we replace the furniture in the flat with our own?
- ☐ Is it OK if we invite guests or have parties in the flat?

Dear Sir or Madam,

1 My name is Harry Evans and I am interested in renting a flat which you advertised on www.dailyinfo.co.uk. My current flatmate and I are looking for a quiet place to rent near Trinity College.

2 After seeing your advertisement, we think your flat might be a good fit for us, but I wonder if you could answer a few questions. My flatmate Tom and I both study at Trinity College, and we would like a place which is relatively close to the college buildings. Could you tell me what the exact address of the flat is? Or if that's not appropriate, do you happen to know how far your flat is from Trinity College?

3 The photos on the website do not show what furniture and kitchen appliances there are in the flat. I was wondering if there is a freezer and a microwave. May I also ask you if we could bring our own sofa to replace the one you might currently have in the flat? We have only recently bought it and we would prefer to keep it if possible.

4 Naturally, we would like to see the flat before we make our final decision and sign the contract. Could you let me know when it would be convenient for you to arrange a flat viewing?

I look forward to hearing from you.

Yours faithfully,

Harry Evans

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. Find six indirect questions in the email. Rewrite them as direct questions.

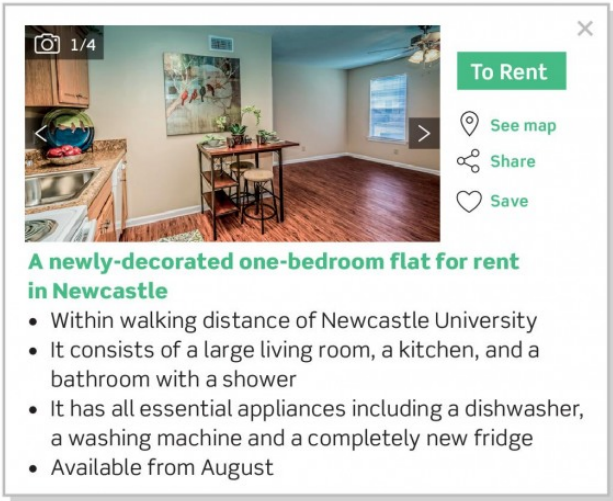
PHRASEBOOK Indirect questions

Could you let me know (if / when) … ?
Could you tell me … ?
I would be grateful if you could …
I have been wondering …
I would be interested to know …
May I ask you … ?
Do you happen to know … ?
Could you answer a few questions?
I wonder if you could …

4 Rewrite the questions as indirect questions. Use the indirect question beginnings in the Phrasebook.

1 How do we pay the rent?
2 Can I decorate the flat?
3 Is it OK to paint the walls or hang pictures?
4 What's the neighbourhood like?
5 Is there air conditioning?

5 Imagine you want to rent a flat in Newcastle. After seeing the advert below, you decide to send an enquiry email. Choose 3–5 questions to ask in your email. Use questions in Ex 2 and 4 or your own ideas. Do not ask about the same things as Harry did in his email.



6 Write an enquiry email to the owner of the flat. Use the questions you chose in Ex 5.

7 **CHECK YOUR WORK** Did you …

- write who you are and why you are writing the email?
- use indirect questions to sound polite?
- start and finish your email with the appropriate phrases?
- check spelling, grammar and punctuation?

Grammar

1 Complete the second sentence with a relative clause so that it means the same as the first. Use commas where necessary.

1 We've just bought a new freezer. It can store 120 litres of food.
The freezer _____ can store 120 litres of food.
2 I have one brother. He lives downtown and got a new job yesterday.
My brother _____ got a new job yesterday.
3 The flat above us belongs to a man, but I haven't met him yet.
I haven't met the man _____.
4 My grandma has a cottage. It's quite old. It will be renovated soon.
My grandma's cottage _____ will be renovated soon.
5 The workers came late today. They're painting the walls in the bathroom.
The workers _____ came late today.
6 I have one flatmate. My flatmate is Spanish. He has to pay the rent this month.
My flatmate _____ has to pay the rent this month.

2 Rewrite the sentences in the passive using the words in brackets.

1 Katie told me a secret. (to)
2 Everyone thought a film star lived near us in the suburbs. (was)
3 I hate it when people take photos of me. (being)
4 Someone stole lots of small electronic appliances from the supermarket last night. (stolen)
5 My friend Sam teaches English to foreign students. (by)
6 They say that air conditioning is bad for your health. (said)

Vocabulary

3 Complete the sentences.

1 There's a kitchen and a living room downstairs, three bedrooms and a bathroom upstairs and a huge a_____ above.
2 We shouldn't buy this table. It's too big and will t_____ u_____ all the space in the living room.
3 Kaya used to rent a t_____ room in London when she was a student. There wasn't enough room to put a desk.
4 I keep a lot of frozen fruit for smoothies in the f_____.
5 I usually close the c_____ when I watch TV because the sun shines directly into my eyes.
6 The walls in our living room are grey, but the c_____ is white. It all looks good together.

4 Complete the second sentence so that it means the same as the first.

1 They're looking for a house outside the city centre.
They're looking for a house _____.
2 We would like to see the flat whose advert we found online.
We would like to _____ the flat whose advert we found online.
3 This building has five floors.
It's a _____ building.
4 Emily is going to spend a weekend in a small house in the country with her parents.
Emily is going to spend a weekend in _____ with her parents.
5 My cousin Cameron sells or lets houses.
My cousin Cameron is _____.
6 Chloe lives in a house which is joined by one wall to her neighbours' house.
Chloe lives in a _____.

Cumulative review

5 Complete the text with one word in each gap.

My friend Nicole was renting a flat in a ten-[1]_____ building in Leeds when she found out that her flatmate had [2]_____ offered a job in another city. The problem was the rent, [3]_____ was over £1,000, because they paid it together and Nicole couldn't afford it on her own. She contacted an [4]_____ agent who showed her a few flats in [5]_____ of flats and one terraced [6]_____, but there was something wrong with each place. One didn't have any [7]_____-in wardrobes and Nicole didn't want to buy new furniture; another one was [8]_____ the suburbs and Nicole wanted to live in the city centre. Eventually, she was contacted by her old friend Melissa [9]_____ grandfather had left her a boat. Living on a boat is often [10]_____ to be challenging, but Nicole decided to give it a try for a couple of months. She's now been living there for almost a year and says it was a great decision. Living on a boat makes you independent, but there are some disadvantages too. The kitchen, for example, is so tiny that they only have basic [11]_____. A coffee maker doesn't fit there. On very hot days, you can't stay inside because there's no air [12]_____. But the worst of all is that the boat needs to [13]_____ repaired all the time.

Think & share

6 Answer the questions.

1 Describe your home. What would you change in it to make it an ideal place for living for you?
2 Do you like the location of your home? Why? / Why not?
3 Would you like to rent a flat with a friend when you start studying at university? Why? / Why not?

Listening

EXAM STRATEGY

When you do a matching task, some options may contain words that are the same as, or similar to, what the speakers say. Check your answers to make sure the whole idea matches what each speaker says.

1 Read the strategy above. Then think of different ways of expressing each statement (A–H) in the exam task in Ex 2. Compare ideas with a partner.

2 6.13 You will hear five short extracts in which people are talking about money. 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 (1–5) says this?

A Some of the options for making money don't appeal to me. ___
B Checking other people's opinions can help you save money. ___
C I got some useful financial advice from a friend. ___
D Spending time online encouraged me to buy things I didn't need. ___
E It's not worth trying to be the same as other people. ___
F I enjoy watching my savings increase over time. ___
G Saving money can have lots of unexpected benefits. ___
H I don't like asking my family to lend me money. ___

Use of English

EXAM STRATEGY

When you do a multiple-choice task, first try to answer the question without looking at the answer options. Then see if one matches your answer.

3 Read the strategy above. Then read the first paragraph in Ex 4. Look at the first gap and try to think of a word which fits. Do any of the options match your answer?

4 Read the text below and choose the correct answer (A, B, C or D) for each gap 2–10.

High-rise life

Skyscrapers and high-rise apartment blocks are a familiar sight in our towns and cities. The first modern skyscraper was [1]___ in Chicago in 1885, but the first high-rise building for people to live in wasn't constructed until 1939. Today, millions of people [2]___ the world have their homes in buildings like this, and there are many pros and cons.

Building up into the sky certainly helps to protect green space around urban areas. But the dramatic effect that tall buildings can [3]___ on a city's skyline is loved by some and hated by others. For the people [4]___ live in them, the views may be breathtaking, but some residents complain of challenging weather conditions, and say it is often [5]___ windy to sit on their balcony.

Of course, more expensive high-rise accommodation has more advantages. These buildings are usually in downtown areas and are therefore nearer facilities [6]___ shops and restaurants, as well as people's places of work. In fact, many have their own shops. Some also have running tracks and swimming pools, and even 'sky gardens'. These features provide a sense of community as they are shared with neighbours, which can have a [7]___ effect on people's mental health.

But high-rise accommodation in poorer areas has [8]___ of these advantages. Many residents feel isolated, have fewer positive social interactions, and have a greater fear of crime. There are unlikely to be safe areas where children can play. Older or less physically fit people can [9]___ this type of environment particularly challenging, especially if the lifts break down or the power fails. The shared space makes it easier for [10]___ to spread throughout the building, and some people fear what would happen if there was an earthquake or fire.

1	**A** risen	**B** done	**C** built	**D** formed
2	**A** over	**B** of	**C** from	**D** around
3	**A** have	**B** be	**C** do	**D** make
4	**A** where	**B** who	**C** what	**D** whose
5	**A** such	**B** too	**C** so	**D** much
6	**A** such	**B** similar	**C** as	**D** like
7	**A** positive	**B** strong	**C** negative	**D** difficult
8	**A** not	**B** none	**C** no	**D** nothing
9	**A** discover	**B** experience	**C** find	**D** realise
10	**A** diseases	**B** symptoms	**C** treatments	**D** injuries

Reading

EXAM STRATEGY

In a true / false / doesn't say task, you must find evidence in the text to support a true or a false answer. If there is no evidence, the answer is *DS* (doesn't say). You shouldn't base your answer on common sense or general knowledge.

5 Read the strategy above. Then read the exam task in Ex 6 and statements 1–8, but not the text. Mark any statements which you think are true or false. When you do the task, find evidence to support your answers, or choose *DS* (doesn't say).

6 Read the article about renting or buying property. For each statement 1–8, write *T* (true), *F* (false) or *DS* (doesn't say).

YOUNG PEOPLE AND PROPERTY

Unless you're in your late 20s or older, it's unlikely that you're thinking about buying your own home just yet. And depending on which country you live in, you may not be thinking about doing so at all. Attitudes to buying or renting property differ across the world. So how do different countries in Europe compare?

You may be surprised to learn that Germany has one of the lowest numbers of home owners in the developed world. There are historical, but also economic reasons.

Banks will typically only lend money to buy a home if the buyer can contribute 20% of the purchase price as a deposit. In contrast, rents are generally lower compared to the average person's income than in other European cities. In some capital cities, such as London, Madrid and Rome, rent can be more than 40% of someone's earnings. In Germany, on the other hand, the average rent is less than 30% of a person's income.

Spain has traditionally been a country where many people own their own homes. However, high rates of unemployment have forced a change in recent years, with more people renting instead. This means that many people are worried about the demand for rental properties in Spain's tourist areas. Some property owners have demanded unreasonably high rents, which locals are unable to afford. The owners instead turn the accommodation into holiday rentals, for which they can charge much higher prices.

In the UK, the last 20 years has seen huge changes in the housing market. Over that time, average house prices have increased approximately seven times faster than people's incomes. As a result, young adults earning an average salary are only around half as likely to own their home, compared to 20 years ago. It will be interesting to see whether financial support from the government, through their 'help to buy' scheme, will have any impact on those figures.

Of course, there are global reasons why fewer young people are home owners today. Many have to pay back student loans before they can start saving for a deposit on a home. The average age at which people get married and have children has risen, and many are choosing to stay living with their parents for longer. Young people often prefer to be in urban areas where there are jobs and a greater choice of facilities – but these are places where they simply can't afford to buy property. Finally, global population growth and a lack of new property-building means that there is simply not enough accommodation – and so the huge demand increases prices further.

1 Europeans are more likely to buy homes than people in the rest of the world. ___
2 It is usually cheaper for the average person to rent property in Germany than in other parts of Europe. ___
3 There has been an increase in the number of people buying their homes in Spain. ___
4 Property owners in Spain can make more money from tourists than from locals. ___
5 Young people in the UK earn more than in other European countries. ___
6 The UK government has tried to help young people to own their own homes. ___
7 People are starting families at a younger age than their parents did. ___
8 A younger world population is the main reason for rising property prices. ___

Speaking

EXAM STRATEGY

In a role-play task, make sure you ask your partner appropriate questions and respond to what they say.

7 Read the strategy above. Then complete these questions and responses.

1 Could you _____ me about … ?
2 I'd _____ to know more about … .
3 Yes, I see _____ you mean.
4 So, are you _____ that … ?

8 Work in pairs, A and B. You will do a role-play task.
Student A: You are a student looking for somewhere to live when you go to university. You call the university accommodation officer.

- Ask him/her about what accommodation is available.
- Ask about the location, features and cost.
- Choose one of the places and give reasons for your choice.

Student B: You are the university accommodation officer. Turn to page 151 and follow the instructions.

When you have finished, swap roles.

Writing

EXAM STRATEGY

In a writing task, use a range of vocabulary and try to avoid repeating words from the exam task.

9 Read the strategy above. Then look at the exam task in Ex 10. Think of different ways to express the highlighted words.

10 You see this advert in an international magazine.

We are looking for articles about your dream home. What sort of building would it be and where? Tell us about some of the features it would have. Why is this your idea of a dream home?

The best articles will be published next month.

Write your article.

7

VOCABULARY
The education system
Higher education subjects

GRAMMAR
Verb patterns
I wish …, if only …

LISTENING
A podcast about an educational experiment

READING
A blog post about student exchanges

GLOBAL SKILLS
Good study habits

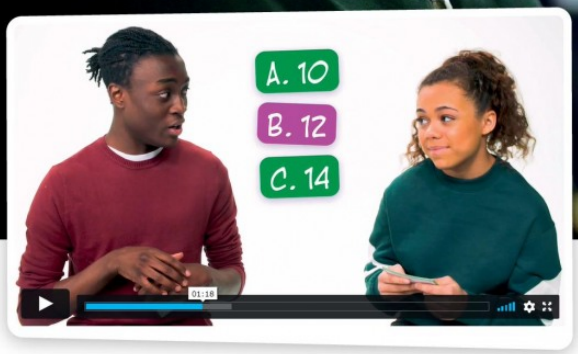
SPEAKING
Debating

WRITING
A for and against essay

VISION 360
The school of the future

VOCABULARY BOOSTER P126
GRAMMAR BOOSTER P145–147

Learning for life



The education system

1 At what age do students start and leave school in your country? Do you think this age should be higher or lower? Why?

2 7.01 Watch or listen. George and Alicia are doing a quiz about education. In pairs, do the quiz with them. How many questions did you answer correctly? Did any of the answers surprise you?

3 7.01 Watch or listen again. Are the sentences true (T) or false (F)? Explain your answers and correct the false sentences.

1 Alicia's favourite quiz topic is education.
2 You can leave school at a younger age in China than in Algeria.
3 Michael Kearney began studying at university when he was eight.
4 Michael started working after he got his degree.
5 The students at Le Rosey live at the school while they are studying.
6 At Le Rosey, students can do watersports.
7 Students in Iceland can study rock music.

4 REAL ENGLISH Match the phrases in **bold** to meanings A–E.

1 A Did you hear that the sports centre's been closed?
  B **That's news to me.**
2 A Who won the poetry prize this year?
  B **No idea.**
3 A Is the answer 2012?
  B **You got it!**
4 A It was one of the funniest things I've seen.
  B **I'll say!**
5 A I'm going to the pencil museum later. Do you want to come?
  B **Are you having a laugh?**

A That's correct.
B I agree.
C I didn't know that.
D You aren't being serious.
E I don't know.

5 VOCABULARY Choose the correct alternative. Then explain the difference between the two options.

1 It can cost a lot of money to go to a **state** / **private** school.
2 If you leave school with good **exams** / **qualifications**, you'll have a better chance of getting a good job.
3 My sister **graduated from** / **won a place at** university with a degree in English.
4 At our school, each **term** / **year** lasts for ten weeks.
5 I've got an important maths exam next week so I'm **studying** / **revising** for it every night.
6 For this test, you get a **mark** / **grade** out of 100. You need to get more than 60 to pass.
7 My cousin is at a **private** / **boarding** school in the UK. He lives there during term time and only goes home in the holidays.
8 On the last day of school, the head teacher gave everyone who was leaving a **qualification** / **certificate** in a special ceremony.

6 VOCABULARY Complete the education collocations with the words below.

gain graduate hand in log in share sit win

1 _____ from university
2 _____ an exam
3 _____ a place at university
4 _____ coursework
5 _____ resources
6 _____ a qualification
7 _____ to an online learning platform

7 Work in pairs. Take turns to complete the sentences. Try to respond to what your partner says with one of the **bold** words or phrases in Ex 5. Then ask a follow-up question.

1 When I leave school, I hope to gain qualifications in …
2 The thing I find most difficult about sitting an exam is …
3 The main advantage of using an online learning platform is …
4 The subjects I usually get good / bad grades in are …
5 I would / wouldn't like to go to a boarding school because …

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



Students who attend New York's Brooklyn Free School (BFS) experience a very different kind of education. Students make the rules and there is no need to follow a curriculum. In fact, they can choose what they want to [1]_____ and don't have to go to class if they don't want to. There are also no [2]_____ that students need to sit and no [3]_____ given for students' coursework.

To [4]_____ from the school, students must attend regularly, participate fully in school life, including a number of key seminars and meetings, and do a number of self-evaluations, based on the [5]_____ they have done in the studies.

As this is a [6]_____ school, parents must pay for their children to attend, but they only have to pay what they can afford. Because of this, students from many different backgrounds can apply, and [7]_____ a place because of who they are and not how much money their parents have.

Free schools like BFS are not for everyone, but for students who find it difficult to gain [8]_____ at traditional schools, they may be a suitable alternative.

1	A pass	B revise	C study
2	A exams	B certificates	C coursework
3	A degrees	B fails	C grades
4	A graduate	B pass	C go
5	A marks	B coursework	C qualifications
6	A state	B private	C boarding
7	A pass	B sit	C win
8	A exams	B certificates	C qualifications

9 THINK & SHARE Work in pairs or groups. Discuss the questions.

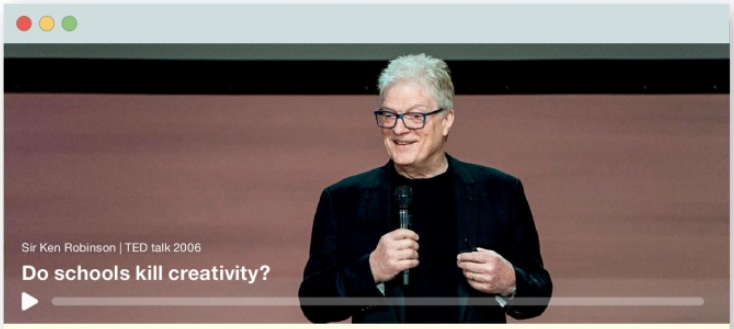
1 Would you prefer to attend a school where you could make the rules? What rules would you change from the ones you have now?
2 Is it important to you to have your coursework graded? Why? / Why not?
3 A lot of people have criticised free schools like BFS. Why do you think this is the case?
4 The box refers to things that happen in schools. Put them in order of how important they are to you. Explain your answers.

attend classes be creative do coursework
gain qualifications learn to be responsible
make friends pass exams study traditional subjects

Verb patterns

1 Think about the video from the last lesson. Can you remember which unusual subjects are on the school curriculum in Japan and Armenia? If you could choose a new subject to add to your school timetable, what would it be? Why?

2 Look at the photo and read the article. What subject does this man think should be taught in schools?



What do you think is the most watched TED talk ever? Surprisingly, it's a talk on education, given in 2006 by Sir Ken Robinson.

In the talk, 'Do schools kill creativity?', Robinson **asks** us to think about what schools should be for. He argues that when children **start** to attend primary school, they are naturally creative. But he believes that because education systems **teach** students to pass exams, they don't **let** children make mistakes.

According to Robinson, most education systems **seem** to put subjects in the same order of importance, with maths, language and science at the top, and music and art at the bottom. He even **suggests** teaching dance at school because it's something we all do. We **learn** to move our minds, but why not our bodies?

Sir Ken Robinson believed that as our lives change, education must change as well. Schools must **start** teaching the whole of the child, so that they can **help** students to become the global citizens, scientists, leaders, teachers and artists of tomorrow.

3 Look at the underlined words that follow the **bold** verbs in the text. Add the underlined words to the examples in the rules.

Verb patterns

Grammar animation

1 When we put two verbs together in a sentence, some verbs are only followed by the infinitive or *-ing* form.
verb + infinitive with *to*: *agree*, *decide*, _____, _____
verb + *-ing*: *avoid*, *enjoy*, *finish*, _____
Some verbs also take an object.
verb + object + infinitive with *to*: *allow*, *tell*, _____, _____, _____
verb + object + infinitive without *to*: *make*, _____

2 Some verbs can be followed by either an infinitive or an *-ing* form. This has no change in meaning with verbs like *prefer*, *like*, _____. With other verbs, like *stop*, *forget*, *remember*, *try* and *regret*, the meaning of the sentence changes when they are followed by an infinitive or an *-ing* form.
I remember meeting my science teacher on holiday last year. (= This is a memory.)
I must remember to meet my science teacher at breaktime. (= This is something I need to do.)

GRAMMAR BOOSTER P145

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

1 Our history teacher allows us _____ one of the topics that we study each term. (choose)
2 In order to make revision sessions more fun, the teacher suggested _____ in groups. (revise)
3 Everyone agreed that the exams seemed _____ harder this year. (be)
4 Unfortunately, the head teacher didn't let us _____ school earlier that day. (finish)
5 My brother agreed _____ me his laptop to do my coursework when mine was broken. (lend)
6 Sonia avoided _____ to the library when she felt ill. (go)
7 Our English teacher asked the class _____ our essays at the end of the lesson. (hand in)
8 I finished _____ the book the night before I had to give a presentation about it. (read)

5 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one form is possible.

1 I stopped _____ to Nancy after she forgot my birthday. (talk)
2 I tried _____ my homework in the library yesterday evening, but it closed early. (do)
3 I started _____ running so that I could get fit. (go)
4 Don't forget _____ the cat some food before you leave for school. (give)
5 Do you remember _____ Mexico City when you were five? (visit)
6 Chris prefers _____ his friends at the weekend as he studies during the week. (see)

6 7.02 Listen to a radio discussion about what is happening in schools in Finland. Complete the sentences using the correct form of the verbs in brackets.

1 Finland isn't going to stop (teach) …
2 It has decided (introduce) …
3 Alongside regular lessons, teachers and students agree (study) …
4 In these classes, teachers allow students (follow) …
5 With the topic the USA, students might choose (learn) …
6 This type of learning will help students (make) …

7 Work in pairs. Write down an option for each point below. Then take turns and say an option to your partner. They must guess what it is about. Then explain why.

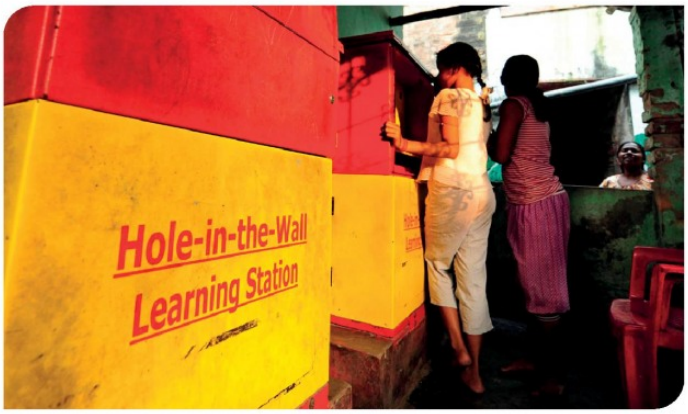
- a subject you avoid studying.
- something you aren't allowed to study at school but would like to.
- a subject you regret not taking in the past.
- something you've tried to learn but found difficult.
- a skill or subject you want to learn.

A My answer is German.
B I think it's a subject you regret not taking in the past.
A No, it's a subject I want to learn because …

A new way to learn

1 Choose three things that you can do from the list below. Then tell your partner how you learned to do them.

bake a cake play a musical instrument
play a computer game play your favourite sport
ride a bike speak a foreign language swim
tell the time



2 7.03 Listen to the first part of a podcast about an educational experiment. What was the aim of the experiment?

3 7.03 Read the questions and possible answers below. Then listen again and choose the correct answer: A, B, C or D.

1 Professor Sugata Mitra's experiment in a poor neighbourhood in New Delhi involved …
- A giving children a computer to use at home.
- B allowing children to learn how to use a computer in his office.
- C putting a computer in the street so that anyone walking past could use it.
- D giving a few children computer lessons so that they would teach their friends.

2 The computer used in the experiment …
- A included details on how to use it in English.
- B came with detailed information on how it worked.
- C was in a language that most local children would understand.
- D included no information on how to use it and was in no other language except English.

3 After the computer was installed, …
- A children quickly worked out how to access the internet.
- B children took around six months to be able to use it properly.
- C children asked researchers for help to use it.
- D only a few children in the area worked out how to use it.

4 Professor Mitra noticed that …
- A children only learned how to use the computer by using it themselves.
- B much of the learning that took place was shared by the group.
- C the children who used the computers often learned the most about how to use them.
- D children who learned something on their own tended not to tell the others.

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.

4 7.04 Read the strategy. Listen to the next part of the podcast and choose the option A–D which summarises the main idea.
- A Education experts have listened to Professor Mitra.
- B Self-learning is now an important part of education.
- C Teachers still have an important role in schools.
- D Professor Mitra's experiment has had lots of support but criticism too.

5 7.04 Listen to the second part of the podcast again and answer the questions in your own words.
1 What happened to Professor Mitra in 2007?
2 What did this lead to in 2014?
3 What is the 'School in the Cloud' and who is it aimed at?
4 Who did critics think Professor Mitra's experiment in New Delhi didn't help? Why?
5 How can teachers help students using Self-Organised Learning Environments?

6 VOCABULARY Match the verbs from the audio to the prepositions that they can go with.

specialise succeed result lead aim benefit depend prevent	in on to at from

7 Complete the sentences with the correct prepositions.
1 All of the students in the class succeeded _____ passing the exam.
2 Because of the coronavirus, a lot of students were prevented _____ graduating from university in 2020.
3 State schools depend _____ the government for the money they need to run.
4 Everyone in our school benefited _____ Mrs Jenkins' excellent teaching.
5 His fantastic exam results led Michael _____ win a place at university.
6 They specialise _____ technology and science at this school.
7 This subject is aimed _____ students who are interested in South American history.
8 The after-school study sessions resulted _____ an improvement in students' grades.

8 THINK & SHARE Work in groups. Discuss the questions.
1 Which of the things in Ex 1 do you think are best learned independently and which do you think are best learned with a teacher?
2 What do you think would be the pros and cons of having a Self-Organised Learning Environment in your school?
3 According to the podcast, 'teachers will always be the key to a child's education'. Do you agree with this? Why? / Why not?

Higher education

1 When you leave school, would you prefer to continue studying at university, start earning money in a job or do something else? Why?

2 Read the text about famous people and what they studied. Which of the people below has a career now related to their studies?

Ashton Kutcher Mark Zuckerberg Rebel Wilson

What to study?

If you're thinking about going into higher education and experiencing the academic life, but can't decide what to study, it's worth remembering that your degree won't necessarily define what you do with your life. While it will come as no surprise to learn that the former president of the USA, Barack Obama, studied politics and his wife Michelle studied sociology, other successful people's university studies had little in common with their future careers. Rebel Wilson was a law graduate before becoming an actor; former bodybuilder, film star and politician Arnold Schwarzenegger studied economics and comic actor Ashton Kutcher did engineering.

Not completing your studies may not necessarily stop you from becoming a success either. Mark Zuckerberg never completed his degree in psychology and computer science. In fact, after starting Facebook while living on campus in his second year at Harvard University, he soon gave up his lectures midway through a semester to focus on his website full-time. And he isn't the only hugely successful person who never finished university. Kanye West quit his degree in English literature and Oprah Winfrey also left before graduating. And it certainly didn't harm their careers.

3 VOCABULARY Read the text again. Underline the university subjects and match them to the descriptions.

1 learn about the writers, novels and poetry of a particular country or language
2 study how societies organise their money and finance
3 learn how to understand the system of rules in a country
4 the study of computers and how they can be used
5 learn how to design and build machines, bridges and buildings
6 study in detail how societies develop, progress and organise themselves
7 how governments work, make decisions, rise and fall
8 the study of the human mind and how it influences our behaviour

4 Work in pairs. Which subject(s) in Ex 3 would you recommend to students 1–6? Why?

1 Liz wants a career in advertising.
2 Jamie would like to become a journalist.
3 Ali is keen to get a job with a car manufacturer.
4 Jane wants to work for a charity that helps homeless people.
5 Zahra is interested in starting her own company.
6 Frank would like a career in the police service.

5 VOCABULARY Look at the highlighted words in the text. Check their meaning. Then use the correct form of the words to complete the sentences.

1 Most of the _____ from this university get a good job soon after they leave.
2 _____ is usually delivered by universities, institutes of technology, colleges and polytechnics.
3 At university, subjects are taught through _____ usually given to lots of students at the same time, and seminars given to smaller groups.
4 Our university _____ is outside the city centre and includes lecture halls, seminar rooms, offices, sports facilities and accommodation.
5 In my country, the _____ year runs from October to June and is divided into two _____.

6 Complete the text about a unique university with the words below. There are two words that you do NOT need.

academic campus economics graduates higher education law lectures politics semester sociology



The Open University (OU)

Established in 1969 by the British government, the OU's aim is to give people who wouldn't normally be able to go to university access to [1]_____. Unlike most universities, students don't attend seminars or [2]_____ on its [3]_____ in Milton Keynes, but watch and listen to lectures on TV and radio and keep in touch with their teachers by post.

Even before the coronavirus pandemic, the OU had already moved much of its teaching online, enabling it to run far more courses and reach many more students in the UK and around the world. With over 2 million [4]_____ in total since it began, and 174,000 students currently studying there, it is one of the world's largest universities. Among its most popular [5]_____ programmes are social sciences, where students can study for a degree in a range of subjects such as [6]_____, where they'll study topics related to international trade, business and work, [7]_____, where the focus is on understanding decision-making of those in power, and [8]_____, where they can study how people respond to changes in society.

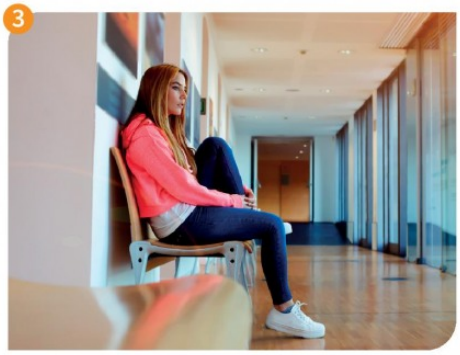
7 THINK & SHARE Work in pairs. Discuss the questions.

1 What has your experience of online learning been? Do you like it? Why? / Why not?
2 Which of the university subjects mentioned in this lesson would you find the most and least interesting to study? Explain your answer.
3 What other subjects would you be interested in studying? Why?

Wishes in the present

1 Look at the photos of three different students' experiences of university life. What complaint do you think each student has?





2 Read the forum comments from some first-year university students about what they would like to change about university life. Then match the photos to the comments.

FORUM

Comments

A 'I wish there was more of a community feeling on my campus. It's such a big university and it's so easy to feel lonely sometimes. If only I could meet more like-minded people.' **sols80**

B 'I wish I had more free time and I wish I didn't have to work, but it's really expensive to study here and I need to earn some money. I'm not sure what I'm going to do next semester when I have to start revising.' **workersam**

C 'I wish my housemates would not have parties every night and would clean up after themselves. I live in a house with two boys and two girls and all they want to do is have fun. They don't care that I have to get up early for lectures or that the house is always a mess. It's really annoying and I wish I were living somewhere else.' **jessinmanc**

3 Find and underline phrases and sentences with *wish* and *if only* in the comments. Then complete the rules with the phrases.

Wishes in the present: *I wish …, if only …*

Grammar animation

1 We use *I wish / if only* with the past simple to say that we want a situation to change. _____
2 We use *I wish / if only* + *would* + infinitive without *to* to say that we want someone's behaviour or something to change. _____
3 We use *I wish / if only* + *could* + infinitive without *to* to talk about something we would like to be able to do. _____
4 After *I wish / if only*, we sometimes use *were* instead of *was*. _____

GRAMMAR BOOSTER P146

4 Which of these sentences has a different meaning from the other two? Match the sentences 1–3 to the meanings A–B.

1 I wish all of the students would speak English.
2 I wish all of the students spoke English.
3 I wish all of the students could speak English.

A The students all speak English, but some choose not to.
B Some of the students can't speak English.

5 Complete the sentences with *would / could* and the infinitive or past simple form of the verbs in brackets.

1 I'm not enjoying studying politics. If only I _____ my subject to something more practical, but at the moment it isn't possible. (change)
2 Mark wishes he _____ in accommodation on the campus as it's really noisy. (not have to live)
3 Lots of the students keep talking through the lectures. I wish they _____ that because I can't hear them properly. (not do)
4 Do you ever wish we _____ exams every summer? I hate revising. (not have to take)
5 If only this semester _____ so long. I'm really tired now and I need a break. (not be)
6 If only I _____ where I put my notes from the lecture. I can't find them anywhere. (remember)
7 I wish they _____ the heating in the library. It's so cold in there at the moment and it's really hard to concentrate. (turn on)
8 I wish I _____ the tango better so I could go to the Latin American dance party this evening. (dance)

6 7.07 Listen to a dialogue between two university lecturers. What are they complaining about?

7 7.07 Listen again and write sentences using the prompts and *wish / if only*.

1 Professor Hughes / wish / all of the students / arrive to lectures / on time
2 Professor Hawks / wish / students / watch / videos / on their phones
3 Hughes / wish / he / operate / the interactive whiteboard
4 if only / someone in IT / show / Hughes / how to use the whiteboard
5 Hughes / wish / be / fewer students / on the course
6 Hawks / wish / she / remember / students' names

8 Work in pairs. Use the different forms of *wish* or *if only* to talk about …

1 a place you'd like to live.
2 an annoying habit someone has that you would like to change.
3 a talent or skill you would like to have.
4 something you would prefer not to do at school.
5 something in your town you would like to be changed.

Infer information from a blog post about student exchange programmes.

Studying abroad

1 What is a university student exchange programme? Do you know anyone who has done an exchange? Would you like to do one? Why? / Why not?

2 7.08 Read the blog post about three people who have done university exchange programmes. Complete the table with the country visited and the subject studied for each person.

		Country	Subject
1	Mihail	_____	_____
2	Dominika	_____	_____
3	Tom	_____	_____

3 Read the Strategy. Then look at sentences 1–5 and complete the inferences. Then check your answers with a partner.

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.
Text: *By the time Jim got there, the seller had sold out of umbrellas.*
My knowledge: People buy umbrellas when it rains.
Inference: It's raining outside.

1 Jan was surprised to discover that some of the food was healthy.
Jan expected _____.
2 Omar has stopped eating junk food and is going to the gym every evening.
Omar is trying _____.
3 When Lydia walked over to say hi, Phil went red in the face and didn't know what to say.
Phil is _____.
4 Blanca was really anxious and was reluctant to open the envelope with her exam results inside.
Blanca thinks she _____.
5 As the sun set on the beach, Marco got down on one knee, held his girlfriend's hand and began to speak.
Marco is going to ask _____.

4 Read the blog post again. Which person, Mihail, Dominika or Tom, …
1 wasn't used to the weather at certain times of the year in their new country?
2 had the opportunity to work with some important people?
3 benefited from studying in a new environment?
4 experienced no real problems moving to a new country?
5 discovered that people around the world have more in common than we think?
6 learned not to be worried about speaking in a foreign language?
7 didn't expect to like the food in their new country?
8 wanted to study abroad so they could make new friends?

My blog › memories

Student exchange stories

Most graduates would agree that at university, the most important lessons are those you learn outside of the classroom. This probably explains why so many university students from around the world take part in exchange programmes, where they get the chance to live, love and study in a foreign country. For many of them, it is a life-changing experience. Here are some of their stories.



Mihail Botnari, a sculptor from the Republic of Moldova, was 21 when he spent a year at Accademia di Belli Arti (Academy of Fine Arts) in Carrara, Italy, with the European Erasmus student exchange programme. Although it was the first time Mihail had lived in another country, he didn't find it difficult to adjust to his new life.

'It was easy for me to make friends, both with my classmates from university and with other people I met. Mostly, I was surprised that the people were easy-going and very friendly.'

While in Italy, Mihail was impressed with the museums, art galleries and the opportunity he had to meet and study with well respected professors and artists. It helped him to become more self-confident and learn an important lesson about himself.

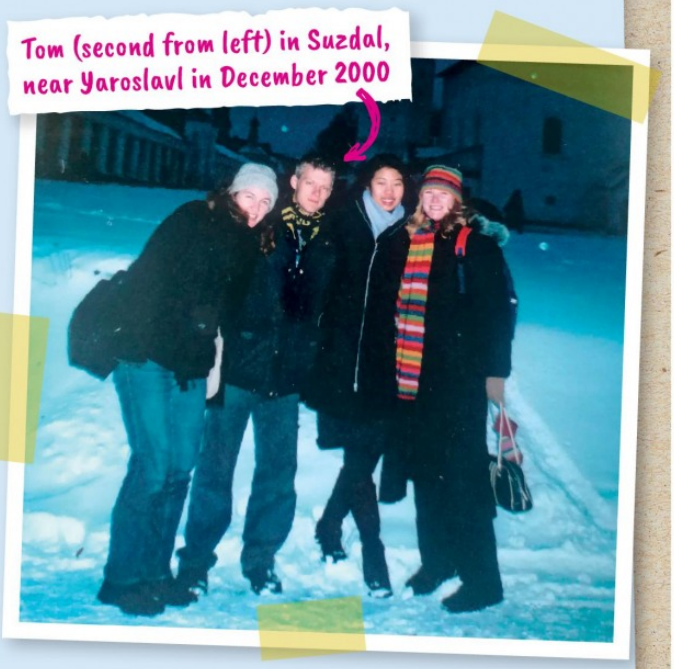
'I learned that I am a very talented artist and that I can do a lot more than I realised.'

Dominika Slováčková, a pharmacist from the Czech Republic who spent a semester at the University of Ljubljana, Slovenia, decided to take part in the Erasmus programme so that she could meet new people, improve her English and study somewhere new.

'For me, the most important thing about my five-month stay was being able to experience a different way of studying: different subjects, materials and facilities.'

For Dominika, one of the most important lessons she learned happened when she was communicating and making friends with English-speaking students from different countries.

'I realised that it's important not to be scared of making mistakes in English when you talk to someone. People are kind and you can always find a way to understand each other. All you need to do is start talking.'



Tom (second from left) in Suzdal, near Yaroslavl in December 2000

Communicating in a foreign language was an important part of British writer and editor Tom Hadland's experience when he spent a year studying Russian in Yaroslavl, a city near Moscow, in 2000. Tom was only nineteen when he arrived in the city, and although he found it a hard place to live at times, especially in winter, he fell in love with the country and its people.

'They love having guests, they are friendly and open and generous. I learned that Russian people place a high value on being well educated and that ordinary people are knowledgeable and passionate about things like music, literature and poetry.'

To his surprise, Tom found Russian food to be fantastic and the sense of humour to be similar to his own. 'When you got to know people, it was easy to laugh and joke with them.' But the greatest lesson Tom learned, and perhaps the greatest lesson for us all, was about the world itself.

'You can travel thousands of miles to a place that looks and feels totally different, and still find people who have similar values and dreams to you.'



Dominika in Ljubljana in June 2015

5 Work in pairs. Answer the questions in your own words.

1 What did Mihail really appreciate about his new home?
2 What important lesson did Mihail learn about himself?
3 What did Dominika learn about the best way to communicate in a foreign language?
4 What impressed Tom about the people he met in Russia?
5 Apart from the food, what else surprised Tom?

Third conditional

We use the third conditional to talk about unreal situations in the past and how they could have changed the past. We form the third conditional with:

if + past perfect, *would have* + past participle

If I hadn't studied in Spain, I wouldn't have made friends with Laura.

GRAMMAR BOOSTER P147

6 Read the rules. Then read the third conditional sentences. Who do you think said them, Mihail, Dominika or Tom?

1 'If I hadn't studied abroad, I wouldn't have worked with lots of famous artists and professors.'
2 'If I hadn't lived with a family while studying abroad, I wouldn't have experienced the amazing hospitality and wonderful food of the country.'
3 'I wouldn't have made lots of friends from around the world if I hadn't been confident with my English.'

7 Work in pairs. Complete the third conditional sentences about your life and education.

1 If I hadn't studied …, I wouldn't have learned …
2 If I hadn't met …, I wouldn't have …
3 I would have been … if I hadn't come to this school.

8 VOCABULARY Look at the highlighted compound adjectives in the blog post. Then use them to complete the sentences.

1 Getting a job and starting work helped Lucy become more _____.
2 Australia, New Zealand and Canada are all _____ countries.
3 Spending six months on the international Space Station was a _____ experience for the astronaut.
4 Jack never gets stressed. In fact, he's really _____ all of the time.
5 By the end of the _____ long semester, everyone was very tired.
6 George Shaw is a _____ artist from Coventry in the UK.
7 Only _____ students are lucky enough to win a place at this university.

9 THINK & SHARE Work in groups. Discuss the questions.

1 Who do you think had the most life-changing experience on their student exchange programme?
2 Think back to your answers to Ex 1. After reading the text, have you changed your mind about wanting to do a student exchange? Why? / Why not?
3 Imagine a foreign exchange student was studying at your school. What do you think they would say about the people, food and schools in your country?

Evaluate and discuss good study habits.

Good study habits

1 THINK & SHARE Work in groups. Decide if these are good or bad study habits. Explain your answers.

I study for short periods of time and take regular breaks.

I take notes of new ideas and information and connect them with what I already know.

I do most of my studying over a long period of time at the weekend.

I often study late into the night.

I join a study group a couple of times a week.

I turn off my phone and avoid social media when I'm studying.

I always study alone so I'm not distracted by other people.

I study each subject for a few minutes every day.

I often listen to loud music as I study.

2 Read the article about how the brain remembers things. Which four good habits in Ex 1 does the article refer to? What other habit does it mention?

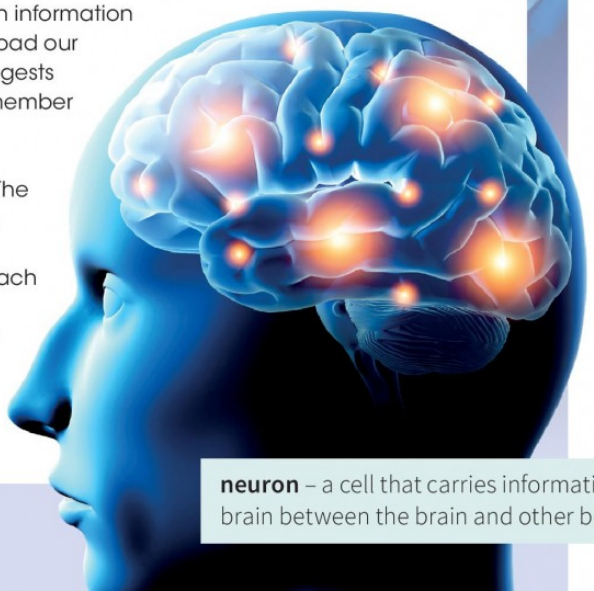
How we remember things

When you study, information passes through the brain from one neuron to the next as electrical energy. When neurons communicate regularly with each other, the connections between them get stronger, which is how the brain remembers information. You can create more connections in the brain and stronger memories by using different senses when you study. Read and watch, speak and listen, but also try and move around and use your hands and bodies.

Your brain will also be able to memorise new information better when it is connected to your existing knowledge. The more you think about, discuss and analyse new information and relate it to what you know, the better you will remember it. You can do this by making notes, or by discussing what you're learning in study groups.

To keep a memory strong, it needs to be recalled, or remembered, many times. Each time you do this, the same neurons that first communicated the information will respond. The more times you do this, the stronger that memory will become and the quicker you will be able to recall it.

In addition, too much information at one time will overload our brains. Research suggests that we can only remember around four pieces of information in our short-term memory. The rest we will forget. So, studying a little and often, and starting each session by revising what you've recently studied is by far the best way to learn. Remember to look after your brain!



neuron – a cell that carries information in the brain between the brain and other body parts

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

1 You are more likely to remember a piece of information by reading it than by listening to it.
2 It is more difficult to learn information when you can't relate it to anything.
3 Information that you can remember quickly is usually more useful.
4 It's important to keep reviewing information if you want to remember it.
5 Our short-term memories like to have a lot of information at once.

4 7.09 Listen to three students talking about good study habits. Tick (✓) the habits that are mentioned. There are two extra habits.

1 ☐ Keep focused on what you're studying.
2 ☐ Ask the right questions.
3 ☐ Manage your time effectively.
4 ☐ The best way to take notes.
5 ☐ Stay healthy and keep fit.

5 7.09 Listen again and answer the questions.

1 How did Magda feel before she made a study plan? Why?
2 How much time does she spend studying at home each day?
3 What did Tim change about the time he was studying? Why?
4 What did he do to reduce the distractions that stopped him from concentrating?
5 Where did Lisa get her note-taking idea from?
6 What does she do at home each day to help her remember information?

6 Work in pairs. Discuss the questions.

1 Look at the good and bad study habits in Ex 1. Which habits do you have? Which ones will you change?
2 Which of the good study habits from the lesson do you think you can use? How will you use them?
3 Which of the good habits don't you think you can use? Why not?

7 MEDIATION Work in groups. You have been asked to make a poster to go in every classroom in your school that summarises some of the good study habits that are referred to in this lesson. First, brainstorm all the good habits mentioned in the lesson and choose your favourite five. Then design your poster. Make sure your poster includes a strong image and the five habits you've chosen, along with a short explanation for each habit.

8 Present your poster to the class. Which group's poster was the clearest and most informative?

A debate

1 What does it mean to debate with someone? How is it different from arguing?

2 7.10 Listen to two students having a debate. Which statement are they debating: A, B or C?

A Learning a foreign language should be compulsory in all schools.
B It is no longer necessary for students to learn a foreign language at school these days.
C Learning English as a foreign language should be compulsory in all schools.

3 7.10 Listen to the debate again and tick (✓) the phrases in the Phrasebook that you hear.

PHRASEBOOK Debating

Presenting arguments
The first thing I'd like to say is …
First of all, … / Secondly, … / Finally, …
Countering someone else's argument
That may have been true once, but …
… isn't only about …
Possibly, but have you thought about … ?
Expressing certainty
It's true to say that …
I'm absolutely convinced that …
You can't argue with that.
Asking for clarification
I'm not with you.
Are you trying to say that … ?
Giving clarification
What I mean is …

4 Put the phrases into the correct section of the Phrasebook.

1 That's a good point, but …
2 How do you mean?
3 Let me put it another way.
4 You may be right, but …
5 There are two points I'd like to mention.
6 And there's no doubt that …

PRONUNCIATION The letter *a*

The letter *a* can be pronounced in different ways.

/æ/	academic, campus	/eɪ/	grade, save
/ɑ:/	pass, drama	/ə/	about, private

5 PRONUNCIATION 7.11 Look at the pronunciation box and listen to the words.

6 7.12 Say the sentences below. How do you pronounce the letter *a* in these? Listen and check, then repeat.

1 The first thing I'd like to say is …
2 I'm absolutely convinced that …
3 You can't argue with that.
4 That may have been true once.

STRATEGY Using adverbs to add emphasis

When we have a debate or discussion, we often add adverbs into sentences to emphasise an argument, or to 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.

7 7.13 Read the strategy. Then complete the sentences from the debate with the adverbs below. Sometimes more than one answer is possible. Which adverb is used to soften an opinion? Then listen and check your answers.

absolutely actually carefully
certainly fairly instantly

1 I'm _____ convinced that being able to speak a foreign language is one of the most important skills you can learn.
2 That may have been true once, but it _____ isn't true anymore.
3 Everyone in the world speaks English, which makes learning any other language _____ unimportant.
4 Secondly, with modern technology, you can _____ translate text and speech with your phone.
5 You will begin to see that our cultures and languages are _____ connected.
6 But we should think _____ about what else is important.

8 Work in pairs. Choose one of the statements below to debate. Decide who is going to agree with the statement and who is going to disagree with the statement. Then prepare two or three arguments to support your view.

A There is no need for teenagers to go to school as all teaching and learning can be done online.
B School-leavers will learn much more by going to work than by going to university.
C Dance should be an important part of the school curriculum.

9 Debate the statement with your partner. Take turns presenting your, and countering your partner's, arguments. Make sure you use phrases from the Phrasebook and adverbs to emphasise or soften your points. You can also use the phrases from Speaking lesson 2.8. You do not need to agree with each other.

10 REFLECT Work in pairs. Discuss the questions.

1 How easy did you find it to use some of the Phrasebook phrases in the debate?
2 Did you manage to use any of the adverbs to add emphasis? How?
3 Who do you think had the strongest arguments in your debate?
4 What was your actual opinion of the statement? Did your partner manage to change your opinion during the debate? Why? / Why not?

A for and against essay



1 Look at the picture. Do you think this is the best way for parents to assess what their child / children have learned at school? Why? / Why not?

2 Read the task and the essay. What is the writer's opinion? Does she mention any of the reasons you discussed in Ex 1?

Write an essay discussing the arguments for and against the following statement:

'Student grades should be abolished in schools.'

In most education systems around the world, students are given grades for their work. They are a clear way of showing how students perform and improve, but do they actually help students learn?

On the whole, grades are a good way for students to see how they have improved in a subject and where they need to work harder. Needless to say, they also give students a clear challenge. If there were no grades, in some cases students may not see the point in making any effort to improve.

On the other hand, grades do not improve students' education. In reality, they only give teachers a way of comparing students' academic achievements. They cannot show the effort an individual student has made. They also limit students' interest and motivation to learn. That is to say, as soon as a student has got their grade, they can lose interest in learning more.

To sum up, grades can help students see their progress, up to a point. They also make it easier for teachers to record the progress of a class. But overall, I believe grades not only discourage students from learning and discovering new things for themselves, but also from being creative. Because of this, I think they should be abolished.

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. Does it follow the structure outlined in the strategy?

4 Read the Phrasebook. Then complete it with the highlighted phrases in the essay.

PHRASEBOOK Writing an essay

Making general statements

Generally speaking, …
In general, …
1 _____
2 _____

Introducing facts

In fact, …
The fact of the matter is …
It is true to say that …
3 _____

Adding emphasis

It is obvious that …
Indeed, …
Clearly, …
4 _____

Saying something is partially true

In a way, …
In some cases, …
To a certain extent, …
5 _____

Explaining / Clarifying a statement

In other words, …
To put it another way, …
6 _____

5 Work in pairs. Read the task below and choose one of the statements A–C to write your essay about. Then think of as many arguments as you can for and against the statement. Make notes.

Write an essay discussing the arguments for and against one of the following statements.

A End-of-year exams should be abolished in schools.

B Mobile phones should be banned from all schools.

C All secondary students should be taught in single-sex schools.

6 Decide your opinion on the statement and choose two or three of the best arguments for and against it. Then plan your essay by following the structure in the strategy.

7 Write your essay based on your plan in Ex 6. Use some of the phrases in the Phrasebook to improve your writing.

8 CHECK YOUR WORK Did you …

- include an introduction and conclusion where you give your opinion?
- follow the recommended structure?
- include arguments for and against the statement with supporting explanations or examples?
- include some of the Phrasebook phrases from the lesson?

Grammar

1 Write sentences using the prompts.

1 the teacher / ask / us / open / our books / at the start of the lesson
2 I / stop / study / when / I / feel / tired / last night
3 my grandmother / remember / meet / the Queen / in the 1970s
4 Alex / try / repair / the computer / this morning / but / not able to / do / it
5 Liza's parents / let / her / study abroad / last year
6 don't forget / lock / the door / when / you / leave / the house

2 Correct the mistakes in five of the sentences.

1 I wish I would have a better bike.
2 Damien wishes he can play the violin because he wants to join the school orchestra.
3 If only we lived closer to each other.
4 I wish Lily would be here.
5 If only we don't have to go swimming in the winter. It's so cold!
6 Zanda wishes she would speak French because she wants to make friends in Paris.

Vocabulary

3 Complete the sentences with the words below.

coursework exam grade
platform qualifications state

1 Our school uses an online learning _____ for homework and self-study.
2 All students who are sitting the _____ must go to the school hall.
3 We have to hand in six pieces of _____ over the semester.
4 This is a _____ school, which means that it doesn't cost any money to go here.
5 After eight years at school, Patricia gained _____ in eight subjects.
6 Because of all his hard work, Ricardo was awarded an 'A' _____ for his coursework.

4 Complete the sentences.

1 Mo is studying _____ because he is interested in novels, poetry and plays.
2 Rachel is a law _____. She got her degree from Bristol University last year.
3 There are two _____ in the academic year. The first one goes from October to February.
4 I'm taking a degree in _____. This year, we're studying how democracy is changing in the 21st century.
5 Lucy studied _____ because she wanted a career designing and building machines.
6 After he left school, Simran decided not to go into higher _____. Instead, he got a job working for a bank.

Cumulative review

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

Homeschooling

Every year, more and more children and young people stop [1]___ to school and instead start learning from home. According to research, the number of young people in the UK who get their education at home has doubled in four years.

Some parents choose [2]___ their children at home after they experience problems at school. Others find regular [3]___ schools don't offer a [4]___ that their children can relate to and decide [5]___ it themselves. For example, many parents worry that schools focus too much on teaching students to [6]___ and pass exams rather than preparing them for life.

It's certainly a lot easier to study at home these days. There is a huge number of [7]___ shared online, and children can use online learning platforms to help them organise their studies.

But what's homeschooling really like? For some students it means studying the traditional subjects in more depth so that they can [8]___ the qualifications they need to [9]___ a place at a good university. For others, there might not be any subjects to study at all. Instead, the 'schooling' may take place anywhere from the supermarket to the forest, with the student directing their own learning and finding out about the world as they experience it.

While lots of students might wish they [10]_____ go to school, for many young people, it is not only a place to learn, but also where you will make friends for life.

1	A to go	B going	C go
2	A to educate	B educate	C educating
3	A public	B boarding	C state
4	A certificate	B coursework	C curriculum
5	A to do	B doing	C do
6	A sit	B follow	C graduate
7	A grades	B coursework	C resources
8	A gain	B win	C succeed
9	A gain	B study	C win
10	A don't have to	B didn't have to	C won't have to

Think & share

6 Read the quotation and answer the questions.

> **Education is the most powerful weapon which you can use to change the world.**
> *Nelson Mandela*

1 Do you agree with the quotation? Why? / Why not?
2 What are the advantages and disadvantages of not going to university?
3 What do you think the biggest change in education has been in the past 100 years? Explain your answer.

VISION 360°

Learn about education in the future and create a classroom plan.

The school of the future



Unit 7 360° hotspots

1 THINK & SHARE Work in pairs. How has education changed since 100 years ago in your country? How do you think it will change in the future?

EXPLORE 360°

Access the interactive 360° content now!

2 ALL HOTSPOTS Explore the hotspots. Which hotspots refer to the use of technology in classrooms of the future and which refer to other areas of education?

3 Work in pairs. Discuss which of these activities can help students study better. Give reasons for your answers.

chatting to friends	doing marathon study sessions
doing meditation	doing regular exercise
eating chocolate	having access to technology
listening to music	sleeping 8–10 hours a night

4 Listen to the audio and answer the questions.

1 What did the Roman poet Juvenal say?
2 What are they doing in some state schools in the USA and Germany?
3 How much exercise do students have to do a week to improve their grades?

5 Work in pairs. Read the regrets that some students have about their experiences at school. Suggest possible solutions to three of them. Discuss your ideas with the class.

6 Work in pairs. Listen to the information about Ørestad High School in Copenhagen, Denmark. What differences are there between Ørestad High School and your school? What are the similarities between Ørestad High School and the school in the 360° picture?

7 Listen to the audio and work in pairs to answer the questions.

1 According to the presenter, when will you stop working?
2 What subjects will the curriculum of the future teach? Why?
3 What three skills will the curriculum develop?

8 THINK & SHARE Work in pairs. Which six subjects would you include in a curriculum of the future? Invent new subjects if necessary. Give reasons for your choices.

9 Listen to the teacher. What are the tasks that the students have to complete at the Grand Bazaar, the Topkapi Palace Museum and the Istanbul International High School?



10 Work in pairs. Listen to the conversation. Complete the table with positive and negative points about online classes. Use the conversation and the ideas below to help you. Add at least one positive and one negative point of your own. Give reasons for your choices.

amount of learning art and music
collaborative learning computer skills
contact with people distractions flexible timetable
materials maths and science

Online classes	
positive points	**negative points**

11 THINK & SHARE Work in pairs. What do you think the advantages of using technology are for language learning? Explain how some of the apps / sites below help. Can you think of any disadvantages?

dictionaries fan sites films and series forums
language correctors language websites
video-sharing sites virtual reality

CREATE ... a new layout for your classroom

STEP 1
Work in groups. Interview some teachers and students about your classroom.
- Make a list of the things that people like about the classroom.
- Make a list of the things that are not so popular.

STEP 2 RESEARCH IT!
Go online and find photos or drawings of classrooms that are different from yours.

STEP 3
Have a brainstorming session about what you would like your classroom to be like. Think about the following:
- How many students are in the classroom for each lesson?
- What subjects are taught in the classroom?
- What type of furniture, decorations and colours support collaboration and creativity?

STEP 4
Work together to create a drawing of your new classroom. You can do the drawing on paper or digitally.

STEP 5
Find images to illustrate the different features of your classroom.

STEP 6
Plan your presentation. Organise it into different sections e.g. technology, working areas, etc. Decide who is going to be responsible for presenting each section. Project your image or stick your drawing to the board.

8

VOCABULARY
Looking for a job
Crime and criminals

GRAMMAR
Habitual behaviour
Future in the past

LISTENING
Five people describe their first interviews

READING
A magazine article about an art thief

GLOBAL SKILLS
Communication skills

SPEAKING
Picture description

WRITING
A magazine article

DOCUMENTARY
Bengaluru Eco Office

VOCABULARY BOOSTER P127
GRAMMAR BOOSTER P148–149

More than one way to earn a living



Looking for a job

1 Imagine you are applying for a job. What things do you need to think about? Do you think it will be a stressful experience? Why? / Why not?

2 VOCABULARY Work with a partner. Choose the phrase in each category that does NOT match the others. Explain the differences between the matching phrases.

A Phrases that refer to the money you get from your employer

get a reference hourly rate
monthly salary receive wages

B Things you do when you decide to apply for a job

complete an application form hire someone
review the job description send an up-to-date CV

C Things you should do to improve your chances of getting a job

ask random questions at an interview
get a reference from your current or former employer
have the necessary qualifications
stand out against other candidates

D Phrases that refer to different stages of applying for a job

being given a high hourly rate
being headhunted
having an appointment with a future employer
interviewing candidates

3 8.01 Watch or listen. Match questions A–F to tips 1–3 in the video.

In which tip do George and Alicia mention someone who …

A lied while talking to their potential employer?
B talked to an employee at the place where they'd like to work without having an appointment?
C prepared well for a job interview?
D couldn't get a job because of the habit they had?
E wasn't paying enough attention while applying for a job?
F didn't get a job because they were rude?

4 8.01 Watch or listen again. Correct the factual mistakes in the sentences.

1 When Daniel was applying for a job, he sent in his old CV and some references from his current job.
2 Daniel didn't get the job because he hadn't reviewed the job description.
3 George's friend, Camilla, completed the application form while she was having lunch at her favourite fast food restaurant.
4 Camilla didn't accept the job because the monthly salary she was offered was too low.
5 The company Alicia was working for last year wanted to stand out against other ice cream sellers.
6 The person described in the third tip asked Alicia about the monthly salary.

5 Complete the texts with the correct form of the words and phrases below.

a monthly salary hourly rate complete an application form hire send her up-to-date CV

Anita forgot to write her name when she was [1]_____ online. Then she didn't [2]_____; she sent her brother's instead! She had to call the company and explain her mistake, and during that phone call she was asked about the [3]_____ she'd like to get. She misunderstood the question and answered giving the amount for [4]_____! They sounded surprised she wanted that much money for one hour of work! At that point, Anita understood she would never be [5]_____ by that company.

have the necessary qualifications interview candidates random questions stand out against other candidates

During my last job interview, I wasn't asked if I [6]_____. Instead, I was asked some [7]_____, for example, 'What's your favourite colour?' and 'How often do you eat out?' I was so surprised that I didn't say anything. I don't understand why companies choose to [8]_____ in such a stressful way! Maybe they do it so that the best employees [9]_____.

a monthly salary former employers get a reference have better qualifications receive weekly wages

We had a class debate about earning money. We wondered if people who [10]_____, such as a university degree, or people who [11]_____ from their [12]_____ should get more money. We also discussed if it mattered how often you get paid. Some of my classmates think it's best to get [13]_____ because it allows you to plan what to spend your money on each month. A few students argued that it's more convenient to [14]_____ because even if you spend too much one day, you will soon get next week's wages.

6 REAL ENGLISH 8.01 Watch or listen again. Choose the correct explanation (A or B) of the phrases in **bold**.

1 We've **had a good laugh**.
A We laughed at something.
B Others made fun of us.
2 He totally **blew his chances**.
A He took the opportunity.
B He wasted an opportunity.
3 People **get this wrong** all the time.
A People make a mistake all the time.
B People disagree about it all the time.
4 Oh, **tough luck**!
A I feel sorry for her.
B It was difficult for her to succeed.
5 **Are you having me on?**
A Would you like me to be a part of your team?
B Are you trying to make me believe something that isn't true?
6 **I swear**, it's true.
A I deny
B I promise

7 Complete the mini-dialogues with the **bold** phrases from Ex 6. Then check your answers with a partner.

1 A Is this a joke? _____
B No! _____, I'm not lying! This is what really happened.
2 A Ella forgot about her job interview. That's how she _____ of getting that job.
B _____! Maybe next time!
3 A We all _____ when my sister told us what she had done during the job interview! She was asked what foreign languages she could speak. She first said Spanish and French and then she corrected herself saying she could speak Italian and Russian!
B How is it possible that she _____?

8 Work in pairs. Think about the three people that Alicia and George talked about in their video and answer the questions.

1 What went wrong while they were applying for a job?
2 What should they do next time to improve their chances of getting the job?
3 Have you ever heard any similar stories about job interviews that were unsuccessful? What happened?

9 THINK & SHARE Work in pairs. Think about a summer job you would like to do. Answer the questions using the words and phrases in Ex 2.

1 How can you stand out against other candidates during a job interview?
2 How can you prepare for a job interview?
3 What do you think is a good hourly rate?
4 Would you prefer to receive weekly wages or a monthly salary? Why?
5 Why is it important to review the job description before you send your CV?
6 What can go wrong when you're interviewed for a job?

Habitual behaviour

1 Why did Alicia and George make their latest vlog? Do you think it could actually help anyone? Why? / Why not?

2 Read the comments about Alicia and George's video. Work in pairs and discuss who has the more problematic colleague.



@Isla

Alicia and George, brilliant video! Work-related failures are so much fun! Could you make a similar video, this time about annoying habits that your colleagues have? I hope the person who sits at the desk next to mine and who is constantly eating tuna sandwiches for lunch will watch it and stop bringing them in! I can't stand the smell!

REPLY

▼ Replies

@Will

Great idea! For two years, I worked in a place where employees shared a kitchen with a fridge. Every morning, I used to leave my lunch box in the fridge and then at lunchtime I usually discovered that half of it, if not all of it, was gone. I used to think someone did it by accident, so I started labelling my lunches. It didn't help! I couldn't believe that one of my colleagues would sneak out from the office and secretly eat my lunch. Well, not only mine ...

3 Read the rules and underline one example of each of the rules (1–4) in the comments in Ex 2.

Habitual behaviour

Grammar animation

To talk about habits, states and actions in the past, we use *used to*, *would* or the past simple.

1 We use *used to* to talk about habits in the past that are no longer true and for situations that were true, but are not true anymore.
2 When we want to say how long the habit and state lasted, we use the past simple.
3 We use *would* to talk only about past habits, not states.
4 We use the present simple to talk about present habits. For habits which are annoying, we use the present continuous with *always*, *forever*, *constantly* or *continually*.

GRAMMAR BOOSTER P148

4 Choose the correct alternatives.

1 It's so annoying that our boss **is always coming** / **used to always come** late to our daily meetings.
2 My former employer **would** / **used to** never pay us our wages on time!
3 When my brother and I were little, our dad **would** / **used to** be a lifeguard at a local swimming pool.
4 My grandad says that when he was young, people didn't **use** / **used** to write their CVs.
5 I remember I wanted to be a professional football player. For three years, I **practised** / **used to practise** every afternoon.
6 My colleague **used to talk** / **is forever talking** about unimportant things at meetings.
7 I don't want to go to the café with Nicky. She **would constantly check** / **is constantly checking** her phone instead of talking with me.
8 Companies **used to ask** / **usually ask** you to complete an application form before you come to an interview.

5 Complete the sentences with *used to*, *would* or the past simple and the verbs in brackets. Sometimes more than one answer is possible.

1 In my last job, we _____ (not bring) our own lunch on Fridays. Instead, we _____ (order) pizza.
2 When I was working as a recruiter, January and February _____ (be) the busiest months for me.
3 Abe _____ (receive) the lowest hourly rate for the first two months. Then he got a pay rise.
4 What jobs _____ (you / dream) of doing when you were a small child?
5 When Evie _____ (work) in an office, she _____ (enjoy) chatting to her colleagues at lunchtime.
6 Maya _____ (apply) for a different job every summer, but for the past two years she has been working in the same supermarket.
7 _____ (they / own) a restaurant downtown?
8 Every Sunday morning, I _____ (plan) what I had to do the next week. I don't do it anymore.

6 Think about people you used to go to primary school with. In pairs, answer the questions.

1 What kind of things did they use to do that annoyed you?
2 Did they have any habits that you wished you also had?
3 What things did you use to do together that you don't do now?

7 Work in pairs. Imagine you are doing an important project with a group of imaginary people who all irritate you. What are some examples of annoying things they do that stop you from finishing the project on time? Discuss and make a list of the five most annoying habits. Compare your ideas in class.



Tough interview

1 THINK & SHARE Look at the pictures. Discuss with a partner: how could these pictures be connected to questions people were asked at job or university interviews?

2 8.02 Listen to five people talking about job or university interviews. Match speakers 1–5 to pictures A–E.

3 Work in pairs. Compare your answers in Ex 2 and explain the connection between the pictures and job or university interviews.

4 8.02 Listen again. Match the speakers to what they say. There are three sentences you do not need to use.

1 Speaker 1
2 Speaker 2
3 Speaker 3
4 Speaker 4
5 Speaker 5

A doesn't agree that the hiring method they are talking about could help choose the most suitable employees.
B describes what interviews in the past generally looked like.
C explains a hiring strategy which is based on checking someone's habit that is not related to doing their job.
D was asked to do something that surprised them.
E talks about interviews which force candidates to go beyond what they know.
F explains what not to do when an interview starts.
G is convinced that some parts of a job interview matter more than the others.
H remembers they had a lot of fun during a job interview.

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 Read the strategy. Decide what type of linking expression is needed to complete the sentences from the speakers in Ex 4. Compare your answers with a partner then fill the gap with the most suitable linking expression.

1 It's quite tricky _____ there are no right or wrong answers to these questions.
2 A few years ago, _____, some biology students were asked if it was easier for organisms to live in the sea or on land.
3 Psychology students were asked to comment on why humans had two eyes, _____ language students had to decide if poetry should be difficult to understand.
4 Edison decided to test candidates' general knowledge, _____ it wasn't related to the job they'd have to do!
5 He would, _____, ask where the Sargasso Sea was.
6 _____ my last job interview, my sister and I practise only the first minute and a half of an interview.
7 _____, we would stop the interview and practised the beginning once again.
8 I was dead tired _____ not sleeping much the night before.

6 8.03 Listen and check your answers.

7 THINK & SHARE Work in pairs. Answer the questions.

1 Who do you think chose a better way of selecting employees: Thomas Edison or Henry Ford? Why?
2 Do you think asking tricky or challenging questions helps employers or universities choose the best employees or students? Why? / Why not?
3 What things can influence how well we do at a job or university interview?
4 Think of a job you'd like to do in the future. In your opinion, what is the fairest and best way to hire people to do it?

Crime

1 Look at the photo and discuss what types of jobs are needed when crime takes place. Who is needed first? Who tries to help the criminal?



2 Read the text. Which argument explaining our love of crime stories do you find the most convincing? Why?

LESSONS TO LEARN FROM crime stories

Crime novels, films and TV shows are getting more and more popular. Why are we so interested in seeing criminals who commit crimes? What is so fascinating about bank robberies, burglaries, art thefts or gangs of street vandals?

Most of us simply enjoy the mystery. We love watching the police who launch an investigation and then interview suspects or talk to witnesses. We read or listen to people reporting a crime and explaining to the police what happened. We hope we can solve the mystery and work out the identity of the criminal before they confess to the crime or before the police find and arrest them.

Sometimes a crime story lets us analyse human behaviour. Although we wouldn't like to be a part of the events, we can't resist finding out why an ordinary person decides to earn their living by breaking the law and becoming a pickpocket, a robber, a thief, a shoplifter or a burglar.

It's also reassuring that in most crime stories the case gets solved. We discover what happens in the end and who the bad guy was. Closing the book or watching the last scene makes us feel that justice has been done.

3 VOCABULARY Complete the table with some of the highlighted words in the text.

Crime	A person who does it	What they do
vandalism	1 _____	vandalise / damage
shoplifting	2 _____	steal from a shop / shoplift
crime	3 _____	4 _____ a crime
robbery	5 _____	rob a person or a place
6 _____	burglar	break into / burgle
7 _____	thief	steal something

4 Complete the sentences with the correct form of the words in brackets.

1 Have you read that article about the bank _____ on New Street? (rob)
2 Destroying the park benches and the playground was an act of _____. (vandal)
3 Do you recognise the man in the photo? He's connected to a few _____ and the police are looking for him. (thief)
4 Have the police caught the _____ they were looking for last week? (crime)
5 I can't believe that the house at the end of the street has been _____ three times! (burglar)
6 There's a sign in this shop saying that _____ will be reported and arrested. (shoplifting)

5 Complete the text with the highlighted words and phrases in Ex 2 and the words in Ex 3.

Have you ever heard of a criminal who, after being caught and [1]a_____ by the police, [2]c_____ to the crime they [3]c_____, went to prison and was then offered work with the police to help prevent similar crimes? Although it may sound like a film script, some of those who used to [4]b_____ the law become police advisors. For example, Mark Olive used to be a [5]b_____ who would enter people's houses while they weren't at home and [6]s_____ whatever valuables they had. He spent eighteen years in prison, but after his release decided to help police officers from Dorset, UK, and is now giving advice on how to avoid a [7]b_____.
Among other things, he suggests not leaving a ladder or tools at the back of the house which could be used to break a window. Similarly, Larry Lawton who used to be the greatest US jewellery [8]t_____, turned away from his criminal past after spending twelve years in prison. Now he works with young people and explains why it isn't worth becoming a criminal. He also owns a company which instructs their customers on how to prevent jewellery [9]t_____.

6 Work in pairs. Use the words in Ex 2 and 3 to write attention-catching crime story titles or newspaper headlines.

After a three-year-long investigation, police catch the burglar
A pickpocket who was robbed

7 Work in groups. Read your crime story titles or headlines and vote for the most interesting ones.

Future in the past

1 Look at the items below. Which one do you think is not usually stolen during burglaries? Why?

books cars cash clothes
electronic equipment (computers, TVs, etc.)
house / car keys jewellery medicine
your identity (credit cards, passports, etc.)

2 Read the article. What happened to the man? What is the possible explanation to this mystery? Can you think of other explanations?

WORLD NEWS

An unusual burglary

A man from Massachusetts came back home from work with his son and noticed that the front door wasn't locked. He **was about to enter** the living room when he smelled cleaning products. This was odd because he had left a complete mess everywhere and **was going to deal with** it after his return.

The man realised someone must have broken in while they were out. He decided **to check** his son's room first. To his surprise, he discovered that the room didn't look at all the way his son had left it in the morning. The bed was made, the carpet was vacuumed and toys were put away on shelves. He **was about to grab** the phone and call the police when he noticed that the rest of the house was tidy as well. There was even a rose made from the toilet paper left in the bathroom. He **would never forget** that sight.

The police took the burglary seriously. However, it soon turned out that nothing had been stolen. It's suspected that a professional cleaning company tidied up the place. They might have been asked to work in one of the houses in the neighbourhood but got the address wrong. But later they **wouldn't reveal** their mistake.

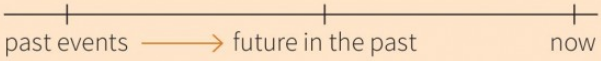
The man described his experience on social media and everyone found the story amusing. One of his friends **was having** a big party the following week and needed their home to look clean. They left some biscuits on the table in case the burglars wanted to visit their house too.

3 Read the rules and find one example of each future in the past structure in the article in Ex 2.

Future in the past

Grammar animation

We use future in the past when we talk about the past and mention things which we thought at that time would happen in the future.



To talk about future in the past we use:

1 *would* _____
2 *was / were going to* _____
3 past continuous _____
4 *was / were about to* _____

GRAMMAR BOOSTER P149

4 Complete the sentences with one word in each gap.

1 When this painting was stolen from the museum, it _____ not be recovered for the next ten years.
2 The police were about _____ interview the suspect when he suddenly fell ill and was taken to hospital.
3 I swear I didn't try to steal anything. I was _____ to pay for all these things when you arrested me.
4 I _____ never understand why the witness wasn't able to describe the vandal he had been observing for over 20 minutes.
5 The investigation was _____ to lead to many people being arrested.
6 When the shop owners were about _____ catch the shoplifter, he ran away.

5 Complete the sentences with the correct form of future in the past and the verbs in brackets.

1 We _____ to Paris in the summer, but we lost all our savings in the robbery. (travel)
2 How could I know that my classmate from primary school _____ a number one suspect in an art theft? (become)
3 The vandal _____ the graffiti on the school wall when he saw a police officer. (paint)
4 I didn't watch my favourite crime show that evening because I _____ an important exam the next day. (take)
5 After a few burglaries in our neighbourhood, Dad _____ the security cameras outside our house, but in the end, he decided to only change the locks. (install)
6 The police _____ the investigation, but they found a new witness. (cancel)

6 Work in pairs. Look at the picture and the instructions. Role-play the situation.

Student A: you are a police officer. A witness reported seeing Student B in the situation in the picture below. Interview Student B about what happened.

Student B: you are the man in the picture and were arrested for shoplifting. Try to explain to Student A what really happened. Use the sentence beginnings below to help you.



1 I was about to …
2 I was going to …
3 I promise I would never … !
4 I committed this crime because …

7 Go to page 151. Swap roles to role-play that situation.

The art of getting rich

1 Look at the photo below. What type of crimes can be committed in this place? Why do people do it?



2 Read paragraphs A and B of the article. What do you think will happen to Stéphane Breitwieser after his arrest? Do you think he could become an art expert working for the police and trying to catch art thieves around the world? Why? / Why not?

3 Read the rest of the story about Stéphane Breitwieser. What makes him similar to, and what makes him different from, other art collectors?

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. Look at the questions in Ex 5. Which questions refer to people or places?

5 8.06 Read the whole article. Choose the paragraph (A–D) where you can find answers to the questions below.

Which paragraph …

1 mentions where Breitwieser wanted to steal the last piece from before his arrest?
2 says who wasn't aware that the works of art were stolen?
3 mentions what the value of the collection was?
4 indicates where the works of art were stored?
5 describes how Breitwieser obtained Dietrich's painting?
6 specifies the number of works of art that the police managed to get back after the arrest?
7 explains why a lot of Breitwieser's stolen pieces were never recovered?
8 mentions how Breitwieser collected information about the paintings?
9 says whose painting was the most expensive in the collection?
10 explains how Breitwieser took care of his collection?

Collecting ART at

A Twenty-three-year old Stéphane Breitwieser was working as a waiter and travelling around Switzerland together with his girlfriend Anne-Catherine. During their visit to a 13th-century castle in Gruyères, one of the paintings caught his attention. It was an 18th-century portrait of a woman painted by German artist Christian Wilhelm Dietrich. Breitwieser was fascinated by the beauty of the woman and compared it to Rembrandt's masterpieces. Although it wasn't famous and believed to be worth no more than €1,700, Breitwieser couldn't stop admiring it. He asked his girlfriend, Anne-Catherine, to keep watch for museum guards, making sure none were near them. While she did that, he carefully removed the painting from the frame and left the castle with the work of art hidden under his jacket.

B Six years later, in November 2001, the police caught Breitwieser while he was trying to steal another work of art from the Richard Wagner Museum in Lucerne, Switzerland. After his arrest, it turned out that between March 1995 and November 2001 Stéphane acquired 239 works of art which included paintings, drawings, sculptures, antique guns, coins, musical instruments and pottery. The most valuable was a 16th-century painting *Sybille, Princess of Cleves* by Lucas Cranach the Elder, which was considered to be worth €6–6.5 million. The whole collection was estimated to be worth around €20 million. Obviously, not a single piece was bought; they were all stolen from 172 European museums, galleries, antique shops and churches, mainly in France and Switzerland, but also in Austria, Germany, Belgium, the Netherlands and Denmark.

6 Work in pairs. Answer the questions in Ex 5.

7 Work in pairs. Student A: complete the table with the examples of people and places from paragraphs A and B in the text. Write down what they refer to. Student B: do the same for paragraphs C and D.

Place	Person
Gruyères – a town in Switzerland where Breitwieser stole the first painting	

8 Work in pairs. Use your notes in Ex 7. Student A: ask questions about the people and places from paragraphs A and B in the text. Student B: ask questions about people and places from paragraphs C and D in the text. Try not to look back at the text. Who remembers more information?

Gruyères?

It's the place where Breitwieser stole the first painting.

9 Work in small groups. Read the information about an unusual work of art that Stéphane Breitwieser managed to steal. Discuss how it might have been possible.

One of the items that Stéphane Breitwieser successfully stole from a museum near Fribourg was a decorative carpet which can be hung on the wall. It was 3.3 m tall and 3.6 m wide. It neither fitted under his jacket nor in his rucksack, yet he managed to take it out of the museum without being noticed.

10 THINK & SHARE Discuss the questions.

1 Who, in your opinion, committed a worse crime: Stéphane Breitwieser or his mother Mireille? Why?

2 Stéphane Breitwieser was sentenced to three years in prison but was released after 26 months. In 2011 and 2019, he was arrested again, and more works of art were found in his house. Can you think how the police and/or museums can make sure he doesn't steal again?

any / no cost



C Stéphane Breitwieser claimed he never intended to steal for profit, like other art thieves do. He later said he had robbed the museums because he enjoyed art so much. He kept the entire collection in a dark-lit room at his mother's house in Mulhouse, France. He didn't want the direct sunlight to damage the paint. Each time he brought a new piece, he put it in a new frame and, if necessary, repaired it by, for example, adding the missing paint. He kept a record of all the works of art in his collection and often visited university libraries to find out more information about the paintings or sculptures he had stolen. Neither his mother Mireille, who wasn't allowed to go inside his bedroom where the collection was displayed, nor a local picture framing shop, Galerie Meichler, who Stéphane asked to make frames for the paintings, knew how he obtained the pieces.

D As soon as Stéphane Breitwieser was arrested, his mother made a decision to destroy the collection. She cut up the paintings and drawings and threw their fragments into the rubbish. Later, she got rid of larger items such as sculptures or pottery by throwing them into the Rhône-Rhine Canal. She later explained she had done it because she was so angry with her son. The police leading the investigation believed she had been trying to destroy the evidence. The police managed to recover 110 works of art from the canal, but many of the items still haven't been found today.

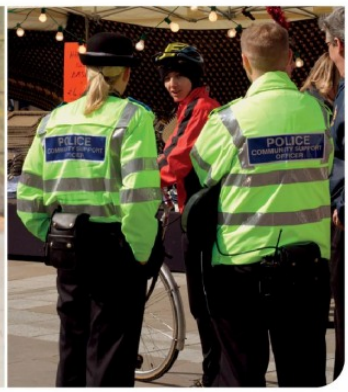
Evaluate and discuss what good communication skills are.

Communication skills

1 8.07 Listen to three dialogues. Do you think these people are having successful conversations? Why? / Why not?

2 Look at the photos. What do you think the police community support officers are doing in these pictures? What skills do they need to do their job well?





3 Read the leaflet. In pairs, discuss the questions.

1 What do police support community officers do?
2 Why do they need good communication skills?
3 What aspects of communication skills are, in your opinion, the most problematic for most people?

4 MEDIATION Work in pairs. Imagine that, together with a friend, you are giving a presentation to your class about good communication skills. Prepare a short presentation that summarizes the advice in the leaflet. Then give your presentation to the class.

5 VOCABULARY Look at the higlighted words describing ways of speaking. Which communication skills in the leaflet do they refer to?

1 When you mumble, you speak quietly and unclearly.
2 When you gossip, you talk about other people and their private life, often mentioning things that are untrue or unkind.
3 If you offend someone, you make someone upset because of something rude you've said or done.
4 When you whisper, you speak very quietly.
5 If you ramble, you talk continuously and too much.

6 8.07 Listen to the three dialogues from Ex 1 again. Look at the examples of communication skills in the leaflet and decide what is and is not working between the speakers.

7 Work in pairs. Look at your notes in Ex 6. In your opinion, how can the people in the dialogues improve their communication skills?

Welcome, you're now a qualified police community support officer!

You're here to help to reduce crime and bring safety to your community.

You'll be spending a lot of time patrolling streets and dealing with problems that come up. What will you do if you see a group of teenagers vandalising park benches? What will you say to an elderly lady whose house was broken into and who's worried about her safety? How will you react if you see a pickpocket at a shop?

As a police community support officer, you can't arrest anyone, but you can talk to people, calm them down or prevent crime from happening. You'll need excellent communication skills for this job, and that doesn't mean you'll have to talk for hours. Good communication skills help you understand what someone is trying to say and allow others to understand what you're telling them.

- **Listen.** Listen carefully, ask questions about the things you've heard, nod your head and respond to what someone is saying.
- **Use non-verbal communication.** Your body language, hand gestures and eye contact can change the meaning of the words you're saying.
- **Speak clearly and get to the point.** Say what you want to say without talking too much. No one enjoys listening to someone who has taken over the conversation.
- **Be friendly and polite.** Don't forget to smile.
- **Show empathy.** Try to understand how the person you're talking to feels and react appropriately.
- **Respect others**, even if you don't agree with them.
- **Keep an open mind** and be flexible. Be ready to change your mind when you talk to someone.
- **Give feedback.** When you work with others, you have to learn to comment on what they're doing. Say 'well done', 'thanks for what you've done' or 'please, next time, do it differently'.

Describing a crime scene

1 What crimes do you think are the easiest to notice?

2 8.08 Listen to a police officer analysing a picture from a CCTV camera. Complete the police report card with the information you hear.



Report card

Name: Dave Thomson

Date and time of the crime: _____

Place: _____

What happened: _____

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.

PHRASEBOOK Describing pictures

What you see

The photo / picture shows / depicts …
In this picture, I can clearly see …
It was (probably) taken …
On the right / left, …
In the middle …
In the top / bottom right/left-hand corner …
In front of / behind / opposite / next to something / somebody …
To the left / right of something / somebody …

What you think you see

I think / guess / suppose …
It / he / she looks like … / as if …
It / he / she could / may / might / must / can't be …
They seem to be … *-ing*.
Maybe / Perhaps it's a …
I suppose / guess he/she's about to …
If I had to make a guess, I'd say …
Judging by the fact that …, I think / suppose …
I have the impression …

3 8.09 Read the strategy and the Phrasebook. Listen to the full report. Complete the first column of the table with six phrases from the Phrasebook that the police officer uses to describe the picture.

The scene	Objects and people
_____	☐ hoodie
_____	☐ baggy
_____	☐ cap
_____	☐ rucksack
_____	☐ grab
_____	☐ pickpocket

4 8.10 Look at the words in the second column of the table. Tick (✓) the ones the police officer used to describe the boy on the skateboard. Then listen and check.

PRONUNCIATION Sentence stress: weak forms

In a sentence, words which carry the main meaning are usually stressed. These are usually nouns and verbs. Words that are not stressed in a sentence are weak sounds. They are usually words like auxiliary verbs (*was*, *can*, *must*), prepositions and articles.

5 PRONUNCIATION 8.11 Read the Pronunciation box. Then listen and underline the stressed words in the sentences and circle the unstressed words. Then listen and repeat.

1 The picture depicts people sitting in the Golden Mug Café.
2 I suppose he's about to go inside to pay the bill.
3 Behind Mr Thomson's table, there's a man drinking coffee and reading a newspaper.
4 I think she's working on her laptop.
5 At the last table, two elderly ladies are sitting and eating ice cream.

6 Look at the picture and read the information below. Use a two-column table to make notes to describe and speculate about the picture.



7 Work in pairs. Imagine you are a police officer analysing the CCTV picture. Describe the picture. Use your notes in Ex 6.

8 REFLECT Work in pairs. Answer the questions.

1 Did you describe the picture and people in it in detail?
2 Did you try to guess what might be happening?
3 Did you stress the most important words?
4 Which phrases from the Phrasebook did you use?

A magazine article

1 Do you think we should always report a crime we have witnessed? Why? / Why not?

2 Read the leaflet and tick (✓) the things that a good magazine article should have.

WRITING COMPETITION

Was it really the right thing to do?

Write an article about a time when you had to make a difficult decision. The best articles will be printed in the school magazine.

A good article should ...

- ☐ have an interesting title.
- ☐ catch readers' attention.
- ☐ be formal.
- ☐ finish with a question.
- ☐ describe events that readers want to find out about.

3 Read Ed's article. Write five sentences summarising what happened to Ed last week.

Home New View >>

The surprise

1 Have you ever had to decide what was right and what was wrong? I'd always thought that rules and laws were there so that we didn't have to face such dilemmas. For me, sticking to the rules would mean I was doing the right thing, but last week's events put my beliefs to the test.

2 On Tuesday, I had to stay after school and do research for my history project in the library. There was hardly anyone at school at that time. I was about to leave when I noticed someone next to the wall by the football field. It was definitely a boy and he was wearing a black hoodie. As I got closer, I saw he was holding a can of spray paint and was writing something on the wall. Unfortunately, he heard me coming. He turned around and I froze. It was Jayden from Year 11, and he was vandalising the school property!

3 I would never consider Jayden a vandal, but there he was holding a can of spray paint. He said, 'Don't tell your friends or the head teacher. It's important!' I looked at him confused. How could I not tell anyone? He seemed to read my mind because he added, 'Only until Friday. It must remain a secret!' Maybe it was the word 'secret' that stopped me from telling anyone, but I decided to give him a chance.

4 Two days later, the head teacher called a meeting on the football field, right by the place where I'd seen Jayden the other day. The head teacher announced, 'Jayden has prepared a surprise for our school, and he took off the white sheet hanging on the wall. There was a big colourful sign saying 'Happy 50th birthday, Parkview Secondary School!' That moment I realised I'd misjudged Jayden. He winked at me and smiled. It seems I did the right thing after all.

4 Match the questions for the plan of the article to paragraphs 1–4.

___ How did it finish? How did the author feel?
___ What happened first? Where did it happen?
___ What happened next? What did the author decide to do?
___ How does the author introduce the story? How does he catch readers' attention?

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. Rewrite the sentences as quotations in an article. Use different reporting verbs.

1 You have to confess!
2 I'll be your witness.
3 We can't do it. It's against the rules.
4 It can't be true! I don't believe you!

PHRASEBOOK Grabbing readers' attention

Have you ever wondered ... ?
Would you agree if someone told you ... ?
Are you one of those people who ... ?
How do you know ... ?
I don't think I'll ever forget ...
(...) events proved me wrong / put my character to the test.
When I look back at the events of that day, I still ...
I would have never thought ...
That moment, I knew my life would never be the same.
The thing that happened that day surprised us all / changed my life.

6 Work in pairs. Look at the Phrasebook. Then choose three phrases and use them to write different attention-grabbing beginnings for the article in Ex 3.

7 Look at the different writing competitions for students. Choose one and make a plan for your article. Use the questions in Ex 4.



8 Write a magazine article on your chosen topic. Use your notes in Ex 7.

9 **CHECK YOUR WORK** Did you ...

- make your story interesting? How did you try to grab readers' attention?
- follow the paragraph plan?
- use direct quotations in your story?
- check spelling, grammar and punctuation?

Grammar

1 Choose the answer that is NOT correct: A, B or C.

1 We never eat dinner together because Ellie … late.
A will always come B is always coming C would always come

2 There … a lot of burglaries in this area, but now it's safe here.
A would be B used to be C were

3 We … the same class for four years.
A used to go B went to C were in

4 When he was younger, my brother … watching crime films.
A used to hate B hated C would hate

5 Every time I ask Maggie for help, she …
A refuses. B would refuse. C will refuse.

2 Choose the correct alternative.

1 Our neighbour bought a security camera because he was **to have protected** / **going to protect** his house against burglars.
2 Justice had been done and the criminal **was spending** / **would spend** the next 20 years in prison.
3 We got our tickets ready because the bus **was about to** / **was going to** arrive.
4 The company didn't want to hire any new employees because they **would close** / **were going to close** two of their biggest shops in New York.
5 Sophie **would** / **was about to** go to bed when she heard some strange noises downstairs.
6 Bako **wasn't going to change** / **wasn't changing** his job, but he was headhunted by a company he had always wanted to work for.

Vocabulary

3 Complete the sentences with job and employment words.

1 I've just sent my _____ to a magazine which is looking for editors. I hope they read it and contact me soon.
2 My favourite café now has an outdoor seating section, so they want to _____ new waiters/waitresses. Jo wants to apply, but she has never worked in a café before.
3 I wish I had reviewed _____ before I sent my CV. I didn't know you had to be at least 25 to apply.
4 The factory workers _____ every Friday. They usually are paid directly into their bank account, but some workers prefer to receive payment in cash.
5 Mia was _____ to be a flight attendant by one of the biggest airlines. She says they found her online profile and asked if she'd like to work for them.
6 I didn't manage to _____ from my _____ employer because that company closed down a few days after I stopped working for them.

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

arrest break the law confess launch report the crime robbery shoplift witnesses theft vandal

Last night, a group of [1]_____ destroyed benches in the park. A man who was walking his dog saw them and immediately called the police to [2]_____. When the police arrived, the men tried to escape but were caught and [3]_____. Three of them immediately [4]_____ to the crime, but one claims he didn't do anything. The police [5]_____ an investigation to find out what had really happened. The men caught in the park are known to the police as they have previously [6]_____. Three of them [7]_____ from an electronics shop in July and one took part in a bank [8]_____ on the high street last year.

Cumulative review

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

How can you stand [1]___ against other candidates when applying for a job? It definitely helps if you come prepared and know what you, as well as your potential future [2]___, expect. So, [3]___ the job description, think what hourly [4]___ will be satisfactory for you and make sure you have the necessary [5]___ needed for the job. Then do your best to make a good impression. Unlike a 36-year-old man from Wyoming, who probably made the worst impression while applying for a job.

The man visited a sports shop and bought a few items. However, on his way out of the shop he also [6]___ a pair of sunglasses worth $90. The shop assistants called the police to [7]___. However, before the police [8]___ him, the man returned to the shop. This time, he [9]___ anything. He explained to the shop assistant that he wanted to [10]___ and asked for an application form. While [11]___ the form, he committed another [12]___, this time stealing two pairs of sunglasses.

1	A up	B out	C off
2	A employer	B candidate	C appointment
3	A complete	B review	C receive
4	A salary	B wages	C rate
5	A applications	B questions	C qualifications
6	A burgled	B shoplifted	C broke into
7	A launch an investigation	B report the crime	C interview suspects
8	A arrested	B confessed	C commited
9	A wasn't going to buy	B wasn't to have bought	C wouldn't buy
10	A interview	B headhunt	C be hired
11	A receiving	B completing	C reporting
12	A theft	B robbery	C burglary

Think & share

6 Answer the questions.

1 What would you do if you saw a shoplifter, a pickpocket, a thief or a burglar committing a crime? In what other ways do people react in such situations?
2 What jobs do you think former criminals could do? How can the authorities help them?

Listening

EXAM STRATEGY

When you have a listening task with several short texts, read the questions and options carefully before you listen. This will help you predict the different texts you will hear, what the topic is, and who is speaking.

1 Read the strategy above. Then read the exam task in Ex 2. Think about the topic of each text you will hear and who might be speaking.

2 8.12 For each question 1–5, listen and choose the correct answer: A, B, C or D.

1 You hear a woman talking about her job. How does she feel about it?
- A She likes all the people that she works with.
- B She wishes she had changed jobs before.
- C She was always confident that she could do it.
- D She appreciates being paid more than in her previous job.

2 You hear two people talking about school. What does the man say about his experience?
- A He found some of the teachers very amusing.
- B He was better at languages than his daughter is.
- C He wasn't keen on science subjects.
- D He thought most of the subjects were difficult.

3 You hear a head teacher giving a presentation. Who is she talking to?
- A a group of parents
- B new students at the school
- C students leaving the school
- D some of her colleagues

4 You hear two friends talking about taking a course. What do they agree about?
- A The photography course will be quite difficult.
- B The boy is better at photography than the girl.
- C The art class is aimed at beginners.
- D The photography course isn't suitable for everyone.

5 You hear someone talking about a website. What is the speaker's purpose?
- A to describe some of the website's best features
- B to discourage people from using it
- C to inform people about a source of information
- D to compare the website with similar resources

Use of English

EXAM STRATEGY

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

3 Read the strategy above. Then read the exam task in Ex 4. Look at the first gap. Think of as many words as you can that fit the gap grammatically. Then decide which one fits logically.

4 Read the text below and think of the word which best fits each gap 2–10. Use only one word in each gap.

Single-sex education

The debate about the advantages and disadvantages of single-sex education over co-education has been around for years. It is known that male and female brains are [1]_____ the same biologically. As a result, boys and girls develop and mature at different stages. It also means that they tend [2]_____ respond to different ways of learning. Teachers can take advantage [3]_____ this by focusing on themes that are more appropriate for each sex – for example, in their choice of which books to study in literature classes. Girls in mixed-sex schools may be less likely to choose subjects like maths and science, which [4]_____ typically associated with boys. In all-girls schools, this barrier does not exist. (On the other [5]_____, boys in single-sex schools are apparently still not keen to study traditionally female subjects like art or food technology.) When students are less focused [6]_____ impressing the opposite sex, they generally contribute more to class discussions. This leads to more dynamic lessons, where students are prepared to [7]_____ risks and are therefore more creative. Of course, it is important for girls and boys to mix with each [8]_____. Many young people get this opportunity through family members, but for those who don't, most schools organise mixed events and activities, [9]_____ as drama or music groups and debating clubs. In [10]_____ end, the best choice of educational environment really depends on each student's personality.

Reading

EXAM STRATEGY

When you do a gapped text task, read the text first and identify the topic of each paragraph. Then look for words before and after the gaps, and in the missing sentences, which link ideas together.

5 Read the strategy above and then read the exam task in Ex 6. Read the first paragraph and think about the topic. Then look at the first gap. Find ideas in sentences A–I which could link with the word *They* after the gap. Which sentence also fits the topic?

6 Six sentences have been removed from the article. Choose the sentence, A–I, which fills each gap, 2–6. There are three extra sentences which you do not need to use.

A face-to-face job interview isn't something that most of us look forward to. But with a little planning, there's no reason why it shouldn't be a positive experience. It's worth finding out as much as you can about the company as well as the specific job you're interested in. Research what the business does, its background and its values. [1] ___ They can help you prepare for your interview, and also help you decide if you really want to work for the company.

Then think about the questions you may be asked. Interviewers generally want to know about your strengths and weaknesses, why you think you'd be good at the job, how you would cope under pressure, and so on. [2] _____ Then think of specific examples that will support what you say. The more you have to talk about, the better answers you'll give to the interviewer's questions. [3] _____ Planning ahead as much as possible will make you more confident on the day.

The night before the interview, get everything prepared, for example any documents you need to take with you. [4] _____ Then get a good night's sleep! In the morning, eat a healthy breakfast and maybe go for a walk or run, so that you're physically and mentally awake. Aim to arrive at the interview around ten to fifteen minutes early. You don't want to be late, but you don't want to be there too early either. [5] _____ It's a good idea to plan your route in advance and find out about any possible transport problems.

During the interview, try to relax and behave naturally. Smile and make eye contact with the interviewer. Remember to sit up straight, and try not to move around too much. Listen carefully to the interviewer, and don't interrupt them. [6] _____ Answer the interviewer's questions as honestly as you can and if you really don't know the answer, say so – most interviewers will be able to tell if you're lying.

A It will just give you more time to be nervous!
B Also think of at least three of your own questions to ask at the end of the interview.
C These opportunities for training and career development can be significant.
D Identify relevant skills and experience you have that you can talk about.
E That's why telephone interviews are becoming more popular nowadays.
F A company website or social media accounts are good starting places to do this.
G Another idea is to practise with a friend one or two days before the interview.
H However, if you don't understand something, don't be afraid to ask for clarification.
I Choose smart but comfortable clothes to wear, and make sure they're clean and tidy.

Speaking

EXAM STRATEGY

In a discussion task, you should discuss each point with your partner and evaluate it. It doesn't matter if you don't reach an agreement with each other.

7 Read the strategy above. Then read the exam task in Ex 8. Think of at least one advantage and one disadvantage for each of the ideas.

8 Work in pairs. Imagine that a company is advertising a job. Here are some of the things the job offers and a question for you to discuss. Talk to each other about why these things might or might not be attractive to someone interested in the job.

Why might or might not these things be attractive to someone?
- opportunity for foreign travel
- option to work from home
- use of a gym at the workplace
- free lunches
- flexible working hours

Writing

EXAM STRATEGY

For this type of essay task, plan your writing by making notes on two or three arguments and counter-arguments for each point (including your own idea). Then choose the best ones and add examples to support your arguments.

9 Read the strategy above. Then look at the exam task in Ex 10. Make notes, choose the best ideas and think of examples.

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

Many people today are learning online rather than having classroom-based lessons. Is this a good or a bad thing?

Notes

Write about:
1 quality of education
2 enjoyment of the experience
3 _____ (your own idea)

From the page to the screen

1 GET STARTED 1.06 Look at the words below. Choose eight which you can use to talk about a film. Listen and check.

act character director ending episode
hero / heroine journalist magazine
review scene stage title

2 Complete the sentences with the correct form of the words in Ex 1.

1 I'm going to watch the last _____ of this new television drama tonight and I can't wait to see how it ends.
2 Eilis, the _____ of *Brooklyn*, is a young Irish girl who comes to live and work in the USA in the 1950s.
3 Julie plays the main _____ in our school play so she is on _____ almost all the time.
4 I love watching *E.T.*, but the last _____ when they have to say goodbye always makes me cry.
5 Elizabeth Banks is not only an actress but also a _____. Sometimes she _____ in and makes the same film like *Pitch Perfect 2*.
6 Ernest Hemingway worked as a _____ for the *Kansas City Star* newspaper before he started writing books.

3 Work in pairs. Discuss the questions.

1 How do you decide what to watch or read? Do you check **reviews**?
2 Would you rather **act** in a film than be its **director**?
3 Do you remember the **title** of a film you've recently watched and found disappointing?
4 Who was your favourite book or film **character** when you were young?
5 Have you ever been obsessed with a TV show and watched all the **episodes** one after another? What show was it? Why did you like it?

4 PRACTISE Match 1–8 to A–H.

1 To avoid crowds the director **chose**
2 Jacqueline Durran **designed**
3 I don't know any **films** which
4 Some actors use special apps to **rehearse**
5 My brother always wanted to **play**
6 I didn't like that film because the **plot**
7 In science fiction films, directors often **use**
8 The director Christopher Nolan also **writes**

A was really **difficult to follow**.
B **a location** which isn't popular among tourists.
C **the scripts** for his films.
D **the part** of Macbeth in a school play.
E **their lines**.
F **costumes** for the film *Little Women*.
G were **directed** by Damien Chazelle.
H **special effects** to show the cities of the future.

5 Choose the correct alternative.

1 Emily is a traveller and a **blogger** / **publisher**. She writes about the places she visits.
2 When I was 12, I used to keep a **fairytale** / **journal** where I wrote what happened each day.
3 This book is about space travel, so why is there a picture of a forest on the **chapter** / **cover**?
4 It's a typical **romantic** / **science fiction** novel about a girl who meets a boy and they fall in love.
5 Taylor Swift is both a singer and a **poet** / **songwriter**. She often makes music about her personal life.
6 I recently sent a very long letter to a magazine but they **edited** / **posted** it a bit before it was printed.
7 In our English class we discussed the works of a US **poet** / **short story**, Walt Whitman.
8 I love reading **editors** / **thrillers** because you often get quite scared when you read them but not as much as with horror novels.

6 EXTEND 1.07 Match the words below to the definitions. Listen and check.

adaptation blockbuster cast genre
quotation rehearsal screenwriter villain

1 all the people who act in a play or film
2 the time that is spent practising a play or piece of music in preparation for a performance
3 a type or style of literature, art, film or music
4 a short piece of writing taken from a book, play, etc. and repeated because it is interesting or useful
5 the main bad character in a story, play, etc.
6 a film, television drama or play that is based on a particular book or play
7 a person who writes scripts
8 something very successful, especially a book or film

7 Complete the film reviews with the words from Ex 6.

Reviews > Films



The film *Arrival* is a successful [1] _____ of a short story by Ted Chiang. What makes it really interesting is the mixture of [2] _____. It can be described as a science fiction film with elements of drama, thriller and mystery. The film tells the story of a woman who is trying to communicate with the aliens that suddenly arrive on Earth. I've read somewhere that a real professor who studies language was involved in making this language work. She helped before the filming started and supported the film crew during [3] _____. The plot is really interesting and I think it's thanks to a really good script prepared by Eric Heisserer, a US [4] _____ who also worked on *Lights Out* and *Bloodshot*. I'll definitely keep an eye out for more of his films.

My favourite film of all time is definitely *Ocean's Eleven*. It was a [5] _____ in 2001. All my friends back then went to the cinema to see it. Just think about the all-star [6] _____ with George Clooney, Brad Pitt, Matt Damon and Julia Roberts. It's a story about a group of people who try to steal money from a casino. Despite the fact that the casino owner, played by Andy Garcia, is a victim in this story, we all feel he's the actual [7] _____. Why do I like the film so much? Let me answer with my favourite Roman Polanski [8] _____ 'Cinema should make you forget you are sitting in a theater.' Every time I watch *Ocean's Eleven*, I feel like I'm in the casino trying to steal money.

Back to nature

1 GET STARTED 2.04 Complete the sentences with the words below. Listen and check.

canoeing destination explore get
go hiking rock climbing set

1 We rented bikes but eventually we decided to _____ **the area** around our campsite on foot.
2 On the first day of our holiday we **went** _____ on the River Wye.
3 It was quite late when Maggie **arrived at her** _____ so she unpacked her bags and went to bed.
4 Heysen Trail is a perfect place to **go** _____ near Adelaide in Australia. You'll be able to see wildlife and enjoy spectacular views.
5 Greg woke up early to _____ **off on his journey.**
6 I don't know how people are able to carry all their equipment when they _____ **backpacking**.
7 You look tired! You should _____ **some time off from work** and go somewhere relaxing.
8 You need a helmet, special shoes and some ropes if you want to **go** _____.

2 2.05 Review the meaning of these words with your partner then listen and repeat. Write sentences with each of the words.

1 forest fire
2 drought
3 damage
4 flood
5 rescue
6 heatwave

3 Work in pairs. Ask and answer the questions.

1 What would you suggest to someone looking for an adventure holiday in your area / country?
2 Which, in your opinion, is more difficult – going backpacking or going canoeing? Why?
3 How do you and your family prepare before you set off on a journey?

4 PRACTISE Choose the correct alternative.

The guided tour in the Yellowstone Park was the best part of my summer holiday. We went hiking through the [1]**gorgeous scenery** / **breathtaking views**. We started by going to one of the [2]**caves** / **waterfalls**. It was quite hidden between the trees but we could hear the water as we came closer to it. When we reached the top of the hill, we stopped to admire the [3]**landscape** / **global warming**. From up there we saw the large green [4]**grassland** / **seaside** which was [5]**surrounded** / **admired** by a walking path. In the distance there were some [6]**woodland areas** / **peaceful lakes**. Our guide told us that lots of wild animals were living in that forest. He also said that if we came really early, we could get lucky and see bison drinking water from the mountain [7]**stream** / **coast**.

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

global warming greenhouse gas emissions
have a negative impact nuclear energy
power station recycle waste wind turbine

1 Our town is switching to electric buses to reduce _____.
2 When you go to Denmark, you can see lots of _____ at sea. The weather there is ideal for the production of this type of energy.
3 You have to realise that the production of cotton T-shirts _____ on the environment.
4 I've heard that _____ is cheaper to produce, but what if an accident happens in the power plant?
5 I'm quite worried about _____ and the results it'll bring, especially heatwaves and droughts.
6 The _____ that supplies energy to our house is coal-fired, unfortunately.
7 It's a class for people who are interested in _____. You learn what things you don't need to throw in the bin.

6 EXTEND 2.06 Match the words below to the pictures. Listen and check.

endangered excursion generate
landfill reserve shore


1 _____


2 _____


3 _____ animal


4 _____


5 nature _____


6 _____ electricity

7 Complete the sentences with the missing words in Ex 6.

1 The giant panda is one of the most famous _____ species in the world.
2 Is it dangerous to live close to a _____ site where lots of rubbish is stored?
3 In some parts of our town solar panels _____ electricity for street lights.
4 You can find a list of nature _____ in the UK on this website.
5 The boat we were sailing started to fill with water when we were only ten metres from the _____.
6 Felix and his two colleagues went on an _____ to the Grand Canyon while they were in Las Vegas.

Get well soon

1 GET STARTED 3.06 Complete the table with the words and phrases below. Listen and check.

break an arm do a workout do yoga have a cold
healthy lifestyle high temperature injury
look after yourself rest suffer from

Health problems	Things you do to stay healthy
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Work in pairs. Which things do you do to stay healthy?

3 Complete the sentences with the correct form of the words in Ex 1.

1 If you have a _____ or feel ill, you can't go to school.
2 When I _____, my nose was all red and I felt terrible.
3 After Kyle had had a bike accident, he was taken to hospital because he had a serious head _____.
4 The doctor told my dad to take some time off work and _____.
5 Every morning I go to the gym and _____. It doesn't take me more than 45 minutes.
6 Daria doesn't _____. She eats a lot of fast food and doesn't do any sports.
7 I started _____ to relax and find peace of mind.
8 For me, a _____ means eating lots of veggies, drinking enough water and doing some exercise.
9 Every spring my sister _____ allergies but she doesn't want to go to a doctor.
10 During my last basketball match someone pushed me so hard that I fell down and _____.

4 PRACTISE Choose the correct alternative.

Emma Mum, I'm not feeling well. I think I won't go to school today.
Mum What's wrong?
Emma I feel really tired and everything hurts. I have [1]**a backache** / **an infection** and a terrible headache.
Mum Let me check your temperature. You might have a [2]**burn** / **fever**.
Emma I'm not so sure about that but I've had a [3]**mosquito bite** / **sore throat** since yesterday evening. It hurts when I try to eat or even drink.
Mum That doesn't sound good and I know you also have a [4]**cut** / **cough**. I think I'd better take you to the doctor.
Emma But I felt great yesterday!
Mum It might be [5]**the flu** / **a heart attack**. It usually comes on suddenly.

5 Complete the text with the correct form of the words below.

cure get a prescription keep in shape
recover surgery symptoms

My cousin Mark has never been very fit but he tries to [1]_____ by going jogging every other day. A few months ago he suddenly started having problems with his knee. At first, he ignored the [2]_____ but after some time he wasn't able to walk normally. This made him finally go to see a doctor. Mark hoped he'd [3]_____ for some tablets but the doctor told him that the only way to [4]_____ his knee pain was for Mark to have [5]_____. Mark went to hospital the next day and right now he's [6]_____. Each day he feels better and hopes to get back to running soon. He can't, however, stop wondering if he could have avoided the surgery by going to the doctor sooner.

6 EXTEND 3.07 Match the words below to the definitions. Listen and check.

ambulance examine germ heal immune
sneeze vaccination wound

1 to become healthy again or to make something healthy again
2 a vehicle with special equipment, used for taking sick or injured people to a hospital
3 to have air come suddenly and noisily out through your nose and mouth in a way that you cannot control, for example because you have a cold
4 an injury to part of the body, especially one in which a hole is made in the skin using a weapon
5 something that cannot catch or be affected by a particular disease or illness
6 the act of injecting a substance into someone's blood in order to protect them against a disease
7 to look at somebody / something closely to see if there is anything wrong or to find the cause of a problem
8 a very small living thing that can cause infection and disease

7 Complete the pairs of sentences with the correct form of the words in Ex 5.

1 A The main character in the film died of a gunshot _____ in his stomach.
  B Joe had to go to hospital because the _____ in his leg wasn't healing.
2 A Please cover your mouth when you _____.
  B I think I have a cold. I can't stop _____.
3 A The doctor _____ the patient now.
  B I was _____ by an eye doctor yesterday. It turns out I'll need glasses.
4 A Do you remember that cut I had on my arm? There's no sign of it now, it _____ completely.
  B It's a pretty bad wound. It'll need time to _____.
5 A This cleaning product is supposed to kill all _____.
  B Wash your hands with soap to remove _____.
6 A I seem to be _____ to stomach flu. I don't remember the last time I had it.
  B The vaccination will make you _____ to this disease.

This is who we are

1 GET STARTED 4.06 Match 1–8 to A–H to make phrases. Listen and check.

1 get	A someone up
2 cheer	B into the same things
3 have	C on well with someone
4 rely	D touch with someone
5 fall	E on someone
6 keep in	F lots in common
7 have the same	G out with someone
8 be	H sense of humour

2 Complete the text with the correct form of the phrases in Ex 1.

My best friend Abby is someone I can always [1]_____. Whenever I need her, she is there for me. We [2]_____ common and [3]_____ the same things. We both love playing tennis and going shopping. We usually agree but once we [4]_____ and didn't talk for two days. I felt horrible! A few months ago Abby moved to a new house and we don't live as close to each other as we used to. Despite that we [5]_____ touch every day and always hang out at weekends.

3 Work in pairs. Use the phrases in Ex 1 to ask and answer questions about your family and friends.

Who cheers you up when you feel sad?

My friend Leah has the same sense of humour as I do. She can always cheer me up.

4 PRACTISE Correct the underlined parts of the sentences using the underlined phrases from other sentences.

1 Max is shy. He has a strong desire to be successful.
2 Penny is modest. She organises fundraising campaigns and gives lots to charity.
3 Kaheem is ambitious. He never worries about anything.
4 Theo is generous. He is always doing a lot of work.
5 Yasmin is easy-going. She's never quiet, she can keep on discussing things for hours.
6 Hugo lacks confidence. He doesn't care about other people.
7 Elsie is selfish. She never tells anyone how fast she can swim or how many medals she's won.
8 Maya is talkative. She doesn't believe in herself and hates speaking in public.
9 Mehmet is determined. He doesn't like meeting new people.
10 Leo is hard-working. He won't let problems stop him achieving his goals.

5 Choose the correct alternative.

1 My aunt doesn't know her parents. She was **brought up** / **adopted**.
2 In some families, **ancestors** / **siblings** don't get on well with each other but my brother and I enjoy hanging out together.
3 Zac and Finn look so similar but in fact they aren't **related** / **generations**.
4 Sami **takes after** / **looks up to** his grandfather. They both are very tall and have dark hair.
5 In my great-grandmother's **get-together** / **generation** women often stayed at home.
6 My sister got married last month and I have to say I really get on well with my new **stepbrother** / **brother-in-law**.
7 My aunt Victoria isn't **on my mum's side** / **close family**. She's the daughter of my grandmother's cousin so actually she's not my aunt.
8 I'd like to **follow in my mum's footsteps** / **take after my mum** and become a doctor like she is.

6 EXTEND 4.07 Complete the sentences with the words below. Listen and check.

adolescent close-knit immature look alike
open-minded people skills sensitive socialise

1 If you are _____, you're willing to listen to or accept different ideas.
2 When you have a _____ family, you have strong relationships with each other.
3 If you are _____, you behave in a way that is typical of people who are much younger.
4 If you're at the _____ age, you develop from a child into an adult and are 12–18 years old.
5 If you and your sister _____, you look the same.
6 If you are _____, you understand other people and their feelings.
7 When you _____, you meet and spend time with people in a friendly way.
8 If you have good _____, you have good relationships with people.

7 Work in pairs. Discuss the questions.

1 How do you think open-minded people behave when they discuss things with other people?
2 What are some typical adolescent concerns?
3 Would you like to live in a close-knit community? Why? / Why not?
4 What do you consider to be immature behaviour at your age?
5 If someone is sensitive to other cultures, what do they do?
6 Do you know any siblings that look alike? What makes them similar?
7 Do you think it's OK for a boss to socialise with his / her employees? Why? / Why not?
8 What kind of jobs require having good people skills?

The global economy

1 GET STARTED 5.06 Complete the phrases with the verbs below. Listen and check.

borrow find get (×2) make open pay place

1 _____ a purchase
2 _____ a refund
3 _____ a bargain
4 _____ my own bills
5 _____ a discount
6 _____ money from a friend
7 _____ an order
8 _____ a bank account

2 Complete the sentences with the correct form of the phrases in Ex 1.

1 On the last day of the summer camp I had to _____ because I had spent everything I had.
2 Mo _____ a few _____ in an online shop before the school year started. He bought pens, notebooks and markers.
3 To _____ for a product you want to return you need to have a receipt.
4 When I got my first job, I decided to start _____ – phone, internet and video streaming services.
5 Alice usually _____ a few _____ in the sale. I don't think she's ever paid a regular price for anything!
6 It's a self-service restaurant so don't wait for a waiter if you want to _____!
7 I'm thinking of _____ another _____ where I could save the extra money I earn.
8 That coat was £99 but I _____ and paid £69.

3 Work in pairs. Use the phrases in Ex 1 to ask and answer questions about your shopping and money experiences.

1 Have you ever … ? When was it? What was it like?
2 When was the last time you … ?
3 Who in your family usually … ?

4 PRACTISE Complete the sentences with the missing words. The first letters have already been given.

1 More and more c_____ are looking for local and eco-friendly products. They don't want to buy things that harm the natural environment.
2 In the EU the biggest i_____ of Spanish food are Germany and France.
3 The company will soon begin the p_____ of a new model of smartphones.
4 Most high street r_____ say that summer is their best season. People come to the cafés more often and stop by their shops to make purchases.
5 The company that Owen works for s_____ customers around the world with office software. They have clients in Australia, the USA, France, China and in many other countries.
6 Our country signed a t_____ agreement with India a few years ago. Now it's easier to exchange goods between our countries.
7 I think apples and strawberries are the only fruit which we e_____ to other countries.

5 Complete the sentences with the correct form of the words below. There are two extra words which you don't need.

charge check earn get into
make put up set off withdraw

1 My brother gave me back the money he had borrowed from me so I'll go to the bank tomorrow and _____ a deposit.
2 I've decided to open an account in a different bank because mine _____ a high interest rate on loans.
3 I _____ a good wage so I can afford a new bike.
4 They opened a café but soon they _____ debt and had to close it down.
5 I need to _____ some cash to pay for the concert tickets. They don't accept credit cards there.
6 It's a good idea to _____ your bank statement at least once a month and see what you spent your money on.

6 EXTEND 5.07 Match the words below to the definitions. Listen and check.

budget income investment negotiate owe
shipping transfer warehouse

1 to have to pay somebody for something that you have already received, or return money that you have borrowed
2 the act of buying property, shares in a company, etc. in the hope of making a profit
3 the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc.
4 the money that is available to a person or an organisation, and a plan of how it will be spent over a period of time
5 to move money from one account, etc. to another
6 the activity of carrying goods from one place to another by ship or by some other means
7 a building where large quantities of goods are stored, especially before they are sent to shops to be sold
8 to try to reach an agreement by formal discussion

7 Complete the sentences with the words in Ex 5.

1 This online shop offers free _____ on orders over €50.
2 The flood damaged all the goods the company were keeping in their _____ on Elm Street.
3 I _____ £300 to my savings account every month.
4 Editing isn't Isabelle's main source of _____. She also works as a songwriter.
5 When I give Dylan back the £50 I borrowed from him last Friday, I finally won't _____ anyone anything.
6 People say that buying paintings made by young artists is a good _____. They might be worth ten times more in the future.
7 We have a limited _____ at the moment so we can't afford to eat out every day.
8 The railway workers' union didn't _____ a pay rise for spring next year.

At home

1 GET STARTED 6.07 Match the words to the pictures. Listen and check.

chimney cooker entrance
furniture rug sink



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2 Write what part of the house or furniture the sentences describe. Use the words in Ex 1.

1 You use it to prepare hot food. _____
2 This is where you can wash your vegetables before you cook them. _____
3 It's soft and you can walk on it. _____
4 In a living room you find, for example, a sofa, a table, or a bookshelf. _____
5 People usually put a doorbell right next to it. _____
6 This is where the smoke from a fireplace leaves a house. _____

3 Work in pairs. Use the words in Ex 1 to ask and answer questions about things in your house. Make your own questions or use the ideas below.

1 What kind of … have you got? What colour is it?
2 When was the last time you used a … ? What did you use it for?
3 Would you like to change the … you have at home? Why?

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

I've just seen my cousin Holly's flat. She'll be renting it while she studies at university. It's [1]___ but I think there's enough space for one person. There's a small kitchen but it's got all the [2]___ she wanted. There's even a blender and a rice cooker. Not bad, right? The only problem is that the [3]___ is so small that you can't even put one frozen pizza in it! There's only one room which at the same time needs to be Holly's bedroom, living room and a study. In her previous flat Holly used to have a separate bed and a sofa but they would [4]___ too much space here so she replaced them with a sofa bed. There's also a small desk in the corner and a big [5]___ wardrobe for her clothes and other things she needs to [6]___ somewhere, like an iron or towels. Unfortunately, the room is quite dark so Holly doesn't want to hang any [7]___ in the windows. I think it's a perfect place for her, so no wonder Holly is so excited about it.

1	**A** built-in	**B** tiny	**C** spacious
2	**A** appliances	**B** armchairs	**C** air-conditioning
3	**A** freezer	**B** basement	**C** curtain
4	**A** match	**B** take up	**C** store
5	**A** cosy	**B** built-in	**C** attic
6	**A** store	**B** match	**C** take up
7	**A** armchairs	**B** basements	**C** curtains

5 Choose the correct alternative.

1 Jamal is going to Paris and he's staying in a hostel **downtown** / **in the suburbs**. He'll be able to see the Eiffel Tower from his window.
2 We live in a **semi-detached** / **terraced** house. The other half of the building belongs to my uncle.
3 The souvenir shop where Lucy works part-time is within **viewing** / **walking** distance of her school.
4 We've met with **a roommate** / **an estate agent** and she's shown us a few flats but we didn't like any of them.
5 Last winter we went skiing and stayed in a charming little **skyscraper** / **cottage** in the Alps.
6 Living **with a roommate** / **in the suburbs** must be a bit boring because there aren't any theatres or cinemas.

6 EXTEND 6.08 Complete the sentences with the words below. Listen and check.

blinds deposit landlord tenant unfurnished

1 If you rent a flat or a house, you are a _____ and the person you rent it from is the _____.
2 _____ flats are cheaper to rent because they have no furniture.
3 In some houses you can find both curtains and _____ in the windows.
4 If you rent a flat and damage something, you can lose the _____ you had paid before you moved in.

7 Complete the text with the words in Ex 5.

My parents are going to rent this house out now, but they need to get it ready first. They want to put new [1]_____ in the windows because the old ones are broken. They're not planning to buy any furniture. They will leave it [2]_____.

My mum spends evenings online looking for advice about renting out a house. For example, as [3]_____ they need to make sure their rental house is safe for the [4]_____ who would live there. She's also checked how much [5]_____ they can charge. My dad said we hadn't expected it'd be so much work to rent a house but I hope once the place is ready, it'll be easy.

Learning for life

1 GET STARTED 7.05 Complete the phrases with the words below. Listen and check.

assignment attend chemistry drop out of essay fail geography pass physics revise

1 school subjects – _____, _____, _____
2 _____ for, _____ or _____ a test
3 _____ or _____ school
4 types of homework – _____, _____

2 Complete the text with the words in Ex 1 in the correct form.

Annie
2hrs ago

What a week at school! I spent the whole weekend [1]_____ for a test in [2]_____ about H_2O_2, CH_4, NH_3 and many more. I thought I was so well-prepared but it turned out I [3]_____ that test.

On Tuesday the teacher gave us a research [4]_____ on the largest rivers in the world. I spent a few hours making that list and forgot to bring it to school the next day! Then, on Wednesday we found out that one of our classmates [5]_____ college. I'm not sure why but I'll definitely miss him.

On Thursday I was late for my [6]_____ class and I didn't hear the teacher giving us a list of rivers in the world that we have to learn for next lesson. The only good thing happened on Friday – I finally [7]_____ the [8]_____ test about electricity! Yay!

3 Work in pairs. Ask and answer the questions.

1 How old were you when you started attending school?
2 What are your most and least favourite school subjects?
3 Why do you think some people drop out of secondary school?
4 What type of homework do you hate / enjoy doing?
5 Is there a subject in which you pass all the tests?
6 Have you ever failed a test? Why?

4 PRACTISE Complete the sentences with the correct form of the words below.

follow gain graduate hand in share

1 Amira _____ from university two years ago.
2 Our teacher has set up an online group where we can _____ resources such as useful websites and notes.
3 I _____ coursework two days later than I was expected to and now I'm worried that I might fail.
4 Maria goes to a British school in Spain so her classes are in English. They also _____ the British curriculum.
5 I'd like to _____ a qualification and work as a maths teacher in primary school.

5 Complete the sentences with the missing words.

1 Ali studied bridge e_____ at the University of Surrey and now he works in a company that designs and builds bridges.
2 My uncle Simon is a professor of a_____ at Berlin University of the Arts. In his last class he discussed how Egyptian pyramids were built.
3 Kayla can lend you her notes on Ernest Hemingway. She studies American l_____.
4 I can spend hours watching people. My mum says that since I'm so interested in human nature I should study s_____.
5 It's quite surprising that a lot of people in our government have never studied p_____.
6 After the students had completed their course in p_____, they were able to understand how their mind works and how to deal with stress.

6 EXTEND 7.06 Choose the correct explanation (A or B) of the words in **bold**. Listen and check.

1 Julia has a **master's degree** in psychology and works as a psychologist in a school.
   A a further university degree that you study for after a first degree
   B a first university degree in an arts subject
2 After I had finished secondary school, I took a **gap year** and went backpacking in south-eastern Asia.
   A a year when somebody, especially a teacher at a university, is allowed to stop their normal work in order to study or travel
   B a year that a young person spends working and/or travelling, often between leaving school and starting university
3 Maggie and her friends **played truant** and spent the whole day in the shopping centre.
   A to be kept at school for a time after other students have gone home as a punishment
   B to stay away from school without permission
4 I saw Landon using a **crib sheet** during the biology exam. It was tiny and he was holding it in his left hand.
   A a set of notes to help you remember important information, especially one taken secretly into an exam room
   B a book that students must study for a particular exam
5 I've decided to **enrol** on 'The introduction to sociology' this term.
   A to arrange for yourself to join a course, school, etc.
   B to officially make somebody leave a school

7 Work in pairs. Discuss the questions.

1 Have you ever used a crib sheet? When? How did you prepare it?
2 Would you like to take a gap year after school? Why? / Why not? What would you like to do then?
3 Why do you think some students play truant?
4 If you had more time, what courses or classes would you like to enrol on?

More than one way to earn a living

1 GET STARTED 8.04 Complete the phrases with the words below. Listen and check. Then, tick (✓) the activities you've done in your life. Compare your answers with a partner.

after at from in (×2) on out up

1 carry _____ duties on time
2 succeed _____ changing your lifestyle
3 get time off school and stay _____ home
4 take _____ a position as a shop assistant
5 look _____ children
6 study _____ home
7 work _____ a team
8 work _____ the checkout

2 Put the words in the correct order to make sentences. What do the words in **bold** mean?

1 **clues** / to / a **detective** / the **mystery** / **solve** / looks for

_____

2 **punished** / you'll be / if / **illegal** / something / you do

_____

3 in the street / is / was **attacked** / a person who, / a **victim** / for example

_____

3 Choose the correct alternative.

1 Pria is a journalist so she can **look after** / **carry out** most of her duties while **working from home** / **on the checkout**.
2 After five years in prison Mr Johnson **got off** / **succeeded in** changing his life and began working **on the checkout** / **in a team** in a supermarket.
3 Mario is a policeman but he wants to **take up** / **carry out** a position as a **victim** / **detective** in a private company.
4 Nobody was **looking after** / **attacking** Sam and Nasser and they accidently broke a window while playing football. It was their lucky day because they managed to avoid **clue** / **punishment**.

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

1 Our local newspaper wants to ___ two new journalists and a photographer. I think I'll apply.
A review B hire C be headhunted
2 If you have a good monthly ___, you can afford to ask for a loan to buy a car.
A rate B salary C qualifications
3 My ___ employer didn't allow us to drink coffee while working on the computer. That's why I don't work there anymore.
A random B current C former
4 I can't talk to you right now. I have ___ with someone from a job agency in ten minutes.
A an appointment B an application C a reference
5 They said they'd ___ all the candidates today but that's more than 50 people!
A interview B review C headhunt
6 My neighbour ___ for the shop manager job by a different clothes shop than she used to work for.
A was headhunted B received C stood out
7 This is your old CV. You need to send an ___ one!
A up-to-date B out-of-date C off-to-date

5 Complete the sentences with the missing crime words. The first letters have already been given.

1 Police are trying to bring the criminals involved in a robbery to j_____.
2 Unfortunately, the ruins of the old castle have recently suffered from v_____. There's graffiti all over its walls.
3 I've heard that a lot of b_____ take place when the house owners are on holiday.
4 I can't believe my neighbour was involved in five bank r_____!
5 Two s_____ were caught on CCTV camera while they were putting jewellery in their jacket pockets.
6 Mia c_____ to taking $40 from her mum's wallet but I know she didn't do it.

6 EXTEND 8.05 Match the **bold** words 1–8 to their definitions A–H. Listen and check.

Police have long [1]**suspected** that Joe was involved in the bank robbery. It's not his first [2]**offence**. He has a serious [3]**criminal record**. He committed quite a few robberies and burglaries. He was once [4]**sentenced** to four years in prison.

Last week Molly had to fill in some forms. She left the box which said [5]'**occupation**' empty. She once did some [6]**voluntary** work for a charity but nothing else. She's now looking for her first job. Her friend Martin told her that someone [7]**resigned** in his office and there was a [8]**vacancy** now so Molly can apply.

A a job or profession
B to say officially in court that somebody is to receive a particular punishment
C to have an idea that someone is guilty but without definite proof
D (of work) done by people who choose to do it without being paid
E to officially tell somebody that you are leaving your job
F a job that is available for somebody to do
G an illegal act, crime
H the fact of having committed crimes in the past

7 Complete the questions with the correct form of words in Ex 6. Then, work in pairs. Ask and answer the questions.

1 Why do you think people commit traffic _____ such as speeding or crossing the street when the traffic lights are red?
2 What are some good ways to check where job _____ in your area are?
3 Why do people decide to do _____ work?
4 What types of crimes should and shouldn't be listed on a _____? Why?
5 Would you _____ from a job you liked if you didn't get on well with your colleagues or your boss?
6 If you could have any _____, what would you do?
7 Do you think that when the police interview a _____ who actually committed a crime, this person behaves differently than someone who is innocent? In what ways?
8 How should the court _____ a person who shoplifted food products from a supermarket and says they'll do it again?

0.1 Articles

Indefinite article (*a*, *an*)

We use *a* and *an* …

- before singular countable nouns when we talk about something for the first time.
  There's a café near my house. I bought an ice cream.
- to say what someone's job is.
  I'm a tennis coach and she's an aerobics instructor.
- to mean 'per' or 'in each'.
  £3 a kilo 50 words a minute 20 miles an hour
- in certain set phrases.
  have a meal / a drink / a coffee

Definite article (*the*)

We use *the* …

- when we mention something for the second time, or when we talk about specific things.
  I've just bought a new bag. The new bag is bigger than my old one. The bag I was using was too small.
- when it is clear what we are talking about or when there is only one of something.
  We've lost the ball, so we'll have to stop playing.
  (= the ball we were playing with)
  I couldn't see because the sun was in my eyes.
- with the names of rivers, mountain ranges, deserts and seas.
  the Thames the Andes the Gobi Desert
  the Mediterranean
- before the names of countries that are island groups or contain a word like *republic*, *kingdom* or *state*.
  the Philippines the Czech Republic
  the United Kingdom the United States
- with superlatives.
  Jake is the best player in our team.
- in certain set phrases, for example.
  in the morning / afternoon / evening at the weekend
  go to the cinema / the gym / the shops
  listen to the radio / the news
  play the piano / the guitar / the violin

No article

We do not use an article …

- before plural countable nouns or uncountable nouns when we are making generalisations.
  Do you like watching music programmes?
  Are you interested in music?
- with most countries, towns and cities, lakes and mountains.
  Toronto is on the shores of Lake Ontario in Canada.
  Mount Kilimanjaro is Africa's highest mountain.
- with meals.
  have breakfast / lunch / dinner
- in certain set phrases.
  at night / six o'clock on Monday
  be at / go to school / work / university
  be at / go home be in / go to bed
  play hockey / basketball / chess

1 Choose the correct alternative: a / an / the / – (no article).

1 A Why did you complain after **a** / **an** / **the** / **–** match?
  B Because **a** / **an** / **the** / **–** referee made **a** / **an** / **the** / **–** bad decision, so we lost.
2 A Where did you have **a** / **an** / **the** / **–** dinner last night?
  B We had **a** / **an** / **the** / **–** meal at one of **a** / **an** / **the** / **–** most expensive restaurants in town.
3 A Have you got **a** / **an** / **the** / **–** away game on **a** / **an** / **the** / **–** Saturday?
  B No, **a** / **an** / **the** / **–** game is at home.
4 A Your uncle's **a** / **an** / **the** / **–** musician, isn't he?
  B Yes, he plays **a** / **an** / **the** / **–** guitar in **a** / **an** / **the** / **–** band.
5 A What's **a** / **an** / **the** / **–** speed limit in **a** / **an** / **the** / **–** town centre?
  B It's 30 kilometres **a** / **an** / **the** / **–** hour.
6 A Did you go to **a** / **an** / **the** / **–** beach on holiday?
  B No, we stayed in **a** / **an** / **the** / **–** campsite and went walking in **a** / **an** / **the** / **–** Pyrenees.

2 Complete the sentences with *a*, *an*, *the* or – (no article).

1 Do you prefer _____ team sports or _____ individual sports?
2 My brother is studying medicine at _____ university. He wants to be _____ brain surgeon.
3 The only time I can go to _____ gym is on _____ Fridays.
4 I usually play _____ tennis three times _____ week.
5 _____ Dominican Republic shares _____ island in the Caribbean with _____ Haiti.
6 I think _____ nearest chemist's is next to _____ post office.
7 I've got _____ problem, but I can't call my parents because they're at _____ work.
8 _____ River Danube flows through the centre of _____ Budapest.

3 Complete the description with *a*, *the* or – (no article).

Rabbit show jumping, or *kaninhoppning* in Swedish, is [1]_____ sport similar to horse show jumping, but with [2]_____ rabbits instead of [3]_____ horses. [4]_____ sport started in [5]_____ Sweden in the 1970s when the first rabbit club began organising [6]_____ competitions. Today, these are held all over Europe, in [7]_____ USA and even in [8]_____ Japan! Owners put their rabbits on [9]_____ rope and guide them through [10]_____ special course with [11]_____ fences that they have to jump over. [12]_____ winner is [13]_____ rabbit that completes [14]_____ course with [15]_____ fewest mistakes.

0.2 Quantifiers

We use quantifiers with countable or uncountable nouns to talk about numbers of people or things.

+ Singular countable noun	+ Uncountable noun	+ Pural countable noun
each, every	*all, most, much, some, little, any, no*	*all, most, many, some, several, few both, any, no*

Each and *every* mean the same. We sometimes use *every* to refer to all the people or things in a group and *each* to refer to a person or thing individually.

We have a family holiday every year.
Each year, we go somewhere different.

We use *all* for a whole group of people or things.

All the people on the beach were wearing sun cream.
We spent all our money on souvenirs.

We use *most* to refer to almost all of a group.

Most people had a burger for lunch.
I like most fruit except kiwis.

We use *much* + uncountable noun and *many* + countable plural nouns to refer to large quantities.

Many people went on the guided tour.
I haven't got much money with me.

We use *some* to refer to a certain number or amount.

There were some excellent restaurants in the square.
The hotel receptionist gave us some good advice.

We use *several* with plural countable nouns to refer to more than two, but not all.

Several tourists got lost during the excursion.

We use *a few* + countable noun and *a little* + uncountable noun to refer to small quantities. Both have a neutral or positive meaning.

We ordered a few local dishes to try. (a few = some)
We had a little time, so we looked round the market. (a little = some)

When we use *few* or *little*, this means we have less than we would like. Both have a negative meaning.

We visited few interesting places. (few = not many)
We had little time for sightseeing. (little = not much)

We use *both* with plural countable nouns to refer to two of something.

Both Madrid and Barcelona are worth a visit.

We use *no* + positive verb and *any* + negative verb to mean none or zero.

There weren't any / There were no towels.
There wasn't any / There was no soap.

We can use most quantifiers with *of* before words like *my, her, the, these* + noun.

All of my friends have seen my holiday photos.
Most of the photos were selfies.

We don't use *of* after *every* or *no*. Instead, we use *every one of* and *none of* + singular or plural verb.

Every one of the rooms has a sea view.
None of my friends like camping.

1 Choose the correct alternative.

1 My brother works **all** / **every** day except Sunday.
2 I can't drink this tea – can I have **a little** / **little** sugar?
3 Everybody in my family plays an instrument, but **each** / **all** person plays something different.
4 How **many** / **much** sandwiches shall I make?
5 A friend of mine gave me **several** / **some** good advice.
6 **A few** / **Few** students did the homework because it was so difficult.
7 I was cold, so I put **all** / **both** of my hands in my pockets.
8 We can't go to a restaurant because we have **any** / **no** money.

2 Complete the second sentence so that it means the same as the first. Use the word in brackets. Add any extra words where necessary.

1 Amy has done nearly all her homework. (most)
Amy has done most of her homework.
2 I have some friends, and we often hang out. (few)
I _____.
3 We haven't told any of our friends the bad news. (none)
We _____.
4 I've got some time before the train leaves. (little)
I've got _____.
5 Oliver has got no money. (any)
Oliver _____.
6 There hasn't been much rain recently. (little)
There _____.
7 We've won all our matches so far. (every)
We've won _____.
8 It's so cold here that not many tourists visit. (few)
It's so cold here that _____.

3 Complete the description with the words below.

all of any of both of each of every few
little many most of none of several some

There are [1]_____ places in the world that have such spectacular scenery as New Zealand. The country consists of two main islands, the North and the South, and around 600 smaller islands. [2]_____ the main islands are worth a visit, but [3]_____ them is different. [4]_____ New Zealand's largest cities are on the North Island, including the capital Wellington; only Christchurch and Dunedin are on the South Island. Although there are [5]_____ mountains over 2,000 metres on the North Island (Mount Ruapehu, Mount Ngauruhoe and Mount Taranaki), [6]_____ the highest mountains are here. [7]_____ the mountains over 3,000 metres are on the South Island. The country also has [8]_____ lakes – more than 770. The largest is Lake Taupo on the North Island with an area of 623 km². Probably the most famous is Lake Wakatipu on the South Island, where you can do nearly [9]_____ water sport imaginable! If you're planning a trip to New Zealand, you won't want to miss [10]_____ its attractions! You should spend [11]_____ time on the North Island and the rest on the South. Explore the South Island by car: you'll be able to enjoy the scenery and you'll encounter [12]_____ traffic.

0.3 Zero, first and second conditionals

Zero conditional

We use the zero conditional to talk about situations and events with results that are always true.

If clause	Result clause
if + subject	subject
+ present simple	+ present simple

If I forget to set my alarm, I don't get up on time.
If you don't charge a device, the battery runs out.

In zero conditional sentences, we can use *when* instead of *if*.

When you look at a screen for a long time, your eyes get tired.

First conditional

We use the first conditional to talk about possible situations and events in the future, and their results.

If clause	Result clause	
if + subject	subject + *will* / *won't* + present simple,	+ infinitive without *to*

If I lose my new phone, I'll be really upset.
If my friends don't call me, I won't go out tonight.

We don't use *will* in the *If* clause. NOT ~~If I will lose my phone, I'll be really upset~~.

We can also use *unless* in conditional sentences. *Unless* means *except if*.

Your laptop won't work unless you turn it on!
We'll be late unless you hurry up.

Second conditional

We use the second conditional to talk about imaginary situations and their results. It can refer to the present or the future.

If clause	Result clause	
if + subject	subject + *would* / *wouldn't* + past simple,	+ infinitive without *to*

If we didn't have smartphones, we'd socialise more.
If you went to bed earlier, you wouldn't be so tired the next day.

In spoken English, we can use *was* or *were* after *I* / *he* / *she* / *it* in a second conditional *if* clause.

If my brother was / were here, he'd help us.

We often use the phrase *If I were you* to offer advice.

If I were you, I'd apologise to her.

TIP

We can start conditional sentences with the *If* clause OR the result clause. We only put a comma when the *if* clause comes first.
I don't get up on time if I forget to set my alarm.
I'll be really upset if I lose my new phone.
We'd socialise more if we didn't have smartphones.

1 Match the sentence halves.

1 We always meet in the park
2 If we give in our homework late,
3 My brother will finish university this year
4 If you painted your room a different colour,
5 I would get on better with my sister
6 If I were you,
7 The doctor won't see you
8 If I don't like what's on my plate,

A it would look bigger.
B if we didn't share a room.
C I don't eat it.
D if the weather's nice.
E unless you make an appointment.
F if he passes his exams.
G the teacher won't mark it.
H I wouldn't buy that bike – it's too expensive.

2 Complete the conditional sentences with the correct form of the verb in brackets.

1 If I don't feel well tomorrow, I _____ to school. (not go)
2 Plants die if you _____ them. (not water)
3 If I lived nearer, I _____ to school. (walk)
4 Matt won't pass unless he _____ more. (study)
5 You'd have more money if you _____ new clothes every week. (not buy)
6 If you don't put on any suncream today, you _____ sunburned. (get)
7 My grandparents get tired if we _____ too long. (stay)
8 If I were you, I _____ tonight – we've got an exam tomorrow. (not go out)

3 Write zero, first and second conditional sentences.

1 if / it / be / sunny tomorrow / we / go / to the beach
If it is sunny tomorrow, we'll go to the beach.
2 it / usually / get / cold / when / the sun / go / down
3 if / I / have / a lot of money / I / buy / a big house
4 we / be / bottom of the league / if / we / not win / our next match
5 I / not worry / if / I / be / you
6 I / not go out / tonight / unless / I / finish / my homework
7 if / it / rain / there / be / always / more traffic
8 they / not keep / chickens / if / they / not live / in the country

0.4 Comparison

Comparatives

We use comparative adjectives and adverbs + *than* to compare two things, people, places, etc. With short adjectives and adverbs, we add *-er*. With adjectives and adverbs of more than two syllables, we use *more* or *less*.

I can run faster than my sister.
A burger is more expensive than a sandwich.
Chidi speaks Spanish less fluently than Italian.

Note: *good / well* → *better, bad / badly* → *worse*

You sing better than me.
My voice is worse than yours.

We can use *a bit*, *a little* or *slightly* before a comparative to say there is a small difference, and *a lot*, *much* or *far* to say there is a big difference.

Our new sofa is slightly bigger than our old one.
It's also far more comfortable.

We can use double comparatives to emphasise that something is changing.

My suitcase got heavier and heavier as I walked down the road.

We can use *the …, the …* and comparatives to say that one thing changes depending on another.

The nearer we got to the stadium, the louder the noise became.

TIP

After *than*, we can use a noun phrase or a clause.
The maths exam was harder than the physics exam.
The physics exam was easier than we expected.

Superlatives

We use superlative adjectives and adverbs to say that something is more or less than all the others in a group. With short adjectives and adverbs, we put *the* in front and add *-est*. With adjectives and adverbs of more than two syllables, we use *the most* or *the least*.

My brother can run the fastest in my family.
Soup is the least expensive thing on the menu.
Chidi speaks Italian the most fluently of everyone.

Note: *good / well* → *the best, bad / badly* → *the worst*

Your voice is the best in the class.
I sing the worst of all the students.

We can put *by far* before a superlative to make it stronger.

That was by far the most difficult exam this year.

We often use the superlative with the present perfect + *ever* + *one of the*.

That was one of the best meals I've ever eaten.

(*not*) *as … as*

We use *as … as* to say that two things are the same and *not as … as* to say that they are different. We can use *just* with *as … as* to emphasise a similarity.

You can get there just as cheaply by plane.
The bus isn't as comfortable as the train.

1 Complete the sentences with the comparative or superlative form of the adjective or adverb in brackets.

1 You walk _____ than me. I'm quite slow. (quickly)
2 In our class, Eddie works _____. (hard)
3 My grandmother is the person who cooks _____ in my family. (well)
4 This exercise is _____ than the last one. That one was impossible! (difficult)
5 My team played _____ today than we did last week. We lost 13–1. (badly)
6 The _____ way to travel is by plane – apparently, it's much safer than driving. (dangerous)
7 You speak _____ than I do. Please try not to shout. (loud)
8 Of all the machines, this is the one that works _____. (efficiently)

2 Correct the mistakes. Rewrite the sentences.

1 My cousin is much more old than me.
My cousin is much older than me.
2 I understand English more better than I speak it.
3 My mum drives most carefully than my dad.
4 It's just as hot today than it was yesterday.
5 This chair is the less comfortable in the room.
6 Tony is by far the more talented artist in my class.
7 It's getting more and more hard to save money.
8 That was the worse film I've ever seen.

3 Rewrite the second sentence so that it means the same as the first. Use the words in brackets and write between two and five words.

1 I've never seen a more boring film. (far)
That's _____ film I've ever seen.
2 Your writing isn't as clear as it could be. (write)
Could you _____, please?
3 If we leave soon, we'll get there early. (the)
The sooner we leave, _____ there.
4 Your phone cost a lot more than mine. (much)
My phone _____ yours.
5 No one has a more beautiful voice than Iman. (sings)
Iman _____ of everyone I know.
6 Humans run more slowly than rhinos. (as)
Humans don't _____ rhinos.
7 I've never walked further in my life. (ever)
That's _____ walked.
8 It's getting more and more expensive to rent a flat where I live. (higher)
Rents _____ where I live.

1.2 Present tenses

Present simple

- We use the present simple …
  to talk about facts and permanent situations.
  Kangaroos live in Australia.
  I don't eat meat.
- to talk about habits and routines.
  Ryan cycles to school every day. He doesn't walk.
- to talk about timetables and schedules in the present and the future.
  School starts at 9.00 and finishes at 3.30.
- when quoting from books, signs, notices, etc.
  'What does the sign say?' 'It says "Keep out".'

Spelling changes for *he / she / it* forms:

go → ***goes***, *miss* → ***misses***, *fix* → ***fixes***, *watch* → ***watches***, *finish* → ***finishes***, *study* → ***studies***

Present continuous

- We use the present continuous …
  to talk about things happening now or around now.
  'What are you doing?' 'I'm cleaning my room.'
  Sophie is studying maths at university.
- to talk about annoying or repeated behaviour:
  My brother is always using my laptop.
- to talk about things we have already agreed to do, usually with somebody else (future arrangements).
  I'm meeting Sam later. We're playing tennis.

Spelling changes for *-ing* form:
ride → ***riding***, *lie* → ***lying***, *run* → ***running***

Dynamic and state verbs

Dynamic verbs describe actions, and we can use them in the simple or continuous form. State verbs describe states or situations, and we don't usually use them in continuous tenses.

Some common state verbs are: *believe*, *belong*, *hate*, *know*, *like*, *love*, *mean*, *need*, *understand*, *want*.

Some verbs that can be state or dynamic are: *feel*, *have*, *look*, *see*, *smell*, *taste*, *think*.

Dynamic: *I* ***'m feeling*** *sad.* (experience a feeling)
State: *He* ***feels*** *it's wrong.* (think)
Dynamic: ***Are*** *you* ***having*** *a good time?* (experience)
State: ***Do*** *you* ***have*** *a car?* (own)
Dynamic: *He* ***'s looking*** *at the silk ties.* (use the nose)
State: *You* ***look*** *different.* (appear / seem)
Dynamic: *I* ***'m seeing*** *Amy later.* (spend time with)
State: *I* ***see*** *what you mean.* (understand)
Dynamic: *She* ***'s smelling*** *the flowers.* (use the nose)
State: *The flowers* ***smell*** *wonderful!* (have a smell)
Dynamic: *She* ***'s tasting*** *the sauce.* (try food)
State: *The sauce* ***tastes*** *weird.* (have a taste)
Dynamic: *I* ***'m thinking*** *about work.* (use the mind)
State: *I* ***think*** *he's at work.* (have an opinion)

1 Choose the correct alternative.

1 It **doesn't rain** / **isn't raining** at the moment. Let's go for a walk.
2 My train **leaves** / **is leaving** at 5.15 p.m., so I'd like to get to the station by 5.00.
3 I'm telling the truth, but my dad **doesn't believe** / **isn't believing** me.
4 Amy **goes** / **is going** to the dentist tomorrow afternoon.
5 Aziz **always loses** / **is always losing** his phone.
6 Everyone in my family **wears** / **is wearing** glasses, except me.
7 That sign **says** / **is saying** the museum is this way.
8 Please be quiet! I **try** / **'m trying** to study.

2 Complete the sentences with the present simple or present continuous form of the verbs in **bold**.

1 **see**
I _____ some friends tonight.
I _____ what you mean about that film – it's scary!
2 **think**
What _____ you _____ of this song?
You're quiet. What _____ you _____ about?
3 **smell**
This fish _____ strange. I'm not going to eat it.
Why _____ the police dog _____ that suitcase?
4 **feel**
How _____ you _____ after your operation?
Beth _____ strongly about protecting the planet.
5 **look**
You _____ tired. Why don't you go and lie down?
He hasn't seen us. He _____ the other way!
6 **taste**
Look! The chef _____ the soup.
He's happy – the soup _____ delicious!

3 Complete the dialogue with the present simple or present continuous form of the verbs below.

ask belong go have (x2) help love mean sound start

A We [1]_____ a barbecue next Saturday. Would you like to come?
B I'd love to, but I [2]_____ horse-riding on Saturdays.
A Really? That [3]_____ fun!
B Yes, it is. I [4]_____ it!
A [5]_____ you _____ your own horse?
B No, it [6]_____ to the riding school. I [7]_____ always _____ my parents for a horse, but I know I can't have one.
A What time is your class on Saturday?
B It [8]_____ at 13.30, but this month I [9]_____ to look after the horses, so I get there earlier. I get home at about 5.00 p.m.
A That [10]_____ you can come to our barbecue! It's at 7.30. See you there?
B OK. Great!

1.5 Past and perfect tenses

Past simple and continuous

We use the past simple to talk about completed actions in the past. We often use a time expression to say when the event happened.

I cycled to school yesterday.

We use the past continuous to talk about an action in progress in the past.

At 8.30 yesterday morning, I was cycling to school.

When we use these tenses together, we use the past continuous for the longer, continuous action and the past simple for the short, completed action.

I was cycling yesterday when I fell off my bike.

Present perfect simple and continuous

We can use the present perfect simple and present perfect continuous to talk about actions or events in the past when we don't know the exact time, or when the time isn't important.

I haven't read that book.
I've been thinking about reading it.

We use the present perfect simple …

- to say how many times we have done something.
  My sister has been to Ireland three times.
- with *ever* and *never* to ask and talk about past experiences.
  Have you ever played hockey?
  No, I've never played hockey.
- with *just* to talk about very recent events.
  I've just got home.
- with *already*, *yet* and *still* to talk about things which are going on, or expected, around the present.
  Have you done all your homework yet?
  No! It's ten o'clock and I still haven't finished.
  I've already done the maths exercises, but I haven't written the history essay yet.

We use the present perfect continuous …

- to emphasise the length of an action and the fact that it is still in progress.
  I've been learning to drive.
- with *How long?* and dynamic verbs to ask about the length of an action. We use *for* with a period of time or *since* to say when a situation started.
  How long have you been doing that project?
  I've been doing it for three months / since February.

We use the present perfect simple …

- with state verbs.
  How long have you had your phone?
  I've had it for six months / since last year.
- for actions which have recently finished but are still important in the present. The present perfect continuous focuses on the action.
  I'm really hot. I've been jogging.

The present perfect simple focuses on the result.

I've made a cake. Would you like some?

Past perfect

We use the past perfect to talk about an action that was finished before another past action happened.

When I got home, my brother had made the dinner.

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

1 I left home at 7.45 a.m., so at 8.00 I … to work.
A drove **B** have driven **C** was driving

2 The waiter … our drinks while he was serving us.
A dropped **B** has dropped **C** was dropping

3 Rosie was tired because she … a very busy day.
A has been having **B** had had **C** had

4 I … in a helicopter, but I'd like to!
A was never flying **B** have never flown **C** never flew

5 Have we got any plasters? I … my finger.
A have been cutting **B** have cut **C** was cutting

6 I don't want to watch this film because I … it.
A have already seen **B** had already seen **C** already saw

7 Last night several trees … in the storm.
A blew down **B** have blown down
C were blowing down

8 I … Ethan five times, but he isn't answering.
A have been calling **B** have called **C** was calling

2 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or continuous, present perfect simple or continuous or the past perfect.

1 I _____ a glass while I _____ the washing up. (break / do)
2 The police _____ the driver last night because he _____ a seat belt. (stop / not wear)
3 I _____ my cousin because she _____ so much. (not recognise / change)
4 Chloe _____ to New York several times. She _____ for the first time in 2018. (travel / go)
5 I _____ my room, but I _____ yet. (paint / not finish)
6 My brother _____ the guitar for years, and he _____ a band last month. (play / join)

3 Complete the email with the correct form of the verbs below. Use the past simple or continuous, present perfect simple or continuous or the past perfect.

can do fall get have lose not save run stop take use write

Hi Kiara,

Sorry for not replying sooner, but I [1]_____ a terrible week! First, my laptop [2]_____ working last Sunday while I [3]_____ an essay. I [4]_____ the essay on another device, so I had to do it again – with a pen! I don't think the teacher [5]_____ read my writing because I [6]_____ a really bad mark. I [7]_____ my laptop to the repair shop, so I hope they can mend it. Then on Wednesday, I [8]_____ my phone. I think it [9]_____ out of my pocket while I [10]_____ for the bus. Since then, I [11]_____ my mum's old phone, but it isn't very good.

So that's my news. I hope your week was better! Write soon and tell me what you [12]_____.

Hannah

2.2 Talking about the future

We use the present continuous, the present simple, *be going to* and *will* to talk about the future.

We can use the present continuous to talk about future events that have already been planned and arranged.

I'm running a race tomorrow!

We can use the present simple when the future event is part of a fixed schedule or timetable.

The race begins at 9.30 a.m.

We can use *be going to* to talk about future plans and intentions.

We're going to have lunch together after the race.

We usually use the present continuous, NOT *be going to* with the verbs *come*, *go*, *arrive* and *leave*.

I'm leaving home earlier than usual.

We can also use *be going to* to talk about future predictions that are based on present evidence.

The weather forecast is good. It's going to be sunny.

We can use *will* / *won't* …

- to make predictions based on what we think.
  I don't think I'll win the race.
- to make a decision at the time of speaking.
  I'll wear my old trainers, not my new ones.
- to make a promise.
  I'll call you after lunch.
- to make an offer.
  I'll help you with the homework tomorrow night.

Time clauses

We use the present simple to talk about the future in time clauses after words like *after*, *as soon as*, *before*, *by the time*, *until* and *when*. We often use *will* or the imperative in the other part of the sentence.

Mia will look for a job after she comes back from her holiday.
Please call me as soon as you have a moment.
Check the water isn't too hot before you get in the bath.
The party will be over by the time we arrive.
We'll stay in the library until it closes.
Syed won't pass his exams unless he studies more.
I'll probably learn to drive when I'm eighteen.

We can also use the present perfect in future time clauses to emphasise a completed action.

I'll feel better after I've had something to eat.
Send me a message when you've done the homework.

1 **Complete the sentences with the correct form of the verbs in brackets. Use the present continuous, present simple, *be going to* or *will*.**

1 Toby has a toothache. He _____ the dentist after school. (call)
2 I _____ your bag for you, if you like. (carry)
3 My sister _____ married next weekend. (get)
4 Don't worry, I _____ anyone what you said. (not tell)
5 I _____ to a friend's house after school. (go)
6 It's a great film – I think you _____ it! (enjoy)
7 The meeting tomorrow _____ at 10.00 a.m. (start)
8 Just a minute. Um … I _____ a burger, please. (have)

2 **Write sentences with future time clauses. Use *will* in the first part of the sentence and the present simple or the present perfect in the time clauses. Sometimes more than one answer is correct.**

1 I / turn off the lights / before / I / go to bed
2 I / stay / until / you / get back
3 she / not be / happy / when / she / hear / the news
4 Dan / tidy / the kitchen / after / he / have lunch
5 we / be back / before / Gran / get / our postcard
6 they / not turn over / their exams / until / the teacher / tell / them to
7 Kate / send / her address / when / she / find / a flat
8 I / pay you back / as soon as / I / get / some money

3 **Complete the conversation with the correct form of the verbs below. Use the present simple, present continuous, *be going to*, *will* or the present perfect.**

ask be do get go have not forget sleep speak start

A [1]_____ you _____ anything special next weekend, Fatima?
B Yes, I [2]_____ to a music festival with my family. It [3]_____ on Friday night and we'll be there all weekend.
A That sounds great! Where [4]_____ you _____?
B We've got a tent, but I don't think it [5]_____ very comfortable. There are five of us!
A I'm sure you [6]_____ a great time. Do you think there are any tickets left?
B I don't know. I [7]_____ my mum if you like – it was her idea.
A Yes, please. I'd love to go to a music festival!
B OK, I'll talk to her when she [8]_____ home from work tonight.
A Really?
B Don't worry, I [9]_____! I'll let you know about the tickets as soon as I [10]_____ to her.
A Thanks a lot. I hope I can go too!

2.5 Future continuous and future perfect

Future continuous

We can use the future continuous to talk about something that will be in progress at a particular time in the future.

We form future continuous sentences like this:
subject + *will / won't* + *be* + *-ing* form

I'll be seeing the doctor at three o'clock.
I won't be sitting in class.

We form future continuous questions like this:
will + subject + *be* + *-ing* form

Will you be playing basketball on Sunday morning?
Will your parents be watching you?

We often use the future continuous with time expressions to specify the point in time in the future.

I'll be getting ready to go out at 7.30 tonight.
Iman will be starting university in October.
You'll be playing tennis on Saturday morning.
They will be flying to Tokyo this time tomorrow.

Future perfect

We can use the future perfect to talk about something that will be completed by a particular time in the future.

We form sentences with the future perfect like this:

subject + *will / won't* + perfect infinitive (*have* + past participle)

We'll have reached the campsite by noon.
We won't have had any lunch.

We form future perfect questions like this:
will + subject + perfect infinitive (*have* + past participle)

Will you have finished your homework by eight o'clock?
Will you have had dinner?

We usually use the future perfect with time expressions beginning with *by*.

I'll have done all my exams by July.
Ollie will have paid for his motorbike by the end of the year.
We're really late! Everyone will have left the party by the time we get there.

1 Choose the correct answer: A or B.

1 We … dinner at 8.00 tonight.
A 'll be having **B** 'll have had
2 They … a new hospital in my town by the end of the year.
A 'll be building **B** 'll have built
3 My friends … at the gym on Friday evening.
A will be training **B** will have trained
4 I … all my homework by nine o'clock.
A 'll be doing **B** 'll have done
5 I hope my new phone … by the time I get home from school.
A will be arriving **B** will have arrived
6 This time tomorrow, I … to Paris.
A 'll be travelling **B** 'have travelled

2 Complete the second sentence so that it means the same as the first. Use the future continuous or future perfect form of the verbs in brackets.

1 The film starts at 4.00, but I won't arrive until 4.15.
The film _____ by the time I arrive. (start)
2 Kate leaves home at 8.30, and it takes her half an hour to walk to school.
At 8.45 tomorrow, Kate _____ to school. (walk)
3 You usually save €100 a month.
You _____ €1,200 by the end of the year. (save)
4 I read two chapters of the book every day.
By the end of the week, I _____ fourteen chapters. (read)
5 My cousin is arriving on 7 October and leaving on 14 October.
On 10 October, my cousin _____ with us. (stay)
6 It snows from November to February where I live.
In January, it _____ where I live. (snow)

3 Complete the dialogue with the future continuous or future perfect form of the verbs below.

discover do live lose make
not enjoy spend worry

Dan Do you think life will be better or worse in 50 years' time, Jay?
Ade In my opinion, it'll be better. Technology [1]_____ a big difference to our lives by the 2070s, and we will be much more comfortable. Robots [2]_____ all the work, so we [3]_____ more time relaxing with our friends and families. Also, scientists [4]_____ a cure for all the illnesses we know, so we [5]_____ longer.
Dan Well, I think that life will be worse in 50 years' time. Many workers [6]_____ their jobs to robots, so life will be difficult for them. Those people [7]_____ their free time, they [8]_____ about earning enough money to live. I'm not looking forward to the future at all!

3.2 Question forms

Subject and object questions

If the question word is the **subject** of a question, we use the normal affirmative verbs form.

'Who broke the lamp?' 'Chris broke it.'

In subject questions, we do not change the word order. We form subject questions like this:
question word + positive word order

Who makes dinner in your house?
How many people came to the party?
What was happening outside school?
Who has gone home?

If the question word is the **object** of a question, we use the question form of the verb.

'What did Chris break?' 'He broke the lamp.'

In object questions, we use question word order. We form object questions like this:
question word + question word order

Where does your family have dinner?
How many people did you invite to the party?
What were the police doing outside your house?
Where has the teacher gone?

If a verb is followed by a preposition, for example, *speak to*, *wait for*, we usually put the proposition at the end of the question.

Who did you speak to?
What are they waiting for?

Indirect questions

We use indirect questions when we want to ask questions in a more polite way.

Direct question:

Where's the nearest bank?
What time does it open?

Indirect question:

Could you tell me where the nearest bank is?
Do you have any idea what time it opens?

We form indirect questions from direct *Wh-* questions like this:
phrase + question word + positive word order

Can you tell me what time it is?
Do you know when the next train leaves?

We form indirect questions from direct *yes/no* questions like this:
phrase + *if* / *whether* + positive word order

We use *whether* when there is an element of choice.

Can you remember if I locked the door?
May I ask whether this seat is taken?

We can also use these phrases for indirect questions:

Would you mind telling me ... ?
Can / Could I ask ... ?

1 Put the words in the correct order to make questions.

1 about / what / thinking / you / are
2 the / concert / did / to / you / with / who / go
3 maths / happened / the / class / what / last / in
4 the / all / chocolate / ate / cake /who
5 my phone / you / idea / where / have / is / do / any
6 me / you / tell / the toilets / where / are / can
7 likes / you / whether / cheese / do / Harry / know
8 if / near / a bus stop / you / there's / tell / here / could / me

2 Complete the questions with the words in brackets. Use the correct tense and word order.

1 Can you remember where _____ the car? (we / park)
2 What _____ at the shops yesterday? (you / buy)
3 Do you know if _____ on a Sunday? (the library / open)
4 May I ask what _____? (your name / be)
5 _____ you cry last night? (what / make)
6 What kind of music _____ in the evenings? (you / listen to)
7 Could you tell me whether _____ in the sale? (this coat / be)
8 _____ this book? It's really good! (who / write)

3 Complete the questions in the interview between the police officer (PO) and Mr Sharp (MS). Use the correct form of the verbs in brackets and add a question word and any other words necessary.

PO So, Mr Sharp, can you tell me [1]_____ last night? (be)
MS Yes, I was at home.
PO I see. [2]_____ you _____? (be)
MS I was with my wife.
PO May I ask [3]_____ ? (do)
MS Yes, we were watching a film.
PO I wonder [4]_____ TV together. (watch)
MS Oh … we watch TV together all the time.
PO Right. And which film [5]_____ last night? (watch)
MS We saw a James Bond film. *Spectre*, I think it was called.
PO [6]_____ in the film? (happen)
MS I can't remember, but there was a lot of action.
PO Hmm. Can you remember [7]_____? (finish)
MS It finished at around midnight. Could you tell me [8]_____ me so many questions? (ask)
PO Because there was a robbery on the high street last night, and we know you weren't at home.
MS Really! [9]_____ that? (tell)
PO Your wife.
MS Oh!

3.5 Talking about ability

Ability in the present

We usually use *can / can't* to talk about ability in the present.

I can ride a bike.
I can't ride a motorbike.

Ability in the past

We use *could*, *couldn't*, *managed to* and *was / were able to* to talk about ability in the past.

To talk about general ability in the past, we usually use *could*.

Jessie could read before she went to school.

To talk about general lack of ability in the past, we usually use *couldn't*.

This time last year, I couldn't skate, but now I can!

To talk about specific ability on one occasion in the past, we use *was / were able to*.

The river was deep, but we were able to cross it.

To talk about a particular achievement in the past that needed a lot of effort, we use *managed to*.

She managed to win the championship.

To talk about lack of ability on one occasion, we can use the negative form of all three verbs.

I couldn't / wasn't able to / didn't manage to climb the mountain because it was too high.

Ability in the future

We use *can / can't* or *will / won't be able to* to talk about ability in the future.

To talk about general ability in the future, we use *will / won't be able to*.

At the end of the course, you'll be able to make your own website.
He won't be able to fly a plane in a week – it'll take months!

To talk about specific ability in the future, we use *can / can't*.

I haven't got time now, but I can help you later.
Sorry, but I can't come to your barbecue on Friday.

TIP

Can is a modal verb. The present form is *can*, which we can sometimes use with a future meaning. The past form is *could*. For all other tenses and forms, we use *be able to* + infinitive.

Sophie has been able to ski since she was five.
I'd like to be able to play a musical instrument.
I love being able to eat outside in the summer.

TIP

We use *can*, not *be able to* when we mean 'know how to' and with verbs of the senses (*see*, *hear*, *smell*, etc.).

Can you cook?
Look over there! I can see an owl.
What's that? I can hear a noise in the kitchen.

1 Choose the correct alternative.

1 My four-year-old niece **can** / **could** talk before her second birthday.
2 There was a lot of traffic, but we **could** / **managed to** get to the airport on time.
3 My dad hasn't **could** / **been able to** mend my bike yet.
4 I won't **can** / **be able to** see you at the weekend because we're going camping.
5 Fortunately, all the passengers **could** / **were able to** leave the ship before it sank.
6 I love **can** / **being able to** stay in bed on Saturday mornings.
7 Alice is feeling much better after her operation. She **can** / **'ll be able to** walk again in a few weeks.
8 I think there's a fire! I **can** / **'m able to** smell smoke.

2 Complete the sentences with the correct form of *can* or *be able to*.

1 I _____ send any emails at the moment. My computer isn't working.
2 We _____ wait because we were in a hurry.
3 I've always wanted _____ speak Portuguese.
4 My nephews are staying with us at the moment. I enjoy _____ spend time with them.
5 Senyo _____ play the piano when he was five.
6 My sister wants to work, but she _____ find a job yet.
7 I _____ finish my homework last night before I went out.
8 I hope I _____ drive by the end of the year. I'm having lessons at the moment.

3 Complete the email with the correct form of *can*, *be able to* or *manage* and the verbs in brackets. Sometimes more than one answer is possible.

Hi Hasan

Sorry for taking so long to reply! I [1]_____ (not write) before because I've been in hospital.

Last week, I fell off my bike and broke my leg. I was cycling home from school when a car suddenly stopped in front of me. I [2]_____ (avoid) the car, but I hit the side of the road and fell off. I [3]_____ (not get up) because my leg was hurting, but the driver came to help me. He [4]_____ (put) me in his car and take me to hospital. I had to have an operation on my leg.

I [5]_____ (not do) anything while I was in hospital because I was lying on my back. Now I'm at home, so I [6]_____ (sit) in a chair and use my computer. I'd like [7]_____ (go) to school, but I have to rest my leg. I know I [8]_____ (not ride) my bike for a long time.

Anyway, that's my news. Write soon and tell me yours!

Kevin

3.9 Imperatives and infinitive of purpose

We use imperatives …

- to give instructions.
  Do your homework.
- when we see danger.
  Be careful!
- to give directions.
  Go straight on for 100 metres.
- in greetings and wishes.
  Have a nice day!
- to offer something.
  Have a coffee.

We form positive imperatives with the verb.

Turn left at the school.

We form the negative imperatives with *Don't* + verb!

Don't talk in the library!

We usually use the short form (*Don't*), but we sometimes use the full form (*Do not*) in formal writing.

TIP

We don't use an exclamation mark with ordinary instructions, directions and offers.
Please close the door. (NOT ~~Please close the door!~~)

We use purpose clauses to talk about the reasons why someone does something. Purpose clauses answer a 'why' question.

We use the *to* infinitive to give the reason for doing something.

We're going on holiday to relax.

He called me to arrange a meeting.

We can answer a why question with an infinitive of purpose.

'Why do you cycle to work?' 'To keep fit.'

'Why did you open the window?' 'To get some fresh air.'

We also use the phrase *in order to* + infinitive to give the reason for doing something. *In order to* is generally considered more formal.

In order to obtain your driving licence, you have to pass a theory and practical test.

We use *in order not to* to make the negative form.

In order not to miss her appointment, she used four alarm clocks. (NOT ~~In order to not miss …~~)

TIP

We can also use *so (that)* + clause to talk about the reasons for doing something.
She stood up so (that) she could see better.

1 Match the sentence halves.

1 They are saving money
2 He whispered into her ears
3 Paul closed the door quietly
4 I phoned the police
5 Ashu is wearing a thick sweater
6 James left his phone number
7 Caren turned off her mobile phone
8 Steve went to town

A so that nobody else would hear what he was saying.
B to report that my bike was stolen.
C to keep warm.
D in order not to be disturbed.
E in order not to wake the baby.
F to do the shopping.
G in order to be able to buy a house.
H so that I would be able to call him back.

2 Complete the sentences with the correct form of the verbs below. There are two extra words that you do not need to use.

bake be feed give have
look make panic speak turn

1 _____ right at the bank, then go along George Street.
2 We bought a bag of nuts _____ the animals.
3 Never _____ to strangers!
4 _____ out! There's a bus coming.
5 _____, I'm sure you will pass the exam.
6 They made a fire _____ a barbecue.
7 _____ it sweeter, add some more sugar.
8 _____ late. I won't wait for you.

3 Combine the two sentences.

1 Tom went to the shop. He wanted to buy some milk and bread.
_____
2 Julia went to the Netherlands. She wanted to see the famous tulip fields.
_____
3 Chris is moving to Italy. He doesn't want to study Italian. He wants to study architecture.
_____
4 I have to go to the bank. I need to withdraw some money.
_____
5 Sally called me. She wanted to invite me to her wedding.
_____
6 Jim hurried. He didn't want to be late.
_____

4.2 Reported speech: statements and questions

We use reported speech to say what someone else has told or asked us.

Reported statements

We usually use the verbs *say* and *tell* to introduce reported statements. When we use *say* and *tell* in the past, we change the verbs in direct speech back a tense. Verbs in the past perfect don't change.

Paul: 'I know what I want.'

Paul told us he knew what he wanted.

Jane: 'I wasn't enjoying the film, so I fell asleep.'

Jane said she hadn't been enjoying the film, so she'd fallen asleep.

The modal verbs *will*, *can*, *may* and *must* usually change to *would*, *could*, *might* and *had to*.

Harry: 'I'll make you a birthday cake.'

Harry said he would make me a birthday cake.

The modal verbs *would*, *could*, *might*, *should* and *ought to* do not usually change form.

The mayor: 'More people ought to volunteer.'

The mayor said that more people ought to volunteer.

TIP

1 We always use an object pronoun after *tell*. We can only use an object pronoun after *say* if we add *to*.

Lisa told me she had lost her keys.

~~Lisa said me she had lost her keys~~.

Lisa said to me she had lost her keys

2 We can use or omit *that* in reported sentences.

Luke said he felt ill. = Luke said that he felt ill.

We often change references to people, time and place in reported speech to avoid confusion.

Jane: 'My sister ate all the pies today.'

Jane said her sister had eaten all the pies that day.

NOT ~~Jane said her sister had eaten all the pies today~~.'

Reported questions

We use the verb *ask*, with or without an object pronoun, to introduce reported questions. The usual rules of reported speech apply, but we also have to change the word order.

We form reported *Wh-* questions like this:

(*She asked me*) + question word + positive statement

'Where do you live?' → She asked me where I lived.

'What are you doing?' → She asked me what I was doing.

We form reported *yes/no* questions like this:
(*She asked me*) + *if* / *whether* + positive statement

We use *whether* when there is an element of choice.

'Do you prefer burgers or pizza?'

She asked me whether I preferred burgers or pizza.

1 Put the words in order to make reported statements and questions.

1 what / I / was / doing / asked / she / my sister
2 tea or coffee / she / asked / he / whether / him / wanted
3 to / asked / I / ever / Peru / he / been / if / me / had
4 would / exam / asked / next / when / be / we / the
5 she / not / the party / to / Emma / go / said / might
6 had / her / night / she / told / gone out / us / parents / that
7 that / told / go / minute / I / had / home / her / I / to
8 remember / he / name / Tom / couldn't / my / said

2 Write the reported speech sentences in Ex 1 as direct speech.

3 Complete the reported statements and questions. Use no more than five words.

1 'Will you be home late tonight?'
My parents asked me _____ late that night.
2 'Who did you speak to?'
I asked my brother _____.
3 'Can you help me?'
Ruby asked the policeman _____.
4 'Why are you looking so happy?'
We asked Ivan _____ so happy.
5 'I must clean my bike tomorrow.'
Bukayo said he _____ the next day.
6 'I've booked my flight to New York.'
Sarah told us _____ to New York.
7 'The restaurant may be closed tonight.'
My neighbour said the restaurant _____.
8 'We don't like the music here.'
My friends told me _____ the music there.

4 Write the conversation in reported speech. Use a variety of *say* and *tell* for the reported statements.

Teacher [1]'Where's your homework, Jamie?
Jamie [2]'I'm sorry, but I can't give it to you today.'
Teacher [3]'Have you actually written the essay?'
Jamie [4]'I wrote it last night.'
Teacher [5]'Did you leave your essay at home?'
Jamie 'No, [6]my dog ate it this morning.'
Teacher [7]'I don't believe that!'
Jamie [8]'I'm telling the truth!'
Teacher [9]'You must do the essay.'
Jamie [10]'I'll do it again and give it to you tomorrow.'

4.5 Reporting verbs

When we want to be more specific about the kind of statement we are reporting, we can replace *say* or *tell* with a range of different reporting verbs.

'We want to hold a concert.' (explanation)
I explained that we wanted to hold a concert.

'OK, I'll discuss your idea with the head teacher.' (agreement)
He agreed to discuss our idea with the head teacher.

'Why don't you try the sports centre?' (suggestion)
She suggested that we should try the sports centre.

'Well done for having such a great idea.' (praise)
She congratulated us on having such a great idea.

We use each reporting verb with one of several different structures. Sometimes more than one structure can be used with the same verb.

- reporting verb + *that* + reported statement
  add, *announce*, *complain*, *explain* and *predict*
  'You've won the poetry competition!'
  They announced that I'd won the poetry competition.
- reporting verb + *to* / *not to* + verb
  agree, *offer*, *promise* and *refuse*
  'Shall I carry your bag?'
  She offered to carry my bag.
  'I won't forget the tickets.'
  She promised not to forget the tickets.
- reporting verb + object + *to* / *not to* + verb
  advise, *ask*, *encourage*, *invite*, *order*, *persuade*, *remind*, *tell* and *warn*
  'I think you should start revising soon.'
  She advised us to start revising soon.
  'Don't do it again!'
  He warned me not to do it again.
- reporting verb + *-ing* form
  admit, *deny*, *recommend* and *suggest*
  'I used your laptop.'
  He admitted using my laptop.
- reporting verb + preposition + *-ing* form
  apologise for and *complain about*
  'We're sorry we're late.'
  We apologised for being late.
- reporting verb + object + preposition + *-ing* form
  blame for, *congratulate on*, *thank for* and *warn against*
  'You've helped us enough. Thank you!'
  They thanked me for helping them.
  'We couldn't finish on time because of you.'
  He blamed me for not finishing on time.
- reporting verb + *that* + should clause
  advise, *request*, *recommend* and *suggest*
  'It would be a good idea to wear warm clothes.'
  He recommended that I should wear warm clothes.

1 Choose the correct alternative.

1 Evie **agreed** / **suggested** going out for a walk.
2 When I was a child, my parents **encouraged** / **recommended** me to read as much as I could.
3 He **recommended** / **refused** to tell them where he lived.
4 They **told** / **warned** us against leaving anything valuable in the room.
5 The customer **complained** / **persuaded** that the soup was cold.
6 She **promised** / **advised** that the government should ban cars in the town centre.
7 My sister **blamed** / **reminded** me to charge my phone before I went out.

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

1 I agreed _____ dinner for everyone. (make)
2 They admitted _____ the window. (break)
3 She explained that she _____ her book. (lose)
4 They advised me _____ a new phone. (buy)
5 The man apologised for _____ the car window. (break)
6 She suggested that he _____ all the walls in the bathroom light blue. (paint)
7 He ordered Max _____ the room. (leave)
8 They thanked us for _____ the dishes. (do)

3 Complete the second sentence so that it means the same as the first. Use the verbs below and the correct form of the verbs in brackets. Write between two and five words.

apologise invite offer predict promise recommend request warn

1 'If you cheat in the exam, you will fail,' the teacher said to Jay.
The teacher _____ in the exam. (cheat)
2 Our neighbour told us, 'I'll water your plants while you're away.'
Our neighbour _____ the plants while we're away. (water)
3 My mum said to me, 'I'll take you to the station.'
My mum _____ me to the station. (take)
4 Priyanka said to me, 'Would you like to have lunch with me?'
Priyanka _____ lunch with her. (have)
5 Leo said, 'You really must see *1917*. It's a fantastic film.'
Leo _____ *1917*. (see)
6 They said, 'The situation will get better.'
They _____ get better.' (get)
7 'I'm sorry I didn't remember your birthday,' Ada said.
Ada _____ my birthday. (not remember)
8 'Please wear a suit,' my mum said.
My mum _____ a suit. (wear)

5.2 Modals: advice, obligation and prohibition

Must / mustn't

We use *must* and *mustn't* to say that something is essential and for written rules.

We use *must* when we feel it's very important to do something.

You must wear a mask.

I must buy a new phone!

We use *mustn't* to talk about prohibitions or things we feel it's very important not to do:

You mustn't touch your face.

I mustn't forget to call my cousin tonight.

Have to / don't have to

The meaning of *have to* is similar to *must*.

We use *have to* to talk about things that are necessary and usually an order or task that someone has given us.

I have to make my bed every day.

We use *don't have to* to say that it isn't necessary to do something.

I don't have to make my breakfast. I get it at school.

Mustn't vs *don't have to*

The meanings of *mustn't* and *don't have to* are completely different.

We use *mustn't* to say 'Don't do it!'

You mustn't use your phone in class.

We use *don't have to* to say that it isn't necessary to do something.

There's pizza at school today. We don't have to take our lunch.

Need to / don't need to / needn't

We use *need to* to talk about things that are necessary to do at a specific time.

I need to start my history project today.

We use *don't need to* or *needn't* to say that it isn't necessary to do something. The meaning is similar to *don't have to*.

I don't need to / don't have to finish it until next week.

I needn't / don't have to do it all tonight.

Should / shouldn't / ought to / ought not to

We use *should / shouldn't* and *ought to / ought not to* for mild obligations and to give advice. The meaning is similar, but *should* is more frequent and less formal than *ought to*.

You should go to bed earlier.

You ought to say what you think.

You shouldn't lie on the sofa all day.

You ought not to hide your feelings.

1 Choose the correct alternative. Sometimes both answers are correct.

1 I **have to** / **must** speak to the teacher. I think my exam result is wrong.
2 You **needn't** / **don't have to** pick me up from school tonight. I'm going to a friend's house.
3 You **don't have to** / **shouldn't** spend all your money at once. You'll need some next week.
4 We **mustn't** / **don't have to** pay – the exhibition is free.
5 We're going to be really late. I think we **should** / **ought to** tell someone.
6 You **mustn't** / **don't have to** eat in the library. It isn't allowed.
7 She **must** / **needs to** win this game to stay in the match.
8 You **should** / **have to** lie down if you aren't feeling well.

2 Complete the sentences with the modal verbs below. Sometimes more than one answer is possible.

has must mustn't need needn't
ought should shouldn't

1 You _____ call the dentist if you have a toothache.
2 My hair is really long. I _____ to get a haircut.
3 You _____ stand up while the plane is taking off.
4 You _____ pack a towel – I can give you one.
5 Grace _____ to look after her little sister tonight, so she can't go out.
6 You _____ not to eat with your mouth open. It looks terrible!
7 You _____ see this film – it's amazing!
8 That shop assistant is very rude. He _____ speak to customers like that.

3 Rewrite the instructions for an exam using the modal verbs below. Sometimes more than one answer is possible.

don't have to have to must mustn't
need to needn't ought not to should

1 It's essential to bring photo ID to the exam.
You _____.
2 It's prohibited to copy.
You _____.
3 It's a good idea to arrive at the exam centre early.
You _____.
4 It isn't a good idea to go out the night before.
You _____.
5 The teacher will tell you to turn off your phone.
You _____.
6 There's no obligation to answer all the questions.
You _____.
7 It's necessary to bring your own pens and pencils.
You _____.
8 It isn't necessary to sign your exam paper.
You _____.

5.5 Modals: speculating in the past and present

Present modals of deduction

We can use *must*, *can't*, *could*, *may* (*not*) and *might* (*not*) to make deductions in the present.

We use *must* + infinitive without *to* to say that we are certain that something is true.

Darshna must earn a fortune – she drives a Ferrari.

We use *can't* + infinitive without *to* to say that we are certain that something is not true.

Darshna can't have any money problems.

We use *may* / *might* / *could* + infinitive without *to* to say that we think something is possibly true. There is a slight difference in meaning:

'What's that noise?'
'It could be the wind.
'It may be my brother.
'It might be a cat.'

We use *may not* or *might not* but NOT *could not* to say that we think something is possibly not true.

Jenny may not / might not like sushi.
(NOT ~~Jenny could not like sushi.~~)

TIP

We don't use *can* or *mustn't* to make deductions.
It may / might / could be fake news. NOT ~~It can be fake news.~~
It can't be fake news. NOT ~~It mustn't be fake news.~~

Past modals of deduction

We can also use *must*, *can't*, *could*, *may* (*not*) and *might* (*not*) to make deductions in the past.

We use *must have* + past participle to say that we are certain something happened.

She must have saved up to buy her new car.

We use *can't have* + past participle to say that we are certain something didn't happen.

She can't have borrowed the money from a friend.

We use *may have* / *might have* / *could have* + past participle to say that we think something possibly happened.

'What was that noise?'
'It could have been the wind.'
'It might have been a cat.'
'It may have been my brother.'

TIP

We can use *couldn't have* like *can't have* to say that we are certain something didn't happen.
She couldn't have borrowed the money from a friend. =
She can't have borrowed the money from a friend.

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

1 Ben … study much. He's always on his phone.
A must **B** may **C** can't
2 Kim … be at the gym, but I don't really know.
A must **B** might **C** can't
3 She's lived in Paris. She … speak a bit of French.
A must **B** could **C** can't
4 I'm not sure about that hat for Dad. He … like it.
A mustn't **B** might not **C** can't
5 It … been last month when we last spoke. I can't really remember.
A must have **B** could have **C** can't have
6 Hurry up! If we're lucky, the train … left yet.
A mustn't have **B** may not have **C** can't have
7 My sister isn't at home. She … gone out.
A must have **B** may have **C** can't have
8 You … seen the new Star Wars film. They haven't finished making it yet!
A must have **B** might have **C** can't have

2 Complete the sentences with the verbs below.

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

1 You _____ be tired. You've had a long trip.
2 The exam wasn't too bad – I think I _____ passed!
3 I'm not sure, but our new teacher _____ be Spanish. Her surname is González.
4 Your brother _____ have a very high salary if he's still living with your parents.
5 I'm not sure why I haven't heard from Tony. I suppose he _____ read my email yet.
6 Archie never comes to the swimming pool with us. I guess he _____ know how to swim.
7 I can hear voices in the living room. You _____ left the TV on again.
8 My phone's dead. It _____ charged properly last night.

3 Rewrite the sentences using the correct form of *must*, *might*, *might not* or *can't*.

1 Maybe he doesn't have a job. (He stays at home.)
He _____.
2 Perhaps I left my bag at school. (It isn't at home.)
I _____.
3 I'm certain my uncle is rich. (He lives in a castle.)
My uncle _____.
4 It's possible Kaya is ill. (She's usually in class.)
Kaya _____.
5 It's impossible you saw me. (I was on holiday!)
You _____.
6 I know they arrived before us. (That's their car.)
They _____.
7 I'm sure he isn't their best player. (He's rubbish!)
He _____.
8 Maybe Amy didn't pass the exam. (She's crying.)
Amy _____.

6.2 Relative clauses

Defining relative clauses

We use defining relative clauses to identify the person, thing or place we are talking about.

We use *who* or *that* to identify people.

Can you describe the man who / that stole your bag?

We use *which* or *that* to identify things.

Do you have the key which / that opens our suitcase?

We use *where* to identify places.

That's the restaurant where we ate last night.

We use *whose* to identify possession.

She's the person whose car we bought.

We can omit *who*, *which* or *that* from a defining relative clause when it refers to the object of the clause. We can't omit it when it refers to the subject.

This is the train ~~that~~ I catch every day.

This is the train that goes to the city centre.

In more formal English, we put prepositions before the relative pronoun. We use *whom* for a person and *which* for a thing.

She is the person with whom I am doing the project.

This is the house in which my dad was born.

In more informal English, we put prepositions at the end of the clause. We can use *who / that* or *which / that* or omit the relative pronoun completely.

She's the one (who / that) I'm doing the project with.

This is the house (which / that) my dad was born in.

Non-defining relative clauses

We use non-defining relative clauses to give extra information about the subject. The sentence still makes sense if the relative clause is removed. We cannot use *that* in non-defining relative clauses.

We use *who* to talk about people.

My uncle, who was a famous explorer, travelled all over the world.

We use *which* to talk about things.

Juan is teaching me Spanish, which is his first language.

We use *where* to talk about places.

Last year we went to Paris, where we stayed in a hotel near the Eiffel Tower.

We use *whose* to talk about possessions.

That woman, whose sister went to school with my mum, is a famous artist.

We cannot omit the relative pronoun from a non-defining relative clause.

TIP

Note the difference in punctuation:

My uncle who lives in Italy is a doctor. = One of my uncles – the one who lives in Italy – is a doctor.

My uncle, who lives in Italy, is a doctor. = I only have one uncle, and he's a doctor.

1 Choose the correct answer: A, B or C. Sometimes two answers are possible.

1 I met a girl … goes to my school.
A that B who C no pronoun

2 Is this the photo … you took for the competition?
A who B which C no pronoun

3 The person to … I spoke was extremely rude.
A who B whom C whose

4 The Rijksmuseum, … you can see paintings by Rembrandt and Vermeer, is in Amsterdam.
A where B which C no pronoun

5 My basketball coach, … I've known since I was eight, is retiring next season.
A that B who C no pronoun

6 Margaret Atwood, … most famous novel is *The Handmaid's Tale*, has won many awards.
A which B who C whose

2 Rewrite each pair of sentences as a single sentence. Use *that*, *who*, *which*, *where* or *whose*. Sometimes more than one answer is possible. Add a comma where necessary.

1 The woman lives in my street. Her dog chased us.
The woman _____ lives in my street.

2 We went to a factory. They make chocolate there.
We went to a factory _____.

3 I was travelling with a friend. She speaks German.
The friend _____.

4 Mount Everest is the world's highest mountain. It's in the Himalayas.
Mount Everest, _____.

5 Steven Spielberg is an extremely successful film director. His films include *Schindler's List*.
Steven Spielberg, _____.

6 The city of Salzburg is in the east of Austria. Mozart was born there.
The city of Salzburg, _____.

3 Complete the text with relative clauses. Use a relative pronoun and the phrases below. You will need to omit one of the words in each of the phrases. Sometimes more than one answer is possible.

> an extremely valuable object is hidden in it
> he later discovered the ruins it is in southern Jordan
> people traded with each other there
> their trading business was failing
> they built the city more than 2,000 years ago

The ancient city of Petra, [1]_____, became one of the New Seven Wonders of the World in 2007. In the past, Petra was home to an ancient people called the Nabateans, [2]_____. At the time, the city was a place [3]_____. Petra became part of the Roman Empire in 106 CE and was important until the 6th century. However, the Nabateans, [4]_____, began to leave the city and eventually disappeared. Soon, the Romans also abandoned Petra and it remained unknown to the world until 1812. The person [5]_____ was a Swiss traveller called Johann Ludwig Burckhardt. Petra became famous once again in 1989 when one of its buildings appeared in the film *Indiana Jones and the Last Crusade*. In the film, the building is the entrance to a temple [6]_____.

6.5 The passive: advanced structures

We use the passive when we want to focus on an action rather than the person or thing that caused the action, or if we don't know who did it.

We form the passive with the correct form of the verb *be* and the past participle. If we want to mention the person doing the action, we use *by*.

The photo was taken by a famous photographer. It won several prizes.

Verbs followed by infinitive and gerund

We can use passive structures after verbs that are followed by an infinitive or gerund. With verbs followed by an infinitive, for example, *agree*, *arrange*, *expect*, *hope*, *want*, we use *to be* + past participle.

Emma hopes to be chosen for the school volleyball team.

With verbs followed by a gerund, for example, *avoid*, *can't stand*, *hate*, *remember*, we use *being* + past participle.

I hate being given surprise presents!

Verbs with two objects

With verbs that often have two objects (*ask*, *give*, *offer*, *pay*, *send*, *show*, *teach*, *tell*, etc.), either object can become the subject of a passive sentence, but it is more common for a person to be the subject.

We'll give the winner a fantastic prize.

The winner will be given a fantastic prize. Or

A fantastic prize will be given to the winner.

The passive with *believe, say, think*, etc.

Verbs like *believe*, *expect*, *know*, *say*, *think* and *understand* are often used in passive constructions, especially in news reports to sound more formal.

We can use an impersonal construction with *it*: *it* + passive + *that*.

Police say that the thief is in his thirties.

It is said that the thief is in his thirties.

They believe that he lives locally.

It is believed that he lives locally.

We can also use a passive construction:
subject + passive + infinitive

The thief is said to be in his thirties.

He is believed to live locally.

We use a perfect infinitive (*to* + *have* + past participle) when the action happened before the time of reporting it.

It is thought that the thief entered through a window.

The thief is thought to have entered through a window.

It is understood that he stole a valuable painting.

He is understood to have stolen a valuable painting.

1 Complete the passive sentences with the correct form of the verb *be*.

1 Students _____ expected to hand in their work on time, or it will not be marked.
2 We sat in the shade to avoid _____ burned by the sun.
3 Evie _____ sent some beautiful flowers yesterday, but she has no idea who they were from.
4 It _____ understood that an announcement will be made this evening.
5 There's no way that actor will agree _____ interviewed for our school magazine.
6 My room _____ redecorated at the moment, so I have to sleep on the sofa.
7 We _____ given the title for our next essay until tomorrow afternoon.
8 I can't wear my favourite shirt tonight because it _____ washed yet.

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

1 After the argument, Oscar just wanted _____ alone. (leave)
2 We _____ some amazing pictures during our tour of the new gallery yesterday. (show)
3 Strawberries _____ to have excellent health benefits. (know)
4 Nowadays, maths _____ differently than when I was at school. (teach)
5 Do you think that you _____ a job at the interview tomorrow? (offer)
6 It _____ that the global economy will suffer in the next few years. (expect)

3 Complete the second sentence so that it means the same as the first. Use passive structures.

1 My mum lent me the money for my phone.
I _____.
2 Kate can't stand other people criticising her.
Kate can't stand _____.
3 In the past, people believed that the world was flat.
In the past, the world _____.
4 They didn't give us any information about the delay.
We _____.
5 They say that eating fast food is bad for you.
Eating fast food _____.
6 I've arranged for a taxi to take me to the airport.
I've arranged _____.
7 We understand that the driver lost control of his car.
The driver _____.
8 I hate somebody waking me up when I'm asleep.
I hate _____.

7.2 Verb patterns

When we use two verbs together in a sentence, the second verb follows a pattern determined by the first verb. These are the most common verb patterns:

- verb + infinitive with *to*
  afford, agree, choose, decide, expect, happen, hope, learn, manage, mean, offer, promise, refuse, seem, threaten, want, etc.
  We decided to buy the cinema tickets online.
- verb + *-ing* form
  admit, avoid, enjoy, deny, fancy, finish, imagine, keep, recommend, spend (time), suggest, etc.
  I fancy going to the swimming pool tomorrow.
- verb + object + infinitive with *to*
  allow, advise, ask, convince, encourage, help, invite, order, persuade, remind, teach, tell, warn, etc.
  They invited us to stay for dinner.
- verb + object + infinitive without *to*
  help, let and *make*.
  He helped me decide which laptop to buy.

TIP

The verb *help* can be followed by the infinitive of another verb with or without *to*.
He helped me to decide which laptop to buy.

- verb + infinitive with *to* OR *-ing*
  Some verbs are followed by either an infinitive or *-ing* form with no change in meaning, for example, *continue, like, prefer, start*, etc.
  When we left home, it started raining / to rain.
  With other verbs the meaning changes depending on the pattern of the second verb, for example, *forget, regret, remember, stop* and *try*.
  I forgot to send that email. I'll do it tomorrow. = not remember to do something that you ought to do
  I forget sending that email. What did it say? = be unable to remember something from the past
  We regret to say that you have not been selected. = say in a formal way you are sorry about a situation
  We regret saying such horrible things to each other. = feel sorry about something you have (not) done
  I remembered to turn the lights off to save electricity. = not forget to do something
  I remember turning the lights off. Why are they on? = have an image in your memory of an event
  We stopped to talk to some friends on the way home. = end one activity in order to do something else
  We stopped talking when the film started. = no longer continue to do something
  I'm trying to learn Japanese, but it's difficult. = make an effort to do something difficult
  Have you tried turning the computer on and off again? = do something as an experiment to see if it works or not

1 Complete the sentences with the correct form of the verbs below. Sometimes more than one answer is possible.

carry go laugh order see travel

1 You've finally convinced me _____ to the doctor's.
2 Jake suggested _____ pizzas for dinner.
3 Can you help me _____ this box, please?
4 I prefer _____ by train.
5 My sister always makes me _____.
6 What a surprise! I didn't expect _____ you here.

2 Choose the correct answer: A or B.

1 I'll never forget … this song for the first time.
A to hear B hearing
2 Omar forgot … he was bringing a friend.
A to mention B mentioning
3 We regret … you that the train is delayed.
A to inform B informing
4 Sophie regrets … to university.
A not to go B not going
5 I remember … that film on TV.
A to watch B watching
6 Remember … me when you arrive!
A to call B calling
7 He's always busy. His phone never stops …
A to ring. B ringing.
8 We were lost, so we stopped … at the map.
A to look B looking
9 I tried … when Max fell off his chair.
A not to laugh B not laughing
10 I tried … the window, but it was still too hot.
A to open B opening

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

Can you imagine [1]_____ (attend) a school with 52,000 students? That's how many there are today at City Montessori School (CMS) in Lucknow, India, the largest school in the world. Ex-student Geeta Kingdon remembers [2]_____ (study) there in 1959 when CMS first opened with only five students. Now Geeta is the school president and is responsible for taking on new students. Every year, she regrets [3]_____ (not have) enough places for everyone who applies. Even when she has stopped [4]_____ (accept) applications, they continue to arrive. Although each class at CMS has more than 45 students, parents try hard [5]_____ (get) a place. Geeta often invites them to the school to let them [6]_____ (see) the full classrooms for themselves. Parents want their children [7]_____ (go) to CMS because of its excellent exam results: the class average is 80%! This isn't the kind of school where students forget [8]_____ (do) their homework.

7.5 Wishes in the present

We use *I wish …* or *If only …* when we want something to happen or to be true even though it is unlikely or impossible.

I wish … / If only … + past simple

We use *I wish …* or *If only …* with the past simple to say that we want a present or future situation to be different.

I wish I lived nearer my friends.
If only we didn't have an exam tomorrow.
If only it was Friday, not Monday.
I wish I wasn't so shy.

When we want to be more formal, we can use *were / weren't* instead of *was / wasn't*.

I wish / If only it were Friday, not Monday.
I wish / If only I weren't so shy.

I wish … / If only … + *could*

We use *I wish …* or *If only …* with *could* + infinitive without *to* to talk about something we would like to be able to do.

I wish I could swim, but I can't.
I wish I could see you tomorrow.

I wish … / If only … + *would*

We use *I wish …* or *If only …* with *would* + infinitive without *to* to say that we want somebody (or something) to behave differently because they annoy us.

I wish the bus would come on time – it's always late.
I wish you wouldn't shout. It's very rude.

TIP

We use *I wish … / If only …* + *would* when we want something to change or somebody else to do something different. So we can't say *I wish / If only I would …*
I wish I lived nearer my friends. NOT ~~I wish I would live nearer my friends~~.

We don't usually use *I wish … / If only …* + *would* with state verbs or with states in general.

I wish my parents had a bigger car. NOT ~~I wish my parents would have a bigger car~~.

1 Match 1–8 to A–H.

1 My neighbour is playing loud music again.
2 It takes me ages to get to school.
3 My new clothes are always disappearing.
4 The bathroom looks a mess.
5 I've hardly seen my friends this month.
6 My village is really boring.
7 I didn't wear a coat to school.
8 I don't understand what those people are saying.

A I wish it wasn't so cold.
B I wish you wouldn't leave clothes on the floor.
C If only I could go by car.
D I wish he would wear headphones.
E If only we didn't have exams.
F If only I could speak Spanish.
G I wish my sister wouldn't borrow them.
H If only I lived in a big city.

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

1 If only it _____ raining. I want to go out! (stop)
2 Susie wishes her dad _____ in front of her friends. It's so embarrassing! (not sing)
3 I wish I _____ to my mum, but she's at work. (talk)
4 If only I _____ how to mend my printer. It isn't working at the moment. (know)
5 I wish my room _____ a different colour. I hate pink! (be)
6 If only you _____ camping with us. It won't be the same without you. (come)
7 Ryan wishes his friends _____ him at night. They're always waking him up. (not text)
8 I wish I _____ so much homework. I won't be able to go out tonight! (not have)

3 Write sentences with *I wish …* or *If only …* and the correct form of the verbs below.

afford be fight have like speak stop use

1 My flat gets hot in the summer.
_____ air conditioning.
2 My phone is broken, and I've got no money.
_____ a new phone.
3 I'd love to try the new Indian restaurant, but you don't like Indian food.
_____ Indian food.
4 I'm fed up with my little brothers fighting all the time.
_____ all the time.
5 My brother is really untidy, and I have to share a room with him!
_____ so untidy.
6 I want to visit Rome, but I can't speak Italian.
_____ Italian.
7 I need my computer, but my sister is using it.
_____ my computer.
8 Those students are talking, and I can't concentrate.
_____ talking.

7.6 Third conditional

We use the third conditional to talk about unreal situations in the past. We use it to talk about situations or events that are the opposite of what actually happened.

	if clause	result clause
	If + past perfect	*would/wouldn't have* + past participle
+	*If* I had studied more,	*I'd have* passed the exam.
–	*If* I had studied more,	I *wouldn't have* failed the exam.
?	*If* you had passed the exam,	*would you have* gone to university?

If he'd left home on time, he wouldn't have missed the flight.
They would have won the match if the referee hadn't given a penalty in the last minute.
The burglar might have got away if the alarm hadn't gone off.

TIP

We can usually put the *if* clause before or after the result clause. When the *if* clause is first, it is followed by a comma. When the result clause is first, there is no comma.
If I'd seen you, I would have said hello.
I would have said hello if I'd seen you.

We can also use the modal verbs *could* or *might* instead of *would*.

If the police had arrived earlier, they might have caught the burglar.
If she'd accepted that job, her life could have been very different.

In spoken English and informal writing, we usually contract *had* and *would* to *'d*, especially after pronouns. We sometimes also contract *have* to *'ve*.

If I'd heard anything, I'd have told you.
OR: If I'd heard anything, I would've told you.

TIP

The third conditional is sometimes called the unreal past conditional because it talks about situations and events that didn't actually happen.
If we had left on time, we would have seen Jack.
(We didn't leave on time, so we didn't see Jack.)
If you had locked the car, no one could have stolen it.
(You didn't lock the car, so someone was able to steal it.)

1 Match the sentence halves.

1 We would have gone to the seaside
2 If I had asked for a pay rise,
3 We wouldn't have got lost
4 I would have visited her
5 If I hadn't learned German,
6 Sue would have gone to the party
7 If John had revised more,
8 Steve would have bought that car

A if we had brought a map.
B I wouldn't have understood what Hans was saying.
C he would have got better results.
D if it hadn't been so expensive.
E if it hadn't been raining.
F if I had known that she was ill.
G if she hadn't broken her leg.
H I could have got it.

2 Correct the sentences.

1 The cottage wouldn't had burned down if the fire brigade had came sooner.
2 If Carol didn't go to that festival she wouldn't had met her husband.
3 If I hadn't lose my keys, I would been able to unlock the front door.
4 If I have all the ingredients I could have make some muffins.
5 My bike wouldn't have stolen if I have remembered to lock it.
6 If Jim has watered the plants, they would have died.
7 Sue might has got a better job if she has had better communication skills.
8 I wouldn't have been recognising him with that beard if Jane hadn't tell me it was Steve.

3 Combine the two sentences using the third conditional.

1 I was looking at my phone while walking. I walked into a lamp post and hurt my head.
If _____.
2 Zahra didn't check the weather forecast. She didn't take an umbrella.
Zahra _____.
3 I forgot that you were coming to Oxford. I did not go to the train station to meet you.
I _____.
4 Sue didn't know that Jack was a vegetarian. She cooked roast beef.
If _____.
5 Steve did not read the instructions. He did not manage to put the wardrobe together.
Steve _____.
6 I mixed up the salt and the sugar. The soup tasted horrible.
If _____.
7 They had to work late. They could not come to the cinema with us.
If _____.
8 You were rude. I did not help you.
I _____.

8.2 Habitual behaviour

Past habits

We can use *used to*, *would* or the past simple to talk about past habits, states and actions.

We use *used to* + infinitive to talk about habits and states in the past that are now finished.

I used to love cartoons when I was younger.
I didn't use to like documentaries.
Did you use to watch a lot of TV as a child?

We can also use *would* + infinitive without *to* to talk about habits that were different in the past. We can contract *would* to *'d* when we're speaking.

I would go swimming on Tuesdays and Thursdays when I was ten.

We don't use *would to* talk about situations in the past. We use *used to* or the past simple.

I lived / I used to live in Germany when I was little.
NOT ~~I would live in Germany when I was little.~~

We don't usually use *would* with questions and negatives, we use the past simple or *used to*.

Did you cry / Did you use to cry a lot?
NOT ~~Would you cry a lot?~~
I didn't cycle / I didn't use to cycle to school.
NOT ~~I wouldn't cycle to school.~~

TIP

We use the past simple, not *used to* or *would*, if the action happened only once, or we mention how long the situation lasted.
I went to Amsterdam last year.
NOT ~~I used to / would go to Amsterdam last year.~~
I played the piano for five years.
NOT ~~I used to / would play the piano for five years.~~

Present habits

We use the present simple with a frequency adverb to talk about present habits.

In the summer, I usually go to the swimming pool after lunch.

When we want to stress that a present habit is annoying, we use the present continuous with *always*.

My parents are always telling me to tidy my room.

TIP

We can use *forever*, *constantly* or *continually* instead of *always*.
My parents are forever / constantly / continually telling me to tidy my room.

1 Choose the correct answer: A, B or C. Sometimes two answers are correct.

1 When my sister was little, she … me everywhere.
A used to follow B was following
C would follow

2 As a child, I … painting.
A loved B used to love
C would love

3 I … glasses when I was younger, but now I do.
A didn't wear B didn't use to wear
C wouldn't wear

4 … hockey at primary school?
A Did you play B Did you use to play
C Would you play

5 I … Swedish for two years, but I can't speak it.
A learned B used to learn
C would learn

6 Grace … the computer on when she goes to bed. It's wasting a lot of electricity!
A left B used to leave
C is always leaving

2 Complete the sentences with the words below.

constantly didn't saw
use used usually would

1 Alexia _____ to go skiing every winter, but now she prefers snowboarding.
2 It's no fun going out with Olivia. She's _____ complaining about everything!
3 Last Saturday night, I _____ a fox at the bottom of our garden. It was beautiful!
4 That shop _____ use to sell clothes. It was a bakery.
5 Did your aunt _____ to work at the hospital?
6 Our old flat was near a sports centre, so we _____ play tennis there in the summer.
7 Ade _____ does his homework as soon as he gets home from school.

3 Complete the text with the correct form of the verbs in brackets. Add *would*, *used to* or *always* as necessary. Sometimes more than one answer is possible.

We've just moved from a village to a city, and everything is different. To start with, our new house is very noisy. Cars [1]_____ (drive) past in the middle of the night and wake me up. There [2]_____ (not be) any noise in my old house, so I slept much better. In the past, I [3]_____ (take) the bus to school. I [4]_____ (get up) really early to get to the bus stop on time. These days, I [5]_____ (stay) in bed until the last minute because I can walk to school. The best thing is, I can see my friends more often. Before the move, I only [6]_____ (see) them in class, but now we [7]_____ (meet up) most days after school.

8.5 Future in the past

Sometimes when we talk about the past, we want to refer to something which was in the future at the time we were speaking. To express this idea, we use the structures we usually use to talk about the future, but with past verb forms.

Past continuous for future

We use the past continuous to talk about future plans and arrangements in the past.

I didn't have time to tidy my room because I was leaving for the airport in ten minutes.

Would for future

We use *would* + infinitive without *to* to talk about future predictions in the past.

When Andy went abroad, nobody knew that ten years would pass before they saw him again.

Was / were going to for future

We use *was / were going to* + infinitive to talk about future plans and intentions in the past.

We were going to spend the weekend in Berlin, but our flight was cancelled.

Was / were to for future

We use *was / were to* + infinitive in a formal style to talk about plans and arrangements, especially when they are official.

We arrived at 10.00 a.m. because the ceremony was to begin at 10.30.

We can use *was / were about to* + infinitive to talk about something that was going to happen very soon.

I was about to call my mum when she walked through the door.

1 Complete the sentences with the words below.

going to was wasn't were weren't would wouldn't

1 Rosie _____ meeting a friend outside the cinema, so she left home in plenty of time.
2 We hoped it _____ rain for our barbecue, but it was a horrible day, so we got a takeaway instead.
3 They knew they _____ to leave the house, so they asked me to go shopping for them.
4 I was _____ to buy a better phone, but I decided I couldn't afford it.
5 My grandparents _____ coming round later, so I went straight home after school.
6 My cousin _____ going to come to my party, but in the end, he changed his mind.
7 I thought I _____ fail that exam, so I got a big surprise when I passed.

2 Complete the second sentence so that it means the same as the first. Use the words in brackets.

1 We had arranged to meet at the café at five. (meeting)
We _____.
2 They had planned for the festival to take place on 25 May. (was)
The festival _____.
3 She called to say her estimated time of arrival was 12.30. (arrive)
She called to say she _____.
4 Daisy was on the point of sending an email when her computer crashed. (about)
Daisy _____ when her computer crashed.
5 I thought we had arranged that you would buy the tickets. (buying)
I thought you _____.
6 We had planned to catch the 9.30 train, but it was cancelled. (going)
We _____ but it was cancelled.
7 I predicted my team's defeat in the last match. (lose)
I knew that my team _____.
8 We intended to work on our project last night, but we didn't have time. (were)
We _____ but we didn't have time.

3 Complete the anecdote with TWO words in each gap. Use structures to express the future in the past. Sometimes more than one answer is possible.

I'll never forget nearly missing my flight home when I was younger. I had been in Plymouth with my mum, and we were on our way back from the UK to Madrid. We had reached London, and we [1]_____ to travel by coach to Stansted Airport, but there was a problem at the coach station. We [2]_____ catch the 13.30 coach to Stansted, but our coach wasn't there. Eventually, a later coach arrived, but it was full, so we couldn't get on. Our flight [3]_____ in two hours, and we were still in the middle of London – we were obviously [4]_____ miss it! Suddenly, a man in the queue asked us if we wanted to get a taxi. We knew the taxi [5]_____ expensive, but we immediately agreed. We had no idea that the man [6]_____ to pay, but that's what he did when we arrived. We thanked him, jumped out of the taxi, and ran through departures to the gate, where we saw that our flight [7]_____ to board – they were already making the announcement. Only then did we know for sure that we [8]_____ home that night – thanks to the kindness of a stranger.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	showed / shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Page 37, exercise 10

Check your answers. How did you do? Did any answers surprise you? Have you learned anything new?

First-aid quiz

Answers:
1A 2B 3A 4B 5B 6A 7B 8B

How did you do?

1–3 correct answers: I don't think you're ready to be a doctor or nurse yet. Why not go on a first-aid course and learn what to do?

4–6 correct answers: Well done! You know what to do in most situations. A first-aid course could help you learn more.

7–8 correct answers: Congratulations! You'll be a great first-aider. Why not go on a first-aid course and learn even more about how to help people who are ill or injured?

Page 91, exercise 8

Student B: You are the university accommodation officer. You receive a call from a student who is looking for somewhere to live. Your list of available accommodation is below.

- Answer the student's questions about the accommodation.
- Ask which place they would prefer and why.

type of accommodation	student dormitory shared rooms	shared flat 3-bedroom flat	room to rent room in a family's home	studio flat
features	4 students sharing, shared bathrooms	3 people sharing, private bedrooms, shared facilities	private bathroom	small private flat
rent	€100 / month	€350 / month + bills	€250 / month	€550 / month + bills
location	on the university campus, 3 km from town centre	in the town centre, 3 km from university	1 km from town centre, 2 km from university	suburban location, 2 km from town centre, 1 km from university

Page 111, exercise 6

Work in pairs. Look at the picture and the instructions. Role-play the situation.



Role-play 2

Student A: you were arrested for burglary. Try to explain to Student B what happened. Use the sentence beginnings on page 111 to help you.

Student B: you are a police officer. A witness reported seeing Student A in the situation in the picture. Interview Student A about what happened.

1 CULTURE Filming on location

1 THINK & SHARE Think of at least one film for each genre below.

action drama fantasy horror
science fiction thriller

2 Match the film genres in Ex 1 to locations 1–6. More than one answer is possible and you can use each genre more than once.

1 an ancient castle
2 a country house
3 a desert
4 a forest
5 a city centre
6 another planet

3 Read the article. Which genre from Ex 1 has been filmed in both locations? Why do you think old country houses are particularly suitable for this genre?

Familiar film locations

The UK is home to many old country houses. These two have been chosen as film locations more than once.



Hatfield House is the home of the Cecil family, but it is also open to the public. The house was built in the early 17th century and it is set in a huge park. Director Yorgos Lanthimos chose this location to be the palace of Anne, Queen of Great Britain (1702–14), in his award-winning drama *The Favourite*. He wanted the enormous, empty rooms to highlight how lonely the queen was. Hatfield House has been home to other on-screen characters, too, such as *Batman* and *Lara Croft*. More recently, it featured as Manderley, the house of Maxim de Winter, in the film adaptation of *Rebecca*.



Chatsworth House is a 16th-century mansion owned by the Cavendish family. It is closely connected to the English novelist Jane Austen. In her second novel, *Pride and Prejudice*, the main character, Elizabeth Bennet, stops off at Chatsworth on her way to visit Pemberley, home of Mr Darcy, a friend of the family. In the film adaptation of the novel, Chatsworth House was chosen as the location for Pemberley itself. The actor who played Elizabeth Bennet in this film returned to Chatsworth three years later to star in another drama called *The Duchess*.

mansion (noun) [C] – a large, impressive house

4 Read the article again. Answer the questions.

1 How old is Hatfield House today?
2 Why was it particularly suitable as the location for *The Favourite*?
3 Which other films have been shot there?
4 Approximately how old is Chatsworth House?
5 In what way is it connected to Jane Austen?
6 Which films have been shot there?

5 1.15 Listen to a podcast about the film *Alice in Wonderland* and one of the locations where it was filmed. Complete the notes with one or two words.



Alice and Antony House

The film director got the idea for *Alice in Wonderland* from the original [1]_____ by Lewis Carroll. In the story, Alice falls down a [2]_____ into a fantasy world where [3]_____ can talk.

The director chose a small mansion called Antony House as the main location for his film. The house is in the southwest of England and has a view of [4]_____ and fantastic gardens. Alice's fantasy world is set in the [5]_____ next to the house. The outside of the house can be seen in the film during the [6]_____ scenes at the beginning and the end.

6 1.15 Listen again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.

1 People have been reading Lewis Carroll's original novel for over 150 years now.
2 The main character in the film is younger than she is in the novel.
3 The director visited many other country houses before finding Antony House.
4 He chose the gardens at Antony House because they are interesting and unusual.
5 Several scenes were shot inside the house.

7 THINK & SHARE Answer the questions.

1 Which famous film locations do you know of?
2 Why did the director choose these locations?

8 Research the film locations of a film or TV show and give a presentation. Think about the following:

- What genre is the film or TV show?
- Where was it filmed?
- Why did the director choose this location?
- Was it a good choice? Why? / Why not?

PHOTOCOPIABLE © Oxford University Press

Turning up the heat





1 THINK & SHARE Answer the questions.

1 What is the difference between a park and a national park?
2 Which of the national parks in the photos above (A and B) would you prefer to visit? Why?
3 What would you take with you on your visit?

2 In which of the national parks in Ex 1 do you think you would see the following?

a glacier salt flats sand dunes a stony track

3 2.11 Listen to an interview with a visitor to Westland Tai Poutini. How does she describe her visit? Why?

4 2.11 Listen again. Are the statements true (T), false (F), or not given (NG)? Correct the false sentences.

1 Kate and her parents visited the park towards the end of their tour of the South Island, New Zealand.
2 Kate's sister had been able to get close to one of the glaciers on a previous visit.
3 The start of the glacier was about five kilometres from the car park.
4 Kate had prepared well for her visit to the park.
5 They were able to get as close to the glacier as Kate's sister.
6 Climate change has made it more dangerous to visit the Franz Josef glacier.
7 Several tourists have been killed near the glacier by large pieces of falling ice.
8 Kate preferred Fox glacier to the Franz Josef glacier.

5 Read the article about Death Valley National Park. List the similarities and differences to Westland Tai Poutini National Park.

DEATH VALLEY NATIONAL PARK About Visit Search

Death Valley National Park occupies an area of just over 13,650 km^2 in the states of California and Nevada in the USA. Many visitors go there to explore the mountains, valleys, sand dunes and salt flats, although they have to prepare well for their visit. Death Valley is not only famous for its striking scenery; it is also one of the hottest and driest places on Earth. On 16 August 2020, the temperature rose to 54.4°C, which was a record at the time.

Despite its desert landscape, Death Valley is home to many species of animals and plants that have adapted to the extreme environment. There are even two species of native fish in the park, including the Death Valley pupfish. This tiny fish, less than four centimetres long, can survive conditions that would kill any other fish: hot water up to 47°C, cold water down to 0°C and water that has four times more salt than the ocean.

Today, however, the wildlife in the park is in danger. Experts say that global warming will cause the Earth's temperature to rise between 1.1 and 5.4°C by 2100. Will the animals and plants in Death Valley be able to adapt to this change? We will have to wait and see. Meanwhile, we need to do all we can to try to stop the temperature from rising. That way, we will not put animals like the pupfish to the test.

6 Read the article again and answer the questions.

1 Why is Death Valley famous?
2 What kind of wildlife lives there?
3 Why is the Death Valley pupfish remarkable?
4 Why is the wildlife in Death Valley in danger?
5 What will happen to the Death Valley pupfish?

7 THINK & SHARE Answer the questions.

1 What are the effects of climate change on national parks like these?
2 How does climate change affect other parts of the world? Give examples.

8 Work in small groups. Think of a national park in your own country or choose one below. Research the park online and find out if and how climate change is affecting it. Make a presentation to give to the class.

Banff National Park, Canada
Uluṟu-Kata Tjuṯa National Park, Australia

PHOTOCOPIABLE © Oxford University Press

3 CULTURE Victory for vaccines!

1 Work in pairs. Check the meaning of the diseases below in a dictionary. Then number them 1–5 in order of seriousness (1 = the most serious). Compare your answers with another pair.

chickenpox flu gastroenteritis
polio smallpox

2 Work in pairs. What do you know about vaccines? Try to guess the correct answers to the questions.

QUIZ

1 The first vaccine was created ...
- **A** at the end of the 18th century.
- **B** at the end of the 19th century.
- **C** at the end of the 20th century.

2 It was designed to protect people from ...
- **A** the flu.
- **B** polio.
- **C** smallpox.



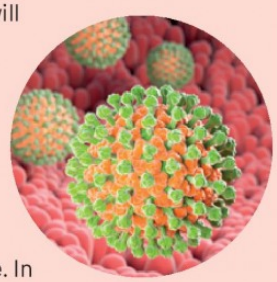
3 The vaccine contained ...
- **A** a new kind of medicine.
- **B** a less serious form of the illness.
- **C** a mixture of vitamins.

4 As a result of this vaccine, there are ... cases of the illness in the world today.
- **A** no
- **B** half as many
- **C** very few

3 3.13 Listen to the podcast and check your answers in Ex 2.

4 3.13 Listen again. Answer the questions.
1. Before the vaccine, what happened to patients who caught the illness?
2. What did Edward Jenner learn about the milking girls while he was living in the country?
3. What was his theory about the milking girls?
4. How did he test his theory?
5. Why didn't Jenner's colleagues believe the results of his experiment at first?
6. Why was Jenner's discovery so important for the world of medicine?

5 Read the article about scientist Ruth Bishop. What has been the result of her discovery?



If you have ever had gastroenteritis, you will know how weak it can make you feel. With the right treatment, most patients recover. However, there is a more serious form of the illness that affects mainly children, and this can result in death. In the 1960s, an Australian scientist called Ruth Bishop began researching gastroenteritis to try to discover its cause. In 1973, she and her team finally found the answer.

Professor Bishop did her research at the Royal Children's Hospital Research Institute in Melbourne. At first, she thought the illness might be caused by bacteria, but then she realised it must be a virus. She sent cells from her patients to her colleagues at the University of Melbourne so that they could look at them under a new kind of microscope. Together, they identified an unknown virus. It was given the name 'rotavirus' because the tiny parts that make up the virus look just like wheels.

Professor Bishop's research didn't stop there. The same year, she and her team found a less serious form of rotavirus in children. They called it RV3. Following Edward Jenner's example, they wanted to use RV3 to create a vaccine to fight against the more dangerous rotavirus. It took the team much longer than expected to develop the vaccine, but they didn't give up. The first safe vaccine became available in 2006 and since then it has saved hundreds of thousands of lives.

cell (noun) [C] – the smallest unit of living matter that can exist on its own. All plants and animals are made up of cells.

6 Read the article again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.
1. More children than adults get the serious form of gastroenteritis.
2. Ruth Bishop began developing the first vaccine for gastroenteritis in the 1960s.
3. Professor Bishop was a doctor at a hospital in Melbourne when she did her research.
4. Medical advances helped Professor Bishop to make her discovery.
5. More children in Australia are affected by RV3 than in other parts of the world.
6. The first vaccine for rotavirus appeared soon after Professor Bishop's team identified RV3.

7 THINK & SHARE Look at the list of things that can affect our health. Answer the questions.

air pollution lack of exercise stress sugar sunbathing

1. How do these things affect our health?
2. Which affects our health a) the most, b) the least?
3. What can a) individuals, b) governments do to stop these things affecting our health?

8 Work in small groups. Research scientists who have developed successful vaccines. Choose one of the scientists and make a presentation about them to give to the class.

PHOTOCOPIABLE © Oxford University Press

4 CULTURE New Year traditions



1 THINK & SHARE Check the meaning of the words. Which ones make you think of New Year traditions? Why?

coins fireworks fishing rods
gifts polar bears twigs

2 Read the article about New Year traditions. Which word from Ex 1 isn't mentioned? How are the other words connected to the traditions?

Happy New Year!

People all over the world celebrate New Year in different ways. Here are some of the more unusual traditions in five different English-speaking countries.

Canada The temperature is around freezing on New Year's Day when people all over Canada take to the water to swim among the ice. The annual Polar Bear Swim began in Vancouver in the early 1900s and today most people take part to raise money for charity.

Ireland Some people clean their homes from top to bottom before New Year as they believe you should start the year as you mean to go on. In the past, people would hit the walls of the house with bread as they believed it would make sure they had enough bread the following year.

South Africa On New Year's Eve, people in Hillbrow, Johannesburg, take the furniture they no longer want and throw it out of the window. It isn't unusual to see a sofa falling down from the 12th floor. The idea is to get rid of your old stuff and make room for the new.

Wales According to tradition, as the sun rises on 1 January, children go from door to door carrying twigs or apples they have decorated. In return for singing a song, they receive a gift or 'calennig', which used to be a coin, but today is more often sweets.

Australia 31 December is the height of summer in Australia, and the temperature can go up to around 40°C. People who want to see the fireworks at midnight from Sydney Harbour Bridge make a picnic and head for one of the beaches early to get the best spot.

3 Read the article again. Are the sentences true (T) or false (F)?

1 Since the early 1900s, the Polar Bear Swim has spread to different parts of Canada.
2 In Ireland, leftover bread was often used to clean houses at New Year.
3 It's only kitchen appliances that are thrown out of windows in Hillbrow, Johannesburg.
4 The Welsh tradition of Calennig used to take place at the end of the day.
5 Australians often spend New Year's Eve outside.

4 Work in pairs. Answer the questions.

1 Which of the traditions in the article would you most like to take part in? Why?
2 What is your idea of the perfect way to spend New Year's Eve and New Year's Day?

5 4.12 Listen to an interview with Mark. Did he enjoy New Year? Why? / Why not?

6 4.12 Listen again. Choose the correct answers.

1 Why did Mark's uncle take Mark and his family ice fishing?
A He had a cottage by the side of a frozen lake.
B He thought they might like to do something different.
C He wanted to continue a family tradition.
2 How did the two families spend New Year's Eve?
A They stayed in and entertained themselves.
B They went out for a meal and then had an early night.
C They didn't do anything special as they had been travelling all day.
3 Where did they actually fish?
A At the side of the lake not far from the cottage.
B At a spot where the lake hadn't frozen.
C Through holes that they made in the ice.
4 What did they do with the fish that they caught?
A They had them all for dinner.
B They took the bigger ones home to cook.
C They kept the smaller ones and threw back the bigger ones.

7 THINK & SHARE Answer the questions.

1 How are the traditions in Ex 2 and 5 similar and different to New Year traditions in your country?
2 How have New Year traditions changed in your country over the years?

8 In small groups, research New Year traditions around the world. Choose a country that interests you and make a poster about the New Year traditions. Think about:

adults and children past and present traditions
special dishes unusual activities

PHOTOCOPIABLE © Oxford University Press

5 CULTURE When things go wrong

1 Work in pairs. Check the meaning of the words below. Then answer the questions, using the words where possible.

go bankrupt a mortgage
shares the stock market





1 Look at the photos. What are the people buying and selling?
2 What are the advantages of buying and selling these things?
3 What are the disadvantages?

2 5.14 Listen to a podcast about the Wall Street Crash in 1929. Why are the following mentioned?

- The first world war
- 3 September 1929
- Black tuesday
- The great depression
- The second world war

3 5.14 Listen again and choose the correct answers.

1 What does Lorena say about the USA in the 1920s?
  A Wages had gone up recently.
  B Only the rich could afford to buy shares.
  C People spent more money than they earned.
2 What did factories and farming have in common?
  A They had new machines and were doing well.
  B Both industries were producing too much.
  C They couldn't produce enough for consumers.
3 What does the expert say about the crash itself?
  A Bank owners tried to stop it once.
  B It came as a complete surprise to investors.
  C It happened on a Monday.
4 What happened after the Wall Street Crash?
  A The credit system was no longer used.
  B Many countries had economic problems.
  C House prices rose all over the world.

4 Read the definition of the word 'recession'. Then complete the article with the words below.

back down for into
less make sure worth

THE GREAT RECESSION

In the early 2000s, the housing market was growing fast in the USA. Interest rates had gone [1]_____, so more people wanted to buy their own home. The increasing demand pushed house prices up, which gave banks an opportunity to [2]_____ a profit. So, they started to offer mortgages to people with lower wages, although they knew these people probably wouldn't be able to pay the money [3]_____. Soon banks in Western Europe were following their example. Then, interest rates began to rise. As a result, there was [4]_____ demand for housing and prices began to fall. Suddenly, thousands of people found themselves unable to pay their mortgages and with a house that was [5]_____ less than they had paid for it. Banks lost millions in unpaid mortgages. Some went bankrupt while others received money from governments to help them survive. Some European countries got [6]_____ so much debt that they had to ask the European Union [7]_____ a loan. The USA and many countries in Western Europe went into recession, and millions of people lost their jobs. The period became known as the Great Recession because of its similarities to the Great Depression of the 1930s. Since then, rules have been passed to control the banks and try and make [8]_____ that this situation can never happen again.

recession (noun) [C, U] – a difficult time for the economy of a country, when there is less trade and industrial activity than usual, and more people are unemployed

5 Read the article again and answer the questions.

1 Why did house prices rise in the USA during the 2000s?
2 How did banks respond to the rising house prices?
3 Why did so many homeowners find themselves in debt?
4 How did this affect the banks?
5 Which countries were affected most by the recession?
6 What are the similarities and differences between the Great Recession and the Great Depression?

6 Discuss what you think the saying means and whether you agree with it. Give reasons for your answers.

'Money doesn't grow on trees.'

7 THINK & SHARE Work in small groups. Imagine that an older friend of yours has asked you to make a monthly budget for them. Your friend earns €1,000 per month and rents their own flat. Number the items in the list in order of importance. How much can your friend spend on each item?

accommodation beauty products bills
clothes entertainment exercise food
savings transport

PHOTOCOPIABLE © Oxford University Press

6 CULTURE Wonders of architecture




1 THINK & SHARE Look at the photos. What do you think are the advantages and disadvantages of living in these buildings?

2 Read the article. Choose the correct answers (A–D) to complete the text.

Habitat 67 has been a familiar sight on the banks of the St Lawrence River in Montreal for around 60 years now. The architect, Moshe Safdie, was only 23 when he designed it as the final project for his master's [1]___. His project was accepted for the 1967 Montreal World Fair and construction began on the [2]___ building.

Safdie's [3]___ of flats is made up of 354 concrete boxes, each with an area of just under 56 m^2. The flats are formed by one box or by several joined together to make 146 individual flats. Each home has access to a private terrace or roof garden of between 20 and 90 m^2. The building is 12 [4]___ high at its highest point.

Safdie's idea for his project came out of a road [5]___ across North America that he made as a student. He was shocked by the ugly apartment buildings he saw in all the cities he passed through and was [6]___ to come up with a more attractive solution. In his new design, he tried to make flats feel like houses by giving them a garden and by replacing the dark corridors with 'streets' in the open air. His goal was to provide [7]___ cities with attractive, affordable housing.

Habitat 67 took three years to build. Each unit was made separately and then transported to the building site to be put into place. Construction cost much more than Safdie had imagined, so the original price of the flats was quite high. There was great [8]___ for the homes, which made them even more expensive. Although Safdie did not succeed in making cheaper housing available, his building became famous all over the world. Today, Habitat 67 is considered a wonder of architecture, and it has become a symbol of Montreal.

1	A career	B certificate	C degree	D title
2	A different	B only	C rare	D unique
3	A block	B group	C skyscraper	D tower
4	A flats	B levels	C rows	D storeys
5	A expedition	B tour	C travel	D trip
6	A ambitious	B determined	C confident	D serious
7	A close	B crowded	C full	D thick
8	A demand	B offer	C request	D supply

3 Read the article again and answer the questions.

1 When did Moshe Safdie design Habitat 67?
2 How is Habitat 67 different from a traditional apartment building?
3 What was the main aim of Safdie's project?
4 Was the project a success? Why? / Why not?

4 Match the highlighted words in the text to the definitions below.

1 the amount of space covered by a flat surface
2 a long, narrow passage in a building
3 the process of building something
4 cheap enough that people can buy it
5 a common building material
6 a hard, flat area outside a house where you can sit

5 6.14 Listen to a programme about a vertical forest tower. Are the sentences true (T) or false (F)? Correct the false sentences.

1 India already has several vertical forest towers.
2 The apartments have one, two or three bedrooms.
3 A lot of people in India want to live in Bengaluru.
4 Wildlife is welcome in vertical forest towers.

6 6.14 Listen again. Complete the summary with one word in each gap.

Vertical forest tower in Bengaluru

There's an amazing new building called Mana Foresta in Bengaluru, the [1]_____ largest city in India. The building is in the [2]_____ of the city and it's a vertical forest tower. The tower has 14 storeys and there are 56 [3]_____ on each floor. Trees and plants have been planted on the [4]_____ of the apartments. There are many facilities for apartment owners on the roof terrace upstairs and in the [5]_____ around the building.

Thanks to its successful [6]_____ industry, Bengaluru has become India's most fashionable city. For this reason, and because of the need for [7]_____, Bengaluru was chosen for the project. Hopefully, the eco-friendly tower will help solve the problems connected with big cities and the apartments' owners will have clean [8]_____.

7 THINK & SHARE Answer the questions.

1 Which problems do the buildings in Montreal and Bengaluru try to solve?
2 What kind of problems exist in the place where you live?
3 What could be done to try and solve these problems?

8 Work in small groups. Think of a tall building in your own country or choose one from another place. Research the building online and find out what impact it has had. Make a presentation to give to the class.

PHOTOCOPIABLE © Oxford University Press

7 CULTURE Universities in the UK

1 THINK & SHARE Work in pairs. Answer the questions.

1 Look at the photos. What do you think student life is like at each of the universities?

2 How do you imagine the university you want to go to?





2 7.14 Listen to five different people talking about universities in the UK. Tick (✓) the topics that you hear about.

1 buildings	☐	5 history	☐
2 celebrities	☐	6 location	☐
3 classes	☐	7 subjects	☐
4 cost	☐	8 transport	☐

3 7.14 Listen again. Match the speakers 1–5 to the statements (A–G). There are two extra statements you do not need.

Which speaker talks about a university that … ?

A attracts a high percentage of international students
B is located on two sites away from the city centre
C is the largest in the country
D used to be a different kind of teaching centre
E is famous for one particular degree
F is over 900 years old
G has a strong connection with the city's history

4 Read the text about the University of Manchester. Why is it known as a 'red brick' university?



By 1824, Manchester had become the world's first industrial city, and there was a growing need for workers with a [1]_____ of science. Schools began to open for adults, offering courses in [2]_____ like engineering and medicine. In 1880, some of these schools joined together to form the first [3]_____ in the UK outside of Oxford and Cambridge. This later became the University of Manchester.

The buildings that make up the university are in different places in or near the [4]_____. Many of them are very old, and some are made of red bricks, which was a common building material in the nineteenth century. Universities that developed in industrial cities at this time are often known as 'red brick' universities because of the first buildings. Apart from Manchester, there are other red brick universities in Birmingham, Leeds, Sheffield, Liverpool and Bristol.

Today, the university is one of the largest in the UK with over 40,000 students from home and [5]_____. There are over 1,000 degree programmes to choose from ranging from [6]_____ and computer science to law and economics. Student [7]_____ is mainly in the south of the city, so students have to travel to the centre for [8]_____. This means that they get the chance to explore the city as well as experience university life.

5 Complete the text in Ex 4 with the words below.

abroad accommodation city centre engineering knowledge lectures subjects university

6 Read the text about Lancaster University. How is it different from the University of Manchester? Write six differences.



Lancaster University is one of several new universities that were created in the 1960s so that more students in the UK had access to higher education. The modern buildings of these universities often contained large pieces of glass, so they became known as 'plate glass' universities. Most of these new universities were built on a campus outside the city rather than near the centre.

The campus is on the top of a hill to the south of the historic city of Lancaster. Students who get a place there are organised into nine colleges where they live, study and socialise on campus. The colleges are all connected to the teaching areas by a covered path – very necessary in Lancaster because it rains so much!

The university has around 16,000 students and offers over 280 degree programmes. It is one of the best campus universities in the country and it is in the top 150 in the world. There are sports facilities, shops, a library and even a wind turbine on the campus.

7 THINK & SHARE Work in pairs. Imagine you have the chance to study at a university in the UK. Discuss which of the universities from Ex 2–6 you would like to study at and why.

8 Research a university in your country that interests you. Find out the following things:

- What is its history?
- Where in the city are the university buildings?
- Where is the student accommodation?
- What can you study there?
- What facilities are there?
- How popular is it?
- Is it famous for anything? If so, what?

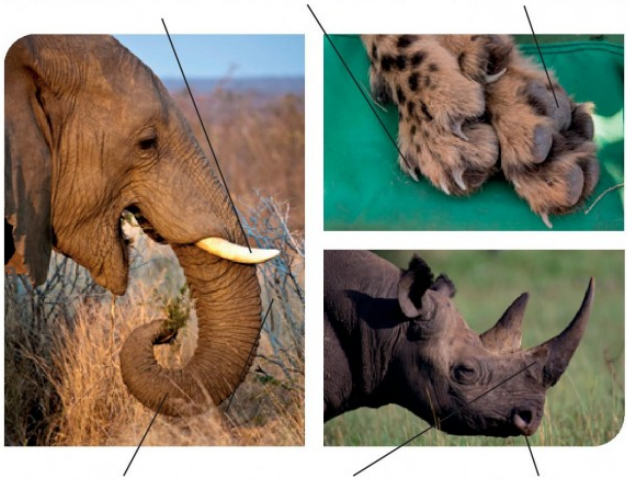
PHOTOCOPIABLE © Oxford University Press

8 CULTURE Wildlife conservation in South Africa

1 Work in pairs. Label the photos with the words below.

claws horn paw trunk tusk upper lip

1 _____ 3 _____ 4 _____



2 _____ 5 _____ 6 _____

2 THINK & SHARE Wo rk in pairs. Read the definitions. Then answer the questions.

1 What skills do you think a ranger needs? Why?
2 Why do poachers hunt endangered animals?

ranger (noun) [C] – a person whose job is to take care of a park, a forest or an area of countryside
poacher (noun) [C] – a person who illegally hunts birds, animals or fish on somebody else's property

3 8.13 Listen to a news item about poachers and rangers in the Kruger National Park in South Africa. Compare your answers in Ex 2.

4 8.13 Listen again. Choose the correct options.

1 Cathy Dreyer was chosen to be head park ranger at the park because …
A she has a good relationship with rhinos.
B she's a woman.
C she has a lot of experience protecting animals.

2 What does the newsreader say about the rhinos in the park?
A There are no longer any black rhinos left.
B More white rhinos have been killed by poachers than black rhinos.
C There are far fewer black rhinos than white.

3 What does he say about poachers in the park?
A They usually operate at a certain time in the month.
B They prefer to hunt in the dark so as not to be seen.
C They are only active in certain areas of the park.

4 The newsreader thinks the most successful way to protect the rhinos in the park is …
A to cut off their horns.
B to use the new Wildlife Watch system.
C to move them to a safer place.

5 Work in pairs. Answer the questions.

1 Which of the endangered animals in the news item would you most like to see? Why?
2 Do you think the Wildlife Watch system will be successful? Why? / Why not?

6 Do the quiz in pairs. Choose the correct options.

Endangered animals quiz

1 The most obvious difference between black rhinos and white rhinos is that …
A the black rhino is darker than the white rhino.
B the black rhino's upper lip hangs over its mouth.
C the black rhino only has one horn.

2 The African elephant's tusks are really …
A bones.
B horns.
C teeth.

3 African lions are different from other species of lion because …
A they are generally larger.
B their fur is a lighter colour.
C they are generally smaller.

4 The most obvious difference between cheetahs and leopards is that …
A the cheetah is larger and heavier than the leopard.
B the cheetah has a black line from its eye to its mouth.
C the cheetah has shorter legs and smaller feet.

5 Each individual African wild dog is different because it has …
A a unique way of calling to other dogs.
B ears with a unique shape.
C a unique pattern on its fur.

6 Of the following animals, the most endangered is …
A the African wild dog.
B the cheetah.
C the leopard.

7 THINK & SHARE Answer the questions.

1 Why is it important to save endangered species?
2 Do you think governments should spend more money on saving endangered species? Why? / Why not?

8 Work in small groups. Research an endangered species from the list. Use the questions to help you make a presentation to give to the class.

blue whale giant panda polar bear tiger wolf

- Where does the species live?
- How many animals are left?
- What does it usually eat?
- Why is the species endangered?
- What is being done to try and save it?

PHOTOCOPIABLE © Oxford University Press

2 DOCUMENTARY Bionic hand



Before watching

1 THINK & SHARE Work in pairs. Make a list of all the different types of robot you know. Then decide in which category each one should go.

Toys and entertainment	
Home	
Work and industry	
Medical	

While watching

2 Watch the video. Which prototype can be used by people who need a prosthetic hand?

A Prototype 1
B Prototype 2
C Prototype 3

3 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Easton Chapelle built his first robotic hand when he was a teenager.
2 He used parts of toys and other easy to find materials for his first hand.
3 He wanted to build a hand for anybody who wanted one.
4 Using a 3D printer makes producing a robotic hand more expensive.
5 People can download instructions to make their own robotic hand.
6 Easton designed his latest prosthetic for people who really need it.
7 You can make the hand pick something up by just looking at it.
8 This invention uses artificial intelligence to learn the user's movements.

After watching

4 THINK & SHARE How do you think Easton's bionic hand can be improved? Discuss your ideas with a partner and complete the table.

I don't like the colour. I think it could be more natural.

Things I like	Things that can be improved

5 With your partner, role-play a phone conversation.

Student A

Phone Easton and tell him your ideas. Remember to say what you like about his invention.

Student B

You are Easton. Listen to the suggestions and respond.

Writing

6 Work in pairs. Make a list of what you know about the invention.

7 Write a review of Easton's prosthetic hand for a tech magazine. Make sure you give your opinion and make recommendations about the product.



PHOTOCOPIABLE © Oxford University Press

4 DOCUMENTARY Shona faces her fear



Before watching

1 THINK & SHARE Look at the list below. Are you afraid of these things? Tick YES or NO. Then, add three of your own.

I'm afraid of …	YES	NO
spiders		
the dark		
getting lost		
flying in a plane		
my phone running out of battery		
missing out		
being late		
_____		
_____		
_____		

2 Compare your lists with a partner. Are you afraid of the same things?

While watching

3 Watch the video. Why is Shona afraid of horses?

4 Watch the video again. Write the emotion Shona feels during each event.

Event	Emotion
Riding before the accident	
First day at riding school	
Riding on the first day at riding school	
On the phone	
After riding on the gallops	

After watching

5 Watch the video again. Complete the phrases of encouragement Shona receives.

1 You'll be a_____!

2 Do not panic. Honestly. So just relax, keep b_____, you're doing great.

3 Shona, just relax, don't p_____.

6 Work in pairs. Role-play the situation. Then swap roles.

Student A

Choose one of the situations. Explain to your partner that you're nervous and you need some encouragement.

- you need to give a presentation
- you have an important exam
- you're in a talent show

Student B

Listen to your partner and offer them encouragement.

7 Work in pairs. Answer the questions.

1 When was the last time you felt … ?
- nervous
- scared
- confident
- brave

2 When was the last time you … ?
- gave something up
- lost control
- stayed calm
- were proud of yourself
- had to face a fear

Writing

8 Write a blog post about a time you faced a fear. Think about:

- what the fear was / why you were afraid
- how you overcame it
- how you felt afterwards
- what advice you would give to others in your situation

Make sure you include:

- a catchy title
- subheadings
- paragraphs
- informal language

PHOTOCOPIABLE © Oxford University Press

6 DOCUMENTARY Life afloat



Before watching

1 Look at the photo. Would you like to live on a houseboat? Why? / Why not?

2 THINK & SHARE Work in pairs. Think of three problems people who live on houseboats might have.

While watching

3 Watch the video. Answer the questions.

1 What is the main problem Andrea and Greg find?

2 How do they solve the problem?

A They turn the boat around and go back to where they started their journey.

B They help the boat that was in trouble and then pass through the lock.

C They look for somewhere to stop for the night and will continue their journey tomorrow.

4 Andrea is talking to someone from another boat. Watch the video again and complete the conversation.

Jack Have you lived on the boat for long, Andrea?

Andrea No, we used to have an apartment in the [1]_____. We got the boat a few months ago.

J What made you make such a big change?

A We were fed up with all the city lights and the [2]_____!

J I know what you mean. There's so much traffic in the city.

A It wasn't easy to adapt. The boat is so small and we only have one room. It's so important to be [3]_____ and clever with space.

J True. So, where are you travelling to?

A We've decided to spend the winter nearer to [4]_____, but we're not sure where exactly. We were hoping to travel a few miles today, but we couldn't pass through the [5]_____ lock.

J That's right, there has been an [6]_____. You'll be able to start your journey again tomorrow.

A Yes, it will be nice to have a rest. And look at Fig – she's ready for a good night's [7]_____.

After watching

5 Work in pairs. Read your instructions below and act out the role play.

Student A

You are Andrea. A friend is visiting your houseboat for the first time. Give them a tour of your home and answer their questions.

Student B

You are visiting Andrea's houseboat for the first time. Ask questions about her home.

Welcome to my home. This is the living room …

It's lovely. Where do you keep your clothes?

Writing

6 THINK & SHARE Work in groups. Make a list of tips for living on a boat. Think of at least ten ideas.

7 Write a blog post for a website about houseboats called *10 Tips for living on a boat*.

PHOTOCOPIABLE © Oxford University Press

8 DOCUMENTARY Bengaluru Eco Office



Before watching

1 THINK & SHARE Work in pairs. What environmental problems might there be an office? What solutions can you think of? Discuss and complete the table.

Environmental problems	Solutions
Too much paper is used	

While watching

2 Watch the video. Make a note of all the positive actions you see that help protect the environment.

3 Watch the video again. Complete the sentences.

1 Graffiti Collaborative is different from other companies because they care about _____.
2 Their support group helps them be aware of and reduce their _____.
3 At Graffiti Collaborative they believe that you can make useful items from almost any type of _____.
4 Because they cook in the office instead of buying takeaway meals, they don't have any _____.
5 The team prefer a vegan diet because vegetables don't require as many _____ as farming animals for meat.
6 Another thing that helps team-building in the office is _____ every day.
7 They don't have any food waste because they use it as compost to help _____.
8 As well as helping the environment, the way they work at Graffiti Collaborative is also good for the _____.

After watching

4 THINK & SHARE Graffiti Collaborative upcycle old tyres to make chairs. What could you make from the waste items below?



- food cans
- milk cartons
- old shoes or boots
- wooden pallets or crates
- an old football
- pair of jeans
- glass jars
- a gym mat

Writing

5 THINK & SHARE Imagine you work for a company and your boss has asked you to create a poster for a new eco-friendly policy in the office. Make a list of tips you could include.

6 Now choose your favourite tips and make a poster. Include a short explanation of each idea.

PHOTOCOPIABLE © Oxford University Press

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 406454 5 CLASSROOM PRESENTATION TOOL

First published in 2022

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:
p.5 Text is reprinted with kind permission of Zilla van den Born; p.25 The text appearing as audio is reprinted with kind permission of Zeki Basan; p.68 Text and image of Jose Adolfo included with kind permission.

Sources: p.29 www.climeworks.com; www.projectvesta.org; p.56 'How to be human: the man who was raised by wolves' by Matthew Bremner, 28 August 2018, The Guardian; 'Marcos Rodriguez Pantoja: Did this man live with wolves?' by Laura Plitt, 27 November 2013, BBC News; p.112 'Connoisseur turned crook who plundered Europe's galleries for the simple love of art' by John Hooper, The Guardian.

Cover images by: Getty Images (Skyscraper/fzant), (Drummer/LightFieldStudios), (Abstract swirl/oxygen); Shutterstock (Surfer/EpicStockMedia).

The publisher would like to thank the following for the permission to reproduce photographs:
123RF.com p.55 (Teacher arguing with student/Elnur Amikishiyev); 360Cities pp.48 (Euroligue basketball, Partizan vs Orlean/G.B), 76 (Docklands West India Quay/Willy Kaemena); Alamy Stock Photo pp.4 (GoodGym workers/Dinendra Haria), 8 (Cinema/Abaca Press), 12 (The Martian film still/Atlaspix), 13 (Codex Seraphinianus/Viennaslide), 25 (Tipi/KRCrowley), 26 (Deforestation/roberthardingl), 35 (Students in class/Janine Wiedel Photolibrary), 41 (Victorian operating theatre/Pictorial Press Ltd), 43 (Hospital treating Spanish flu/Everett Collection Inc), 51 (Volunteer/MBI), 53 (Rorschach inkblot test/Science History Images), 60 (Footballer/Micheko Productions, Inh. Michele Vitucci), (Blonde woman/Chris Rout), 65 (Container ship/Paul Rapson), (Woman at orange juice factory/Jim West), 70 (Banknotes/Dave Parker), 72 (Burger/Ingram Publishing), (Sweatshop/Renaud Rebardy), 73 (Banknotes and coins/Chris Howes/Wild Places Photography), 82 (Semi-detached house/Construction Photography), (Detached house/Martin Mayer), (Block of flats/Kathy deWitt), 83 (Hotell Hackspett/mauritius images GmbH), 86 (Family moving house/MBI), 88 (Newcastle flat/Carmen K. Sisson/Cloudybright), 95 (Hole-in-the-wall computer/Hemis), 97 (Student in dirty house/Mike Goldwater), 109 (Strawberry and ladybird/AC_Creative/Stockimo), 114 (Police officers with pedestrian/Geoff Smith), (Police officers with cyclist/Bill Wymar), 120 (Tourists with bus/travelib ireland), (Shore/Ann Rayworth), 125 (Cooker/Ingram Publishing); Jay Alvarez p.15 (I Play With the Phrase Each Other film still/Jay Alvarez); Zeki Basan p.25 (Zeki Basan/Zeki Basan); Mihail Botnari p.98 (Mihail Botnari/Mihail Botnari); Corbis Images p.16 (Teacher/Ocean); Óscar Corral Fotógrafo p.56–57 (Marcos Rodríguez Pantoja/Óscar Corral); Getty Images pp.4 (Students climbing stairs/Commercial Eye), 6 (Pupils learning via neural input/Heritage Images), 16 (Chef/Jetta Productions), 36 (Medication/Westend61), 44 (Laughing friends/SW Productions), 50 Getty Images (Boy/Sirikorn Thamniyom/EyeEm), (Man thinking/izusek), (Girl with hat/Richard Bailey); 55 (Mother and daughter arguing/Andy Sacks), 64 (Shipping containers/aydinmutlu), 78 (Woman on sofa/OJO Images), 82 (Skyscraper/Photodisc), 92 (Woman and data/Laurence Dutton), 106 (Till/Tom Werner); Tom Hadland p.98 (Tom Hadland/Tom Hadland); Hemera Technologies Inc. p.125 (Rug/Hemera Technologies Inc.); Kamae Design p.88 (Notepad/Kamae Design); Oxford University Press p.45 (Pharmacy/Gareth Boden); Tristan Pope p.14 (Tristan Pope shooting film/Milan Maric); Renzo Piano Building Workshop p.81 (Diogene house exterior/Lanoo, Julien © Vitra Inernational AG), (Diogene house blueprint/RPBW – Renzo Piano Building Workshop Architects); Shutterstock pp.6 (Futuristic background texture/Ensuper), 7 (Cake/TorriPhoto), (Gardening/Kostenko Maxim), (Cake decorating/Olga Gorchichko), (Drawing/shadow216), (Bingo card/Angela_Macario), (Stamp collecting/Sergey Ryzhov), (Baking/3445128471), (Sculpting/Alexey_Arz), (Painting/Kuznetcov_Konstantin), (Sewing/Marker Elena), 9 (Film negative frames on blue background/STILLFX), (Film strip/Alfonso de Tomas), 11 (Fashion blog on tablet/Kaspars Grinvalds), (Travel blog on phone/Georgejmclittle), (Nutrition blog on laptop/Proxima Studio), 16 (Actor/Kozlik), (Abstract colourful pattern/pluie_r), 20 (Bow and arrow/Lisa Charbonneau), (Lightsaber/valeo5), (Golden ticket/Yulia Glam), (Mask/ArliftAtoz2205), (Ring/PBO Photography), 22 (Meadow with crocuses/gorillaimages), (Waterfall/Perfect Lazybones), (Amalfi coast/proslgn), 24 (Abstract background texture/Daniel Lohmer), 28 (Futuristic town/Pavel Chagochkin), 29 (Olivine sand/Bonita R. Cheshier), (Space station/Dotted Yeti), 30 (Wrong and right arrows/Family Business), 31 (Polar bear on ice floe/Jan Martin Will), 32 (Climate change protest/Holli), 35 (Students outside/Halfpoint), 37 (Boy receiving first aid/NEstudio), 39 (Healthy breakfast/stockcreations), 40 (Green tea/zirconicusso), (Honey/kuleczka), (Olives and lemon/Fatih Samli), (Yoga/Friends Stock), 41 (Modern operating theatre/nimon), 42–43 (Virus background/Sebastian Kaulitzki), 44 (Notebook/Graphic design), 50 (Surprised woman/Krakenimage.com), 51 (Happy woman/Studio Grand Web), (Runner/baranq), (Nervous woman/fizkes), (Annoyed man looking in box/fizkes), (Talkative woman/Santipong Srikhamta), 52 (Pastel background texture/sacitarios), 53 (Personality test/Andrey_Popov), 55 (Shocked friend/Elena Elisseeva), 56–57 (Fur texture/We.photography), 58 (Smart-looking women in interview/Creativa), (Scruffy-looking women in interview/Andrey_Popov), 59 (Artist/Dmitry Naumov), 60 (Man running in street/Mangostar), (Man running on treadmill/EvMedvedeva), (Woman with afro/mimagephotography), 65 (Orange tree/Vova Shevchuk), (Truck at warehouse/Siwakorn1933), (Orange juice in supermarket/PopTika), 66 (Startup workers/Roman Samborskyi), 70 (Contactless card on reader/Proxima Studio), (Coins/Tania Kitura), (Credit card/ayosphoto), (Phone NFC transaction/scyther5), 71 (Printing money/zefart), (Man with shopping bags/Rawpixel.com), 72 (Coffee cup/S_Kuzmin), (T-shirt/Anan Kaewkhammul), (Cow/Clara Bastian), (Globe/Rawpixel.com), (Notebook/Graphic design), 73 (Jar with money/Kaikoro), 76 (Job interview/djile), (Hosiery/ArturKiselev), (Bank notes/ZDL), (Office space/Zastolskiy Victor), (Leaving the office/IR Stone), 79 (Seaside house/Sophie McAulay), (Luxury holiday house/Franck Boston), (Log cabin/Scott Prokop), (Mobile home/Konmac), 80 (Hong Kong skyline/EarnestTse), 82 (Cottage/mubus7), (Terraced house/Ewelina W), (City at night/f11photo), 83 (Happy couple/garetsworkshop), 84 (Row of houses/Daniel Mendes Domingues), (Bunch of keys/Irina Fischer), (Single keys/Winai Tepsuttinun), 85 (Detached house/Artazum), 87 (Roommates chatting/Monkey Business Images), 88 (Oxford flat/ERainbow), 93 (Seminar/Monkey Business Images), 96 (Open University/Pajor Pawel), 97 (Unhappy waiter/wavebreakmedia), (Lonely student/GaudiLab), 98–99 (Paper texture background/secondcorner), 100 (Head with brain/Fedorov Oleksiy), 109 (Sargasso Sea/Oskari Porkka), (Salt shaker/Alina Cardiae Photography), (Timer/LplusD), (Men in costumes/Stanislava Karagyozova), 110 (Crime scene/Prath), 112 (Museum interior/Rostislav Ageev), (Picture frames/prapann), 113 (Rhône–Rhine Canal/Pierre Jean Durieu), (Square picture frame/prapann), (Ornate picture frame/Poprugin Aleksey), (Picture frame/Phatthanit), (Tabloid picture frame/Gencho Petkov), 116 (Cork board background/marchello74), 120 (Landfill/vchal), (Panda/Hung Chung Chih), (Nature reserve/Dave Head), (Wind turbine and solar panels/MarcelClemens), 125 (Furniture/Sanit Fuangnakhon), (Sink/Rozhnovskaya Tanya), (Chimney/Alina Cardiae Photography), (House entrance/David Papazian); Shutterstock Editorial pp.9 (Jaws film still/Universal/Kobal), 10 (Vanity Fair film still/Shutterstock), 12 (Rupi Kaur/Arthur Mola/Invision/AP), 15 (Steven Soderbergh shooting film/Netflix/Kobal), 16 (Workman in puddle/Rodrigo Abd/AP), 17 (My Brilliant Friend poster/Landmark Media), (Black Panther poster/Everett Collection Inc), (The Lord of the Rings poster/New Line/Saul Zaentz/Wing Nut/Kobal), (Little Women poster/Moviestore), 18 (Life of Pi poster/Dune/Ingenious Media/Haishang/Kobal), 42–43 (Masked panic buyers/Claudio Furlan/AP), 81 (Diogene house interior through doorway/Georgios Kefalas/EPA), 94 (Ken Robinson/Amy Harris/Invision/AP), 120 (Arrival poster/Shutterstock); Dominika Slovackova p.98 (Dominika Slovackova/Dominika Slovackova); By Zilla – www.byzilla.com p.5 (Zilla van den Born in original beach scene/Zilla van den Born), (Unedited beach scene/Zilla van den Born), (Zilla van den Born in edited beach scene/Zilla van den Born); Yachay Productions p.68 (Jose Quisocala/Jorge De La Quintana).

360 Images
The publisher would like to thank the following for permission to reproduce media:
Alamy: U5H2d (Barrels of molasses/The Print Collector), U7H1A (Orestad College, Copenhagen/arcaid images), U7H6C (sitting on ergometers/dpa picture alliance), U7H6D ("moving classroom" while sitting on ergometers/dpa picture alliance), U7H6E (Eser, runs on a treadmill during the lesson/dpa picture alliance); Getty Images: U5H2a (Unloading barrels at docks/Daily Herald Archive); Oxford University Press: U1a (prop makers workshop/gareth boden/Oxford University Press), U7a (future classroom/Lee Teng/Beehive illustration); Shutterstock: U5H5a (Canary Wharf/Ant Clausen), U5H5b (Canary Wharf/IR stone), U1H3B (set of superheros/macrovector), U5H2B (canary wharf/I wei huang), U5H2C (trinity buoy wharf/elenachaykinsphotography), U7H2b(woman blogger/fizkes), U7H2C (portrait of teenage/paulaphoto), U7H2D (portrait of blonde teenage man/dean drobot), U7H2E (student carrying bag/ajp), U7H2F (cheerful girl/avocado fam), U7H2G (adult with foxy hair/wathome studio, U7H2H (african american business woman/krakenimages.com), U1H5a (3D printer/Alexander Tolstykh) (The Last Jedi poster/Faiz Zaki) (Laptop/Goran Bogicevic) (Lightsaber/Neil Lockhart) (Flying drone/Roman3dArt)

Commissioned photography by: Gareth Boden p.20 (prop workshop); MTJ Media pp.8, 22, 36, 50, 64, 78, 92, 106.

Illustrations by: Roger Penwill pp.54, 102; QBS p.67; Gavin Reece/New Division pp.111, 115, 148; Szilvia Szakall/Beehive Illustration pp.36, 46; Lee Teng/Beehive Illustration p.104.

Additional material written by:
Weronika Sałandyk (Vocabulary booster), Jane Hudson (Grammar booster), Paul Kelly (360 pages) and Helen Wendholt (Exam skills).

Vlogs
Stills from vlogs by: Oxford University Press/MTJ Media

Videos filmed and produced by: MTJ Media

The publisher would also like to thank the following reviewers for their helpful comments:
José Luis Rivero Amaya, Kati Elekes, Danica Gondova, Ferenc Kelemen, Eva Paulerová, Maria Fernada Puertas, Mehmet Seker and Kateřina Voleníková