OXFORD



LIFE VISION

Student Book

B2

Upper Intermediate

Jane Hudson and Neil Wood

OXFORD
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LIFE
VISION

Student Book

Guide for Classroom Presentation Tool

B2

Upper Intermediate

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Use present tenses and talk about injuries and treatment.

Saving someone's life

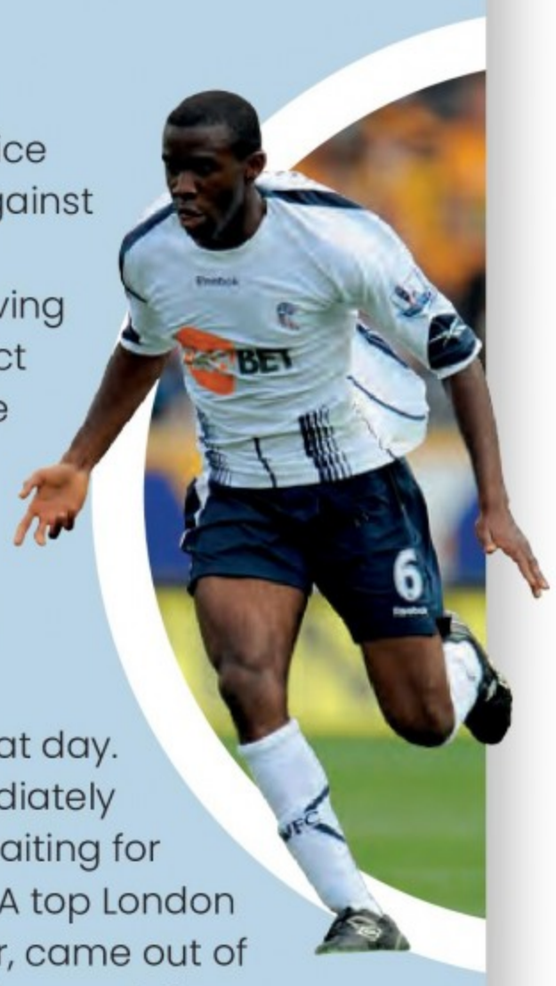
1 THINK & SHARE Look at the photos. Why might football fans show such support for a player?

2 Read the article. What happened to Fabrice Muamba? Why is he lucky to be alive?

Every second counts

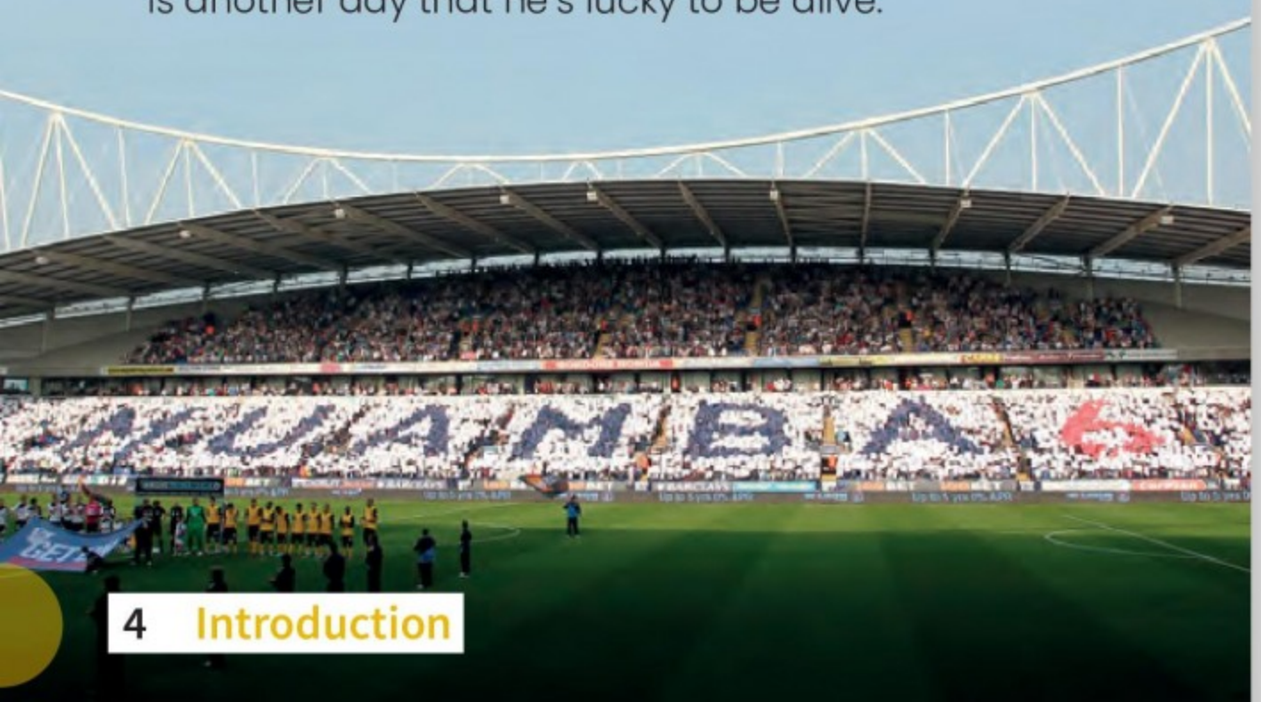
1 Every football fan knows that [1]players are always falling down and rolling around on the ground in pain during a match. Usually it's nothing serious – just a bump or a bruise or perhaps a sprained ankle. Occasionally, it's a severe injury like a broken leg. But professional football players are extremely fit. In many clubs [2]they train from nine till three every day, and [3]they always eat healthy food and get plenty of sleep. So, no one expects to see a footballer having a cardiac arrest, which is when someone's heart suddenly stops beating and they become unconscious.

2 Incredibly, this is what happened when Bolton Wanderers' star Fabrice Muamba collapsed in a match against Tottenham Hotspur. He was only 23 years old. When someone's having a cardiac arrest, it's essential to act quickly. You put both hands on the person's chest and push down hard and fast between 100 and 120 times a minute. [4]This moves the blood around their body and keeps them alive.



3 In one way, Muamba was lucky that day. Tottenham's medical team immediately started giving him first aid while waiting for the emergency services to arrive. A top London heart specialist, Dr Andrew Deaner, came out of the crowd to help too, and Muamba was taken to the hospital where Dr Deaner worked, rather than the nearest hospital. It was there, 78 minutes after collapsing, that Muamba's heart finally began working again and he started to recover.

4 Muamba stopped playing professional football after his cardiac arrest and started working to make more people aware of cardiac health and first aid instead. [5]Currently, he's working as a coach for an under-16 football team in the north of England. It isn't the same as playing professional football, but for Muamba every day is another day that he's lucky to be alive.



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

Injuries and being unwell	Medical experts
	Treatment and getting better

4 Complete the sentences with the words in Ex 3.

1 If you see that someone has _____ in the street, call the _____ immediately on 999 and get help.
2 A bad _____ can be blue, brown, purple or yellow and it can take days for your skin to _____.
3 If you see that someone is _____ and not breathing, you should immediately give them _____.
4 It's hard to walk with a _____, but it isn't a _____ – you just need to rest and put some ice on it.
5 People sometimes have to see a brain _____ after suffering a big _____ on the head.

5 Study the underlined sentences in the article and match them to the rules A–E.

Present tenses

We use the present simple …

A for facts and permanent situations.
B for habits and routines.
C for timetables and schedules.

We use the present continuous …

D for things happening now or around now.
E to describe annoying or repeated behaviour.

Dynamic verbs describe actions, and state verbs describe states, feelings and situations. We do not normally use state verbs in the continuous form.

GRAMMAR BOOSTER P128

6 Complete the post with the present simple or present continuous form of the verbs in brackets.

Ali
2hr

I [1]_____ (do) a first-aid course at school this term. The classes [2]_____ (take place) in the sports hall on Mondays after school. I [3]_____ (think) the course is great, but two students, Tom and Nick, never [4]_____ (take) it seriously. They [5]_____ (always / joke) in the lesson even when we [6]_____ (learn) important things. Our teacher [7]_____ (say) everyone should learn first aid because it [8]_____ (save) lives.

Like Comment Share

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

1 Imagine there is a first-aid course at your school this term. Would you do it? Why? / Why not?
2 Have you or anyone you know had a sports injury? What happened? How did you / they recover?

Bringing the outside in

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

1 Imagine a café with no plants and the same café with lots of plants. Which would you like more? Why?
2 What differences can plants make to a room?
3 In what way can plants affect your mood?

2 Read the article about biophilic classrooms. How are they different from normal classrooms? What difference do they make to the people in them?

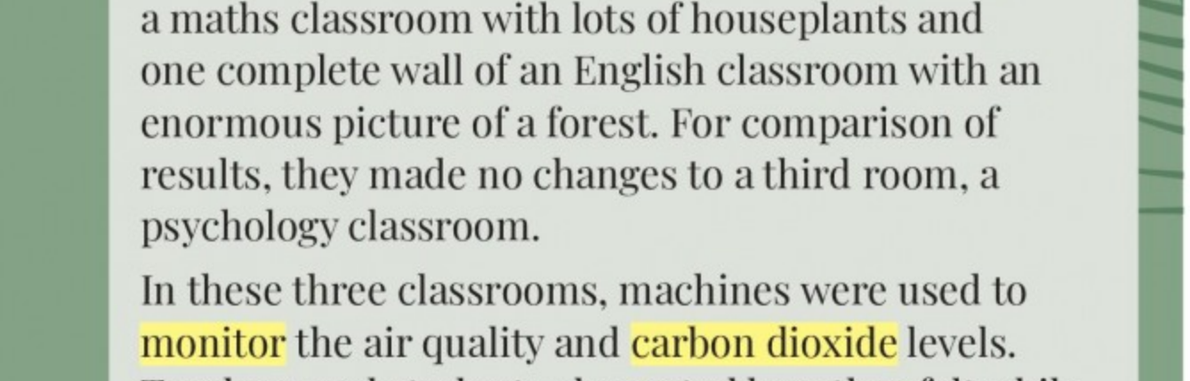
Biophilic classrooms – a better way to learn

Over the last few years, houseplants have become incredibly popular, especially with people living in towns and cities. The plants are often thousands of miles from their natural habitat of a tropical forest or rural landscape, but they can survive indoors without much effort. They are also an easy way for people to bring a bit of nature into their homes.

Recently, a school in London has been using many more plants, but not to examine their roots and leaves, or learn how they generate oxygen or how they are used to make biofuels. Instead, it has used a wide variety of indoor plants to transform two of its classrooms into biophilic spaces. From the Greek word *biophilia*, meaning a love of living things, biophilic classrooms allow teachers and students to have a closer connection with nature during the school day.

The project began when some of the teachers and students started researching the impact of houseplants on the students' mood and their ability to learn. For the experiment, they chose to modify a maths classroom with lots of houseplants and one complete wall of an English classroom with an enormous picture of a forest. For comparison of results, they made no changes to a third room, a psychology classroom.

In these three classrooms, machines were used to monitor the air quality and carbon dioxide levels. Teachers and students also noted how they felt while they were working in them. After only a month, the plants in the maths classroom had managed to increase oxygen levels and improve air quality by 10%. More than three quarters of students reported feeling happier and healthier in that room. Their ability to concentrate had improved too. Nobody had expected such amazing results from the biophilic classroom!



3 Read the article again and find one example of each of the narrative tenses below.

past continuous past perfect simple past simple
present perfect continuous present perfect simple

4 Complete the rules with the tenses in Ex 3.

Past tenses

We use the [1] _____ for finished actions at a known time in the past and the [2] _____ for activities in progress at a certain time in the past.
We use the [3] _____ for actions that started at an unspecified time in the past and have a connection or result now, and the [4] _____ for actions that started recently and are still in progress.
We use the [5] _____ for a finished action that happened before another action in the past.

GRAMMAR BOOSTER P129

5 Complete the comments with the correct form of the verbs in brackets.

1 Oh no! I think some of the plants _____ (die).
2 None of us _____ (hear) the word *biophilic* until our teacher _____ (explain) what it meant.
3 I _____ (give) the plants some water last week when I _____ (realise) how much I love nature!
4 We _____ (try) to learn the names of all the plants in the classroom recently, but I'm finding it hard.

6 VOCABULARY Match the highlighted words in the article to the descriptions.

1 the place where a plant normally grows or an animal lives
2 two parts of a plant
3 two gases in the air
4 to watch and check something over a period of time
5 two ways to describe change
6 plants that you keep inside your home
7 an alternative to petrol and diesel
8 two types of areas

7 Complete the sentences with words from Ex 6.

1 The _____ of plants grow under the ground.
2 We don't like big cities. That's why we live in a _____ part of the country.
3 You can _____ a dark room by painting the walls a light or bright colour.
4 Plants take _____ from the air and produce _____.
5 Bamboo forests are the _____ of pandas.
6 Teachers carefully _____ their students' progress.
7 Perhaps more cars will use _____ in the future.
8 We need to _____ this design to add a window.

8 Imagine you have transformed an area in your school or home using biophilic design. Write an email about it to a friend. Tell them how you developed the idea, and the stages of the project.

Use future tenses and talk about work and study.

Dreams for the future



1 THINK & SHARE Work in pairs. In what way can life for elephants in the wild be dangerous? How can they be protected?

2 Read the messages. What are Mia's plans for the summer? How will this help her future career?

Mia

Have a good summer, Anita! I won't see you for six weeks because I'm going to Namibia on Monday. My flight leaves really early in the morning. 😱

Namibia? Wow! How come you are going there?!

I'm doing voluntary work for the summer at Mangetti National Park there. In two weeks' time, I'll be helping monitor African elephants in the wild. My dream job is to work in wildlife conservation, so it's going to be amazing. And it'll look good on my personal statement when I apply to university in September!

Sounds awesome. What are you going to study?

Biology, but I'm going to choose a degree with modules in animal biology and ecology on the curriculum, and a placement in Year 3. That won't be part of my coursework, but it'll be good to take time out from studying and get a full-time job.

Do you think that kind of work will be well paid?

I don't think so, but I'll earn enough so I won't need a student loan that year. Hopefully, it'll help me get a job offer after I graduate too.

I'm not sure I understand how that will help.

You need to stand out from the other applicants when you apply for a job. Employers want to recruit graduates with the right qualifications, but they also want people with relevant work experience. I'll be able to put the voluntary work in Namibia and the work placement on my CV. That should help me get a job as a trainee wildlife biologist.

It sounds as if you've got a really good plan! Good luck and I'll see you in September!

3 VOCABULARY Work in pairs. Discuss the difference(s) between the highlighted words from the messages.

1 an applicant and a trainee
2 a personal statement and a student loan
3 coursework and a placement
4 voluntary work and work that's well paid
5 a module and a curriculum
6 recruiting someone and working full-time

4 Complete the sentences with words from Ex 3.

1 Look at the _____ to find out which subjects are taught on a course.
2 Voluntary work isn't _____ – you earn nothing!
3 Two modules don't have exams at the end of them. You get marks from the _____ that you do.
4 Companies often _____ graduate trainees who spent their third year in a placement with them.
5 University _____ should include all their interests and achievements in their personal statements.
6 In the UK, graduates start paying back their _____ when they get a full-time job.

5 Read the messages in Ex 2 again and find one example for each of the future tenses below, then complete the rules.

be going to future continuous present continuous present simple *will*

Future tenses

We use [1]_____ for predictions based on what we think, for decisions at the time of speaking and for promises and offers.
We use [2]_____ for plans and intentions and for predictions based on what we can see.
We use the [3]_____ for scheduled timetables.
We use the [4]_____ for future arrangements.
We use the [5]_____ for actions in progress at a time in the future.

GRAMMAR BOOSTER P130

6 Complete the message with the correct future form of the verbs in brackets.

Greetings from Cuzco! This time tomorrow, I [1]_____ (explore) Machu Picchu and I can't wait! Do you remember my cousin, Ade? He's backpacking round South America before university. Anyway, he [2]_____ (be) in Lima at the same time as me, so we [3]_____ (meet) for lunch on Wednesday! I [4]_____ (tell) you all about it when I get home in ten days. My flight [5]_____ (arrive) back at 3 a.m.! 😱

7 THINK & SHARE Work in small groups. Imagine you are going to go backpacking and be a volunteer before starting university or a job. Discuss the questions.

1 Which countries will you go to? Why?
2 What will you do to earn money?
3 What do you think will be the best things about your experience?

A different kind of tourism

1 THINK & SHARE Work in pairs. Think of reasons why travel and tourism are good for you. What makes a good holiday in your opinion?

2 Read the blog post. Which kind of tourism do you think is the most interesting? Why?

New blog post

Home Things to do Places to go Plan a trip

Some alternative travel ideas

There are many reasons why people choose to get away every year. Most want to relax in the sun and go somewhere hot on a package holiday. Some choose all-inclusive holidays, where there's no extra cost for meals and drinks at the hotel. But if you prefer a more unusual holiday experience, take a look at these different types of tourism.

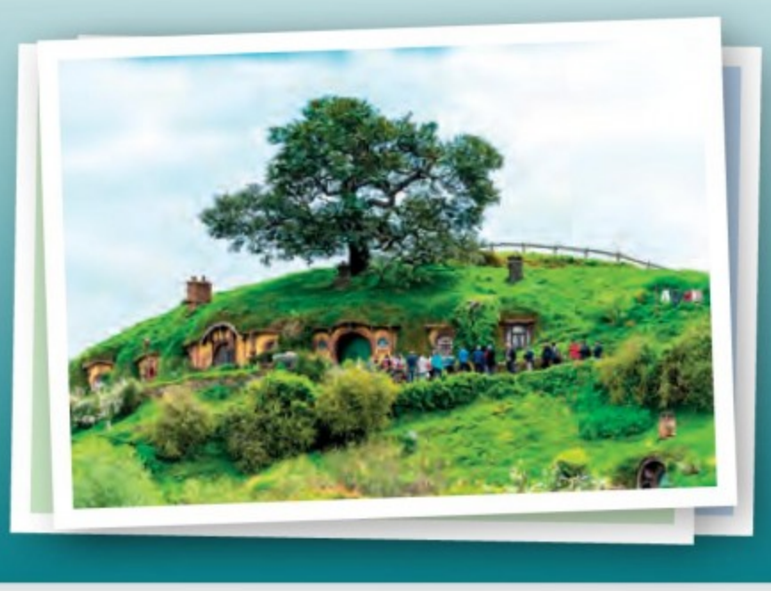
Adventure tourism is for people who want to avoid popular tourist resorts and whose hobbies include activities like rock climbing, mountain biking or canoeing. The more remote the location, the better!

Alphatourism is for holidaymakers who want to see more than just the famous tourist sites in a town or city. On a map, you find the name of the first and last street in the index. You draw a line on the map between these two streets and then follow this route, stopping to look at any interesting places that you discover along the way.

Experiential tourism is for travellers that want to discover the history and culture of a place by doing things which the local people do. A visit to a festival or local market, for example, is a memorable way to experience the sights and sounds of a place. You can observe people, try local food and drink, and practise the language.

Screen tourism is when people love a film so much that they make a booking to visit a place because it's connected to it in some way. New Zealand is popular with fans of The Lord of the Rings films. They go trekking in the Tongariro National Park, where some spectacular scenes were filmed. Or they visit the film set of Hobbiton, which is the town where the characters lived.

Tourism is much more varied than it was in the time of our parents, so don't be afraid to try something different the next time you go on holiday!



3 Read the blog post again and underline examples of the relative pronouns below.

that when where which who whose why

4 Complete the rules with the pronouns in Ex 3.

Relative clauses

We use **defining relative clauses** to identify what we are talking about. We use [1]_____ or [2]_____ for people and [3]_____ or [4]_____ for things. We use [5]_____ for places, [6]_____ for time, [7]_____ for reasons and [8]_____ to talk about possession. We can leave out the relative pronoun when it is the object of the relative clause.

We use **non-defining relative clauses** to give additional information about a person or thing. The pronouns are the same as in defining relative clauses, except that we don't use [9]_____ for people or [10]_____ for things. We always use commas to separate non-defining relative clauses from the rest of the sentence.

GRAMMAR BOOSTER P131

5 Look at the sentences and decide if they contain a defining or a non-defining relative clause. Then complete the sentences with a relative pronoun where necessary.

1 J.R.R. Tolkien, _____ wrote *The Lord of the Rings*, was a lecturer at Oxford University.
2 We ate in the restaurant _____ Daria told us about.
3 Mo, _____ hobby is baking, blogs about cakes.
4 Spring is the time of year _____ I love to travel.
5 Alphatourism is something _____ sounds fun to do.
6 I want to visit Havana, _____ is Cuba's capital city.

6 VOCABULARY Match the highlighted words in the blog post to the definitions.

1 places where a lot of people go on holiday
2 people who are on holiday
3 two things you do outdoors
4 something you do in order to travel somewhere
5 a type of holiday which includes the flights and hotel
6 something special that you won't forget
7 to go somewhere for a period of time for a holiday
8 including everything in the price

7 Complete the advert with words from Ex 6.



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

1 Which do you think is better, package holidays or independent travel? Explain your answer.
2 What's the most memorable place you've visited? Why? What did you do there?

1

VOCABULARY
Skills and natural talents
Learning and life stages

GRAMMAR
Past perfect simple and past perfect continuous
Used to, would, be / get used to

LISTENING
A podcast about autodidacts

READING
An extract from a coming-of-age novel

GLOBAL SKILLS
Emotional intelligence

SPEAKING
A social exchange

WRITING
An article

VISION 360°
Places of learning

VOCABULARY BOOSTER P120

GRAMMAR BOOSTER P132–133

Live and learn



The road to success

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

1 What do you think might be difficult about learning to ride a motorbike?
2 When you learn something new, do you pick it up quickly or do you have to work hard at it?

2 1.01 Watch or listen. Are the sentences true (T) or false (F)?

1 Yasmin has had several motorbike lessons before today.
2 Today's lesson started well but finished badly.
3 Yasmin struggled to go in and out of the cones in her lesson.
4 Zaki learned sign language from a new student at school who was hard of hearing.
5 Zaki got better at signing when he came up with a new method of learning.

3 VOCABULARY 1.01 Check the meaning of the **bold** words and phrases. Then watch or listen again. Answer the questions.

1 Which **dream** is Yasmin hoping to **fulfil** one day?
2 How easily did Yasmin **pick up the basics** of riding a motorbike?
3 What manoeuvre did Yasmin **attempt to** do at the end of the lesson? Was she successful?
4 What does Yasmin say **was a boost to her confidence**?
5 Why did Zaki decide to **watch online tutorials**?
6 Why **was** Zaki **motivated** at first when he started to learn sign language?
7 How many signs did Zaki **master** each week with his new method?
8 What really helped Zaki **overcome the problem**?

4 **REAL ENGLISH** Choose the correct meaning for the phrases in **bold**.

1 I spent some time **getting the feel of** the controls.
- **A** becoming familiar with
- **B** checking for damage

2 **That's always a plus**.
- **A** It's an advantage.
- **B** It's a disadvantage.

3 Drawing **comes naturally to me**.
- **A** I can do it, but not very well.
- **B** I find it easy, and I do it well.

4 It all **went downhill** after that.
- **A** started to go wrong
- **B** got to the bottom of a hill

5 I **wasn't getting anywhere**.
- **A** not going to the right place
- **B** not making progress

6 That **made all the difference**.
- **A** had an important effect
- **B** had no effect

5 Work in pairs. Answer the questions.

1 What do you think is the difference between a skill and a natural talent?
2 What skills and natural talents do you have that you are particularly proud of?
3 If you could be gifted with any natural talent, what would it be? Why?

6 **VOCABULARY** Complete the comments about learning new skills with the words below.

attention capable gain hopeless
inspired potential theory

1 I practised in front of a mirror every night to _____ **experience**.

2 I think I **have the** _____ **to** do this as a career.

3 At first, I **was** _____ **at** getting the lighting right.

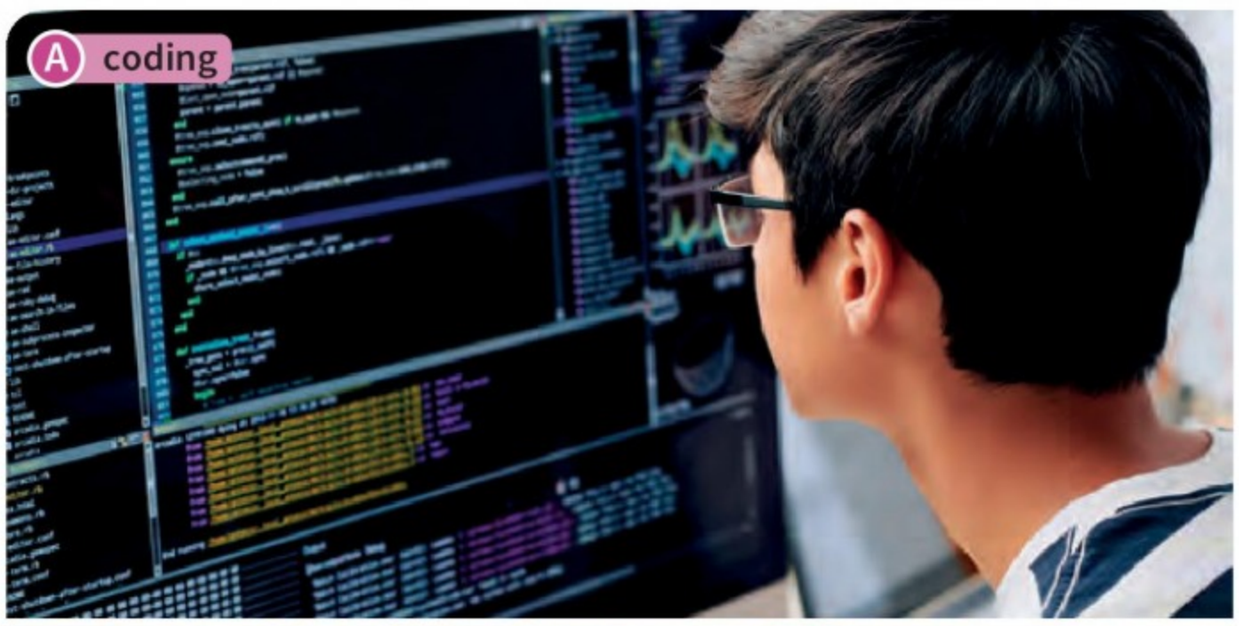
4 A friend who had developed his own app _____ **me to** have a go myself.

5 I learned that I had to **focus my** _____ **on** my body language.

6 Once I'd finished the course, I had to **put the** _____ **into practice** and take some pictures of my own.

7 I didn't think I'd ever **be** _____ **of** standing up in front of a whole room of people.

7 Work in pairs. Match comments 1–7 in Ex 6 to photos A–C. Some comments match more than one photo.





8 **1.02** Listen to Alisha and Ethan, two students, talking about a skill they have learned. Answer the questions.

1 Who inspired Alisha to learn to play the drums?
2 What did she focus her attention on first?
3 What did she do to gain experience?
4 Has she had to overcome any problems?
5 How did Ethan attempt to learn how to surf?
6 How easy did he find it to put the theory into practice?
7 What was a boost to his confidence?
8 How long did it take him to master surfing?

9 You are going to talk about a skill you have learned. Make notes on what you are going to say. Use the questions in Ex 8 to help you.

10 Work in small groups. Take turns to tell each other about your skill. After each turn, ask at least one follow-up question per person about the skill.

11 **THINK & SHARE** Work in pairs. Discuss the questions.

1 Which skills and talents have been the most useful for you so far in your life?
2 Which new skills do you think you may have to learn in the future in order to fulfil your dreams?

Use the past perfect simple and continuous to talk about talented young people.

Past perfect simple and past perfect continuous

1 Read the post on Yasmin and Zaki's blog. Answer the questions.

1 Who is the subject of the post?
2 What did she achieve?
3 What record did she break?



Posted by Yasmin and Zaki

One talented young person I admire is Japanese skateboarder Kokona Hiraki. Kokona was only twelve years old when she participated in the 2020 Tokyo Olympics. At the time, [a]she had been skateboarding for seven years. She was inspired to take up the sport by her mother, Minako, who [b]had been a skate fan since she was young. Kokona soon picked up the basics and went on to master more complicated tricks. When it was announced that skateboarding would be an Olympic sport at the Tokyo Games, I bet Kokona began dreaming of winning a medal.

Kokona was probably delighted when she discovered [c]she had qualified for the Games. I'm sure she passed the qualifying round because [d]she had been practising so much! When she came second in the final of the women's park event, she became the youngest Japanese medallist of all time.

I think Kokona is amazing, and she has inspired me to improve my skateboarding skills.



Posted by Fatima@4TT

Comment

2 Study the underlined sentences a–d in the blog post. Then complete the rules with *past perfect simple* or *past perfect continuous*.

Past perfect simple and past perfect continuous

Grammar animation

1 We use the _____ to talk about an action or situation that finished before another action or situation in the past. The form is *had / hadn't* + past participle.
2 We use the _____ for longer actions or situations that happened before another action or situation in the past. The form is *had / hadn't* + *been* + verb + *-ing*.
3 With state verbs (*be*, *have*, *know*, *believe*, etc.), we use the _____ with *for* and *since* to talk about the duration of an action.
4 With action verbs (*go*, *jump*, *play*, *run*, etc.), we usually use the _____ with *for* and *since* to talk about the duration of an action.

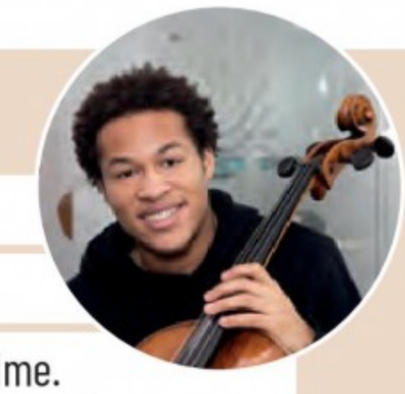
GRAMMAR BOOSTER P132

3 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in brackets.

1 My cousin _____ for years before she became a doctor. (study)
2 Before his injury, Jamal _____ the potential to become a world-class swimmer. (have)
3 They _____ for months when the competition was cancelled. (train)
4 We _____ for long when the first speaker came onto the stage. (not wait)
5 By the age of 25, she _____ the youngest actor to win an Oscar. (become)

4 1.03 Listen to a podcast about musician Sheku Kanneh-Mason. Complete the timeline with Sheku's age at the time of each event.

SHEKU KANNEH-MASON



1 ___ Sheku started playing the cello.
2 ___ He passed the final cello exam.
3 ___ He appeared on TV for the first time.
He first performed with the Chineke! Orchestra.
4 ___ He became Young Musician of the Year.
5 ___ He entered the Royal Academy of Music.
He made his first album, *Inspiration*.
6 ___ He made his second album, *Edgar*.

5 Complete the biography with the phrases below. Use the past perfect simple or past perfect continuous form of the verbs.

become one of the best-known classical musicians
make two successful albums master the instrument
appear on TV perform in an orchestra play the cello

Biography >

A talented young musician

When Sheku Kanneh-Mason was seventeen, he won the Young Musician of the Year award. At the time, he [1]_____ for eleven years. He started playing at the age of six, and he [2]_____ by the time he was nine. When Sheku finished school, he went on to study music at the Royal Academy of Music. By then, he [3]_____ for two years, and he [4]_____ many times. By the time he was 21, Sheku [5]_____ and he [6]_____ in the UK.

6 Work in pairs. You are going to tell each other about another talented young person. Student A: Turn to page 149. Student B: Turn to page 151. Follow the instructions.

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

1 Which of the young people would you most like to meet: Kokona Hiraki, Sheku Kanneh-Mason, Gitanjali Rao or Jack Cable? Why?
2 What three questions would you ask the young person you chose?

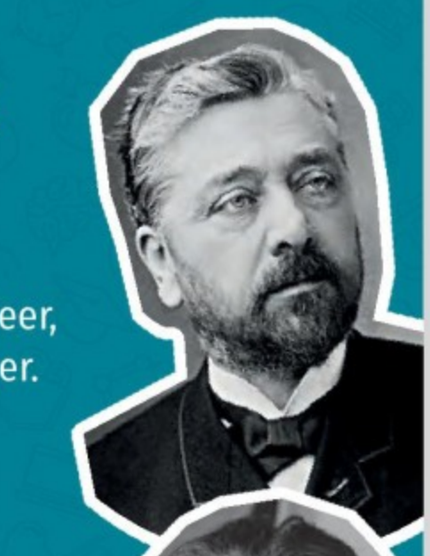
Teaching yourself

1 Work in pairs. Read the information about a podcast. What do you think an 'autodidact' is?

UPCOMING PODCASTS

AUTODIDACTS

In this week's podcast, we look at six famous people who have something fundamental in common.





Gustave Eiffel (1832–1923) French civil engineer, best known for the world-famous Eiffel Tower.

Jane Austen (1775–1817) English novelist, known primarily for her six major novels, including *Sense and Sensibility*.

Katherine Johnson (1918–2020) American mathematician, one of the first African American women to become a top NASA scientist.

Vincent van Gogh (1853–1890) Dutch painter, famous after his death for works such as *Sunflowers* and *Starry Night*.

James Cameron (1954–present) Canadian film-maker, best known for making sci-fi and epic films such as *Avatar* and *Titanic*.

Kató Lomb (1909–2003) Hungarian interpreter, translator and one of the first simultaneous translators in the world.

2 1.04 Listen to the introduction to the podcast and check your ideas in Ex 1. What do you learn about Jane Austen and James Cameron being autodidacts?

STRATEGY Using key words to identify the main point

It is sometimes helpful to make a note of key words while you are listening to a recording. After listening, you can use these words to write a sentence summarising the gist of each part of the recording. These sentences will help you distinguish between the different parts of the recording and identify the main points.

3 1.05 Read the strategy. Then listen to the rest of the podcast. Make a note of the key words you hear for each of the other autodidacts in Ex 1.

4 Work in pairs. Use your key words to write one or two sentences summarising the information about each autodidact.

5 Use your summary sentences to help you complete the sentences with the name of the autodidacts from Ex 1.

1 _____ acquired a second skill in later life that contributed to an important technological development.
2 _____ developed their skill through detailed study of some novels.
3 _____ learned a further skill in middle age after playing a vital role in a series of historic events.
4 _____ began developing their skill from books and other professionals in early adulthood.

6 1.05 Listen again. Are the sentences true (T), false (F) or not given (NG)?

1 Kató Lomb developed her own method of learning languages because she didn't find conventional language lessons interesting.
2 Lomb used the margins of the book to write down words she didn't recognise.
3 Vincent van Gogh had his first experience of drawing when he was at school.
4 In his later works, van Gogh put much of the theory he had learned at art school into practice.
5 Gustave Eiffel was one of the best students in his class at engineering college.
6 Eiffel used his own research facilities to carry out his experiments.
7 Katherine Johnson was overqualified to do the first job she was hired for in NASA.
8 Johnson's job on the Space Task Force was tracking the route of spacecraft once they had left the Earth.

7 VOCABULARY Check the meaning of the phrasal verbs below. Then complete the extracts from the podcast. Change the form of the verb if necessary.

catch up on come across drop out
figure out go on to (do sth) go through
live up to pick up

1 She noted the words she could _____ from the context in the margins of the book
2 She looked up the unknown words she _____ more than once.
3 Grammar rules she _____ as she went along.
4 He was already 27 when he decided to become an artist, so he had a lot to _____.
5 He had not _____ expectations and was dismissed after a year.
6 He soon _____ after arguing with the professors.
7 He _____ build hundreds of bridges and other structures.
8 She worked as a 'human computer', _____ the calculations of flight tests and adding up the numbers.

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

1 Have you ever taught yourself a skill? If so, what was it? If not, which skill would you like to learn?
2 Are there any skills that you think are impossible to pick up without having lessons? Which ones?
3 Do you think anyone can be an autodidact? Why? / Why not?
4 Do you think it's easier or more difficult to be an autodidact today than it was in the past? Why?

1.4 VOCABULARY

Talk about the ages we do things best.

The best age

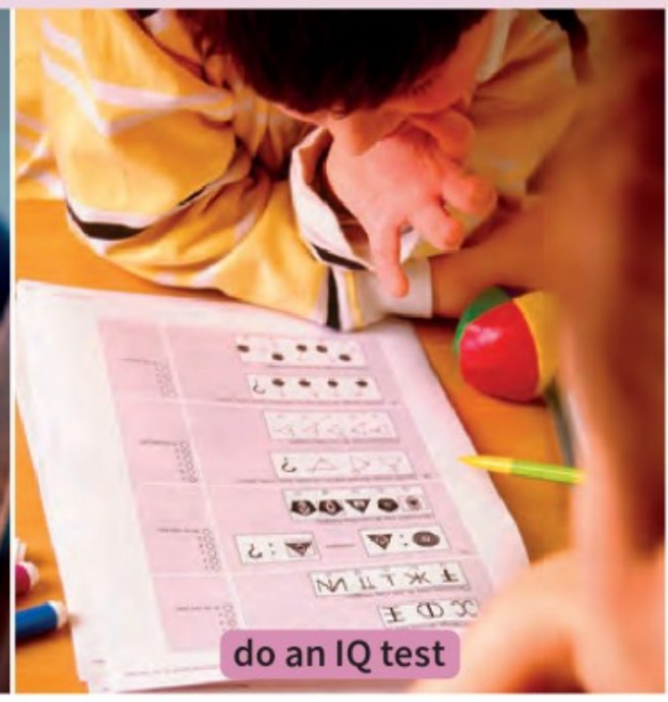


do mental arithmetic


run a marathon



learn a foreign language


do an IQ test

1 Work in pairs. Look at the photos. At what age do you think people do these skills best?

2 Read the infographic. Check your answers in Ex 1. Which 'best age' surprised you most?

Peak ability

What's the best age to do an IQ test? How about running a marathon? Read on to find out the best ages, according to science.

0–10

Researchers say that the best age to [a]acquire a second language is around six or seven, when it's easiest for us to [b]absorb information. As we approach adolescence, our studies begin to [c]distract us, and it becomes harder.

11–20

Our brains appear to learn the fastest when we're in our late teens. Scientists have found that two regions of the brain work together when a teenager is doing a learning task; when an adult does the same task only one area is involved. This may be because teenagers have to learn so many new things before they can become independent.

21–30

Having entered adulthood, we reach our peak in all kinds of different mental and physical skills. Research has shown that we are more capable of [d]recalling people's names at 22 than at any other age. And an analysis of the finishing times of over 45,000 athletes in the New York Marathon has revealed that the best age to take part for men is 27 and for women 29.

31–45

According to academics, our brains don't become fully developed until we reach 30 – or beyond. At this age, we have picked up enough information in our field and gained enough life experience that many of us are potential geniuses! Famous scientists and inventors like Marie Curie and Henry Ford made their big discoveries in their mid to late 30s.

46–60

Our emotional intelligence seems to improve as we become more mature, and we get better at 'reading' the emotions on people's faces. This may be why we are best at judging people's characters in middle age. Researchers have also found that we are also better at making financial decisions at this age. Fifty-year-olds have been shown to be the best at [e]mental arithmetic.

61+

Have you ever wondered why your gran is so good at crosswords? Well, that's because the older generation tend to [f]have an extensive vocabulary. And more people appear to [g]be wise after retirement. In an experiment to find the best solution to a conflict, the oldest group, comprising those between 60 and 90, performed much better than all the other groups.

3 VOCABULARY Match the highlighted life stages in the infographic to the descriptions below.

1 between the ages of about 45 and 60
2 the time when you stop work because you have reached a particular age
3 people in society who have lived for a long time
4 in many cultures, the state of being over eighteen
5 the period when a person is developing from a child into an adult
6 behaving in a sensible way, like an adult
7 the years between seventeen and nineteen

4 Work in pairs. Discuss the questions, justifying your answers. Use the life stages in Ex 3.

At what age do you think people …

1 have the greatest life satisfaction?
2 have the strongest muscles?
3 have the strongest bones?
4 have the greatest desire to settle down?
5 are best at recognising the faces of strangers?
6 make the biggest decisions?

5 1.06 Listen and check your answers in Ex.4. How many did you guess correctly?

6 VOCABULARY Replace the **bold** words with the underlined words and phrases a–g in the infographic.

1 Do you sometimes find it hard to **learn and understand facts**? What can you do to make it easier?
2 Have you ever made a decision that you consider to **be very sensible**? What was the decision?
3 Why might it be useful to **know a lot of words**?
4 What can **stop you paying attention** when you're trying to study? What do you do to focus?
5 How useful do you think it is to **learn English or Mandarin**? Why?
6 At what age were you capable of doing **maths in your head**?
7 How good are you at **remembering what people are called**?

7 Work in pairs. Ask and answer the questions in Ex 6.

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

1 What do you think are the advantages and disadvantages of being a teenager?
2 What do you think are the advantages and disadvantages of being an adult?
3 In your opinion, what is the best age? Why?

Used to, would, be / get used to

1 Work in pairs. Think back to your childhood. Discuss the questions.

Can you remember ...



1. a TV show you watched when you were five?
2. a kind of food you enjoyed / couldn't stand when you were four?
3. a story you loved hearing when you were three?
4. a children's song you sang when you were two?
5. a toy you played with when you were one?

2 Read the article and answer the questions.

1. What is childhood amnesia, and how does it affect us?
2. What explanation is given for people who have memories from early childhood?

Our earliest *memories*

Few of us are capable of remembering anything from the first three or four years of our lives. The things we do recall are often influenced by photos we have seen or stories we have been told. Scientists call this loss of early memories 'childhood amnesia', but the phenomenon is still not fully understood. Researchers have discovered that children and teenagers have earlier memories than adults, which suggests that childhood memories gradually disappear as we get older. They have also found that the people with the earliest memories are those who, as children, were used to hearing their families talking about happy times in the past. They may have reminisced about places the family used to go on holiday and what they would do there. They might mention the day the whole family went snorkelling and saw some amazing fish. Perhaps they discussed what the neighbourhood used to be like when the family first moved in and the primary school the children attended for six years. One thing your parents are sure to remember is the food their children didn't use to like at mealtimes. Reminiscing is all about sharing experiences with others, and we get used to doing it more as we grow older. Science has shown that it's one of the best ways of maintaining our earliest memories.

3 Study the underlined sentences in the article. Then choose the correct alternative to complete the rules.

Used to, would and *be / get used to*

Grammar animation

We use *used to* and *would* + infinitive to talk about habits and situations that were different in the past.

1. We don't use ***used to*** / ***would*** to talk about past states.
2. We use ***used to*** / ***would*** for past questions and negatives.
3. We always use **the past simple** / ***used to*** for a finished action which happened only once in the past.
4. We use **the past simple** / ***used to*** to say how long a past habit or situation lasted.
5. We use *be used to* to talk about things we are already familiar with and *get used to* to talk about things we are becoming familiar with. We use *be used to* and *get used to* with the **infinitive** / ***-ing* form**.

GRAMMAR BOOSTER P133

4 In which sentences can *used to* be replaced with *would*? Why?

1. My brother used to distract the other students in his class.
2. Eva used to believe her dreams were out of reach.
3. My parents didn't use to watch online tutorials.
4. I'm not used to getting up early.
5. I can't get used to living in a big city.

5 1.07 PRONUNCIATION Listen to the first sentence in Ex 4. Circle the correct pronunciation of *used to*: A or B. Then practise saying the rest of the sentences.

A /'ju:st tu/ B /ju:zd tu/

6 Complete the forum post with *be / get used to*, *used to* or *would* or the past simple where *used to / would* is not is possible.

What is your happiest childhood memory?

Comments

When I was little, I [1] _____ (always / look forward) to my grandparents coming to visit. I [2] _____ (not see) them very often as they lived abroad. The best thing about their visit was that my grandad [3] _____ (always / bring) me a new toy plane. I soon [4] _____ (receive) the same present every time, and I was never disappointed. I [5] _____ (love) those planes! Every afternoon, we [6] _____ (go) to the field opposite my house to fly them. I never wanted to use those planes with anyone else because I [7] _____ (fly) them with my grandad. I remember one day the plane we were flying [8] _____ (crash) into a tree, so we had to go home and mend it. My grandad mended it so well that it [9] _____ (last) for the rest of their visit.

7 1.08 Listen to four speakers reminiscing about the past. Match the speakers to the topics below. There are two extra topics.

clothes friends holidays
school siblings toys

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

8 Write at least two sentences about each of the speakers in Ex 7. Use *be / get used to*, *used to* or *would*. Compare with a partner.

9 Practise reminiscing with a partner about the topics in Ex 7.

10 THINK & SHARE Work in pairs. What do you think is your happiest memory? Why?

1.6 READING

Understand new words in an extract from a coming-of-age novel.

The Outsiders

1 Work in pairs. Read the description of 'coming of age'. Then answer the questions.

Coming of age

The term 'coming of age' refers to the period in a young person's life when they make the transition from childhood to adulthood. The specific age for this moment varies between societies, and different cultures celebrate it in different ways. Literature, cinema and music often refer to the theme of coming of age because of the challenges associated with this change.

1 When is a person's coming of age in your country? Do you think this is the right age? Why? / Why not?
2 What might some people find challenging about the transition from childhood to adulthood? Why?

2 1.09 Read the background and the extract from *The Outsiders* by S.E. Hinton. Ignore any new words for now. What do you learn about the main character?

STRATEGY Understanding new words and phrases

When you come across a new word or phrase, there are several things you can do to try to guess its meaning.

1 Focus on the context. Read the sentence containing the word or phrase and look for clues to the meaning.
2 Look at each part of the word or phrase. You may recognise one part, which may help you guess the rest.
3 Think about your own language. There may be a word that is similar to the new word or phrase.

3 Read the strategy. Then use the information to help you choose the correct meaning for the highlighted words and phrases 1–6 in the extract.

1 **A** likes very much **B** hates
2 **A** pleasantly surprised **B** suddenly attacked
3 **A** wealthy and fashionable people **B** people who fly a lot
4 **A** closely monitored **B** closely linked
5 **A** think about things carefully **B** study for exams
6 **A** driving past **B** following

The Outsiders



Background

The Outsiders is a coming-of-age novel written by S.E. Hinton when she was in her mid-teens. The book explores the conflict between two rival gangs: the working-class 'Greasers' and the upper-class 'Socs' (pronounced /ˈsəʊʃɪz/). The main character is fourteen-year-old Ponyboy Curtis, who, like his two older brothers, Darrel and Soda, is a Greaser. The boys' parents were killed in a car crash some time ago. In the story, Ponyboy has to chart a path between right and wrong on his journey from teenager to adult.

Extract

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch movies undisturbed so I can [a]get into them and live them with the actors. When I see a movie with someone it's kind of uncomfortable, like having someone read your book over your shoulder. I'm different that way. I mean, my second-oldest brother, Soda, who is sixteen-going-on-seventeen, never cracks a book at all, and my oldest brother, Darrel, who we call Darry, works too long and hard to be interested in a story or drawing a picture, so I'm not like them. And nobody in our gang [1]digs movies and books the way I do. For a while there, I thought I was the only person in the world that did. So I loned it.

. . .

I went on walking home, thinking about the movie, and then suddenly wishing I had some company. Greasers can't walk alone too much or they'll get [2]jumped, or someone will come by and scream 'Greaser!' at them, which doesn't make you feel too hot, if you know what I mean. We get jumped by the Socs. I'm not sure how you spell it, but it's the abbreviation for the Socials, [3]the jet set, the West-side rich kids. It's like the term 'greaser,' which is used to class all us boys on the East Side.

. . .

I could have waited to go to the movies until Darry or Sodapop [b]got off work. They would have gone with me, or driven me there, or walked along, although Soda just can't sit still long enough to enjoy a movie and they bore Darry to death. Darry thinks his life is enough without inspecting other people's. Or I could have gotten one of the gang to come along, one of the four boys Darry and Soda and I have grown up with and consider family. We're almost as close as brothers; when you grow up in a [4]tight-knit neighborhood like ours you [c]get to know each other real well. If I had thought about it, I could have called Darry and he would have come by on his

4 Read the extract again and choose the correct answer: A, B, C or D.

1 Ponyboy is different from his brothers because …
- **A** he gets into trouble for fighting and stealing.
- **B** he's always happy and smiling.
- **C** he dresses differently from the boys in the neighbourhood.
- **D** he's clever and enjoys reading books and watching films.

2 When Ponyboy is walking home, he regrets …
- **A** not being a 'Soc'.
- **B** being alone on the street.
- **C** leaving the cinema early.
- **D** seeing the film.

3 In paragraph 3, we learn that the other gang members tend to …
- **A** treat Ponyboy like a child.
- **B** argue with Ponyboy's brothers about him.
- **C** look after Ponyboy because he is one of them.
- **D** ignore Ponyboy because he's too young.

4 Ponyboy didn't ask anyone to pick him up because …
- **A** he didn't think about it.
- **B** everyone else was busy.
- **C** he didn't want to annoy his brother.
- **D** nobody knew that he went to the cinema.

5 By the end of the extract …
- **A** Ponyboy has been joined by his friend Johnny.
- **B** Ponyboy's brothers have found him.
- **C** Ponyboy has reached the safety of his home.
- **D** Ponyboy is aware he is in danger.

5 VOCABULARY Match the underlined words and phrases with *get* a–f in the extract to definitions 1–6.

1 leave work with permission
2 spend time with somebody so that you gradually learn more about them
3 leave a closed vehicle
4 become interested in something
5 fetch somebody
6 find and capture someone

6 Complete the sentences with the words and phrases with *get* in Ex 5.

1 When I _____ a novel, I completely forget about the world around me.
2 I definitely should have asked one of my brothers to come and _____ from the cinema.
3 I was hoping my brothers would arrive before the Socs could _____ me.
4 I try not to ask Darry to _____ work on my account if I can avoid it.
5 You have a good idea of what's going to happen when a car stops and a gang of Socs _____.
6 Darry's quite sensitive once you _____ him.

7 MEDIATION Read the extract again. Write a profile of Ponyboy for a friend who will play him in a play, in at least six sentences. Include information on his age, living / family / economic situation, type of friends he has and his attitude to life.

8 Work in pairs. *The Outsiders* is set in 1960s America. Which of the themes below can you identify in the extract? Give examples from the text.

family friendships sense of identity
social conflict social groups

9 THINK & SHARE Work in small groups. Think about the issues that are important for your generation. What would be the themes of a coming-of-age-novel set now?

way home and picked me up, or Two-Bit Mathews – one of our gang – would have come to [d]get me in his car if I had asked him, but sometimes I just don't [5]use my head. It drives my brother Darry nuts when I do stuff like that, 'cause I'm supposed to be smart; I make good grades and I have a high IQ and everything, but I don't use my head. Besides, I like walking.

I about decided I didn't like it so much, though, when I spotted that red Corvair [6]trailing me. I was almost two blocks from home then, so I started walking a little faster. I had never been jumped, but I had seen Johnny after four Socs [e]got hold of him, and it wasn't pretty. Johnny was scared of his own shadow after that. Johnny was sixteen then.

I knew it wasn't any use though – the fast walking, I mean – even before the Corvair pulled up beside me and five Socs [f]got out.



Understand and discuss how to use emotional intelligence.

Emotional intelligence

1 Work in pairs. Read the quote and answer the questions.

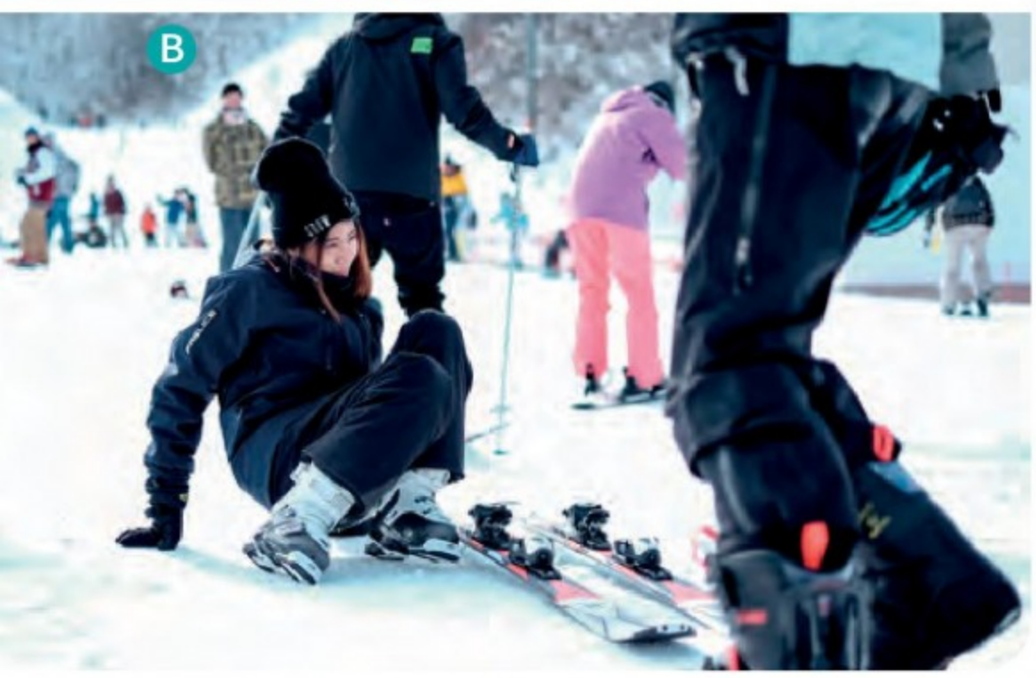
> **Emotions are what make us human – they are beautiful but they can also lead to problems if we let them control us.**

1 Which emotions would you describe as 'beautiful'?
2 Which emotions do you think might lead us to do something we later regret?
3 How can we stop our emotions from controlling us?

2 Work in pairs. Look at the photos and answer the questions.

1 What is happening in each one? How do you think the people are feeling? Why?
2 What might they do next?
3 How might their reaction affect the outcome of the situation?







3 Read the introduction to the article. What is the difference between IQ and EQ?

IMPROVING YOUR EQ



Most people have heard of IQ, the test score that indicates a person's level of intelligence. But have you ever come across EQ? EQ refers to emotional intelligence: the ability to recognise emotions and feelings and to understand the effect that they have on you and on other people. EQ is an extremely useful skill, so here are some tips on how to learn it.

Identify your own strengths and weaknesses
Are you patient and honest? Or do you [1]_____ and blame others before looking at yourself? Being honest with yourself helps you to understand your [2]_____.

Control your emotions
Think about what you feel and why. 'Negative' emotions like anger may sometimes [3]_____; use your [4]_____ to decide how to express them to achieve a positive result.

Know what you want
Emotional intelligence helps you understand what's important. Practise being polite but [5]_____. It's OK to say *no* to things you don't want to do.

Show empathy
Try to see things from other people's [6]_____. It's important to understand other people, even if you don't agree with them. If you understand people's feelings, it will help you to understand their actions and decisions.

Demonstrate good social skills
Good social skills make interaction go smoothly and help [7]_____. Dealing with [8]_____ and apologising when you make a mistake takes courage and shows you're taking responsibility for your actions.

4 VOCABULARY Check the meaning of the words or phrases below. Then complete the article in Ex 3.

assertive be justified criticism judgement lose your temper maintain relationships perspective state of mind

5 Which tip in the article do you think is the most useful? Why?

6 1.10 Listen to a student called Keira describing a problem to a friend. Answer the questions.

1 What kind of job did Keira use to have?
2 What were David's strengths and weaknesses?
3 What did Keira do that she later regretted?
4 What were the immediate consequences of Keira's actions?

7 Work in pairs. What do you think Keira did to resolve the issue? Use the tips in the article to help you.

8 1.11 Listen to Keira describing how she resolved the issue. Compare your answers in Ex 7. Which actions did she take for each of the tips in Ex 3?

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

1 Look at the photos in Ex 2 again. How could the people use emotional intelligence to achieve a positive outcome to the situations?
2 How could emotional intelligence be useful a) at exam time and b) in a future career?

A social exchange



1 Work in pairs. Imagine you start talking to someone on a train. What do you think you might talk about?

2 1.12 Listen to a conversation between two people who have just met on a train. Answer the questions.

1 Which topics do they talk about?
2 What do they have in common?

3 Work in pairs. Imagine you have just met the person opposite you on a train. Start a conversation using your list of topics in Ex 1. Can you find anything you have in common?

4 1.13 Listen to three students having a social exchange in a speaking exam. Match the students to descriptions A–C of their answers. Who gave the best answer? Why?

1 Layla	A rehearsed and irrelevant
2 Ali	B short and incomplete
3 Kate	C spontaneous and complete

5 1.14 Read the question cards A–D. Then listen to two more students in a speaking exam and answer the questions.

1 Which questions does Jack answer?
_____ and _____
2 Which questions does Geeta answer?
_____ and _____
3 How would you describe their answers? Use a description from Ex 4.

STRATEGY Being able to backtrack and reformulate to correct errors or slips

It is normal to make mistakes when you are speaking. The important thing is to recognise the mistake so that you can go back and correct it.

6 1.14 Read the strategy and the Phrasebook. Listen to the social exchanges in Ex 5 again and complete the Phrasebook.

PHRASEBOOK Restating your ideas

Admit that you didn't say the right thing
Sorry, that didn't [1] _____ right.
That came out wrong.
That isn't what I meant to say.
Continue with what you were saying
Let me try that one more time.
Let me rephrase that.
Let me [2] _____ again.
Clarify what you meant to say
What [3] _____ was …
What I'm trying to say is …
Let me put that another way.

7 Work in pairs. Follow the instructions. Then swap roles.

Student A
You are the examiner. Ask Student B four questions from the question cards in Ex 5, one from each section. Listen to their answers so that you can give them feedback on their performance.

Student B
Answer Student A's questions. Give complete, interesting and spontaneous answers. Use phrases from the Phrasebook to restate your ideas if necessary.

8 REFLECT Work in pairs. Give feedback to your partner. Think about the following questions.

1 Did they give complete, interesting and spontaneous answers to all four questions?
2 Did they use phrase(s) from the Phrasebook to restate their ideas?
3 What could they do to improve their performance in a social exchange?

A Childhood
1 What did you enjoy doing as a child?
2 What is your first memory of your childhood?
3 Did you have a lot of friends when you were a child?

B Learning
1 Do you prefer to learn on your own or with others? (Why?)
2 Have you attempted to learn a new skill recently? (Which one?)
3 How useful do you think English will be for you in the future?

C Memorable occasions
1 What did you do on your last birthday?
2 When was the last time you really enjoyed yourself?
3 What's the best holiday you've ever had?

D Memory
1 What can you remember about your first day at school?
2 Would you say you have a good memory? Why? / Why not?
3 Have you ever forgotten someone's name? (What happened?)

1.9 WRITING

Write an article and use comment adverbs.

An article





1 Work in pairs. Look at the photos and discuss the questions.

1 Why might it be useful to learn these skills?
2 What is the most useful skill that you have ever learned?

2 Read the task and a student's article. Answer the questions.

> Your school website has asked students to write an article about the most useful skill they have ever learned. Write an article in which you say what the skill is, who you learned it from and why you find it useful.

1 Which useful skill does the writer mention in the introduction? How does she grab the reader's attention?
2 Which question from the task does she answer in the second paragraph?
3 Which question does she answer in the third paragraph?
4 What opinion does she express in the conclusion?

The most useful thing I've ever learned

Have you ever learned a skill that made a difference to your life? In my case, it was learning how to repair and maintain a bike.

It was my grandmother who inspired me to learn this skill. Whenever I used to visit as a child, I would spend several hours with her in the garage. She would often be repairing her bike. Initially, she would let me watch while she explained what she was doing, but then she let me carry out the repairs myself. Admittedly, the first time I tried to fix a puncture I made another hole while I was fixing the first one, but I soon mastered that repair. My grandma was an excellent teacher, and everything I know about repairing bikes I have learned from her.

These days, I'm a keen cyclist myself, and I'm very proud of my bike! Obviously, the skills I learned have been extremely valuable to me as I can do all my repairs myself. Consequently, I save a lot of money because I don't need to take my bike to a repair shop. On top of that, I never have to worry about going on long cycle rides because I know I can overcome any practical problems with my bike – or my friends' bikes! Not surprisingly, my friends all turn to me if their bikes aren't working properly.

Personally, I think it is fundamental for any bike owner to know how to repair their equipment. Not only does it save money, but it also makes the bike much safer to ride. I have my grandmother to thank for all the pleasure I get out of cycling.

STRATEGY Using comment adverbs to make your writing more interesting

Comment adverbs are words which add information about the writer's opinion of events. They normally come at the beginning of a sentence. When you write an article, you can make your writing more interesting by using comment adverbs.

3 Work in pairs. Read the **strategy** and the **Phrasebook**. Find six comment adverbs from the **Phrasebook** in the article.

PHRASEBOOK Comment adverbs

Admittedly, …
Amazingly, …
Basically, …
Consequently, …
Hopefully, …
Ideally, …
Initially, …
Interestingly, …
Obviously, …
Personally, (I think) …
(Not) Surprisingly, …
Unfortunately, …

4 VOCABULARY Complete the sentences with the six comment adverbs in the **Phrasebook** which are not used in the article.

1 _____, I'd like to practise this at home, but that isn't possible.
2 _____, you need to practise more.
3 _____, I knocked the paint pot over, and there was paint all over the floor.
4 _____, my first attempt was a success!
5 _____, there aren't many people who know how to do this.
6 _____, I'll do better next time.

5 You are going to write your own article in answer to the task in Ex 2. Plan your article. Think about …

- which skill you have found most useful, and why.
- whether you learned the skill from a person or a website.
- how you progressed in mastering the skill.
- what effect the skill has had on your life.

6 Write the article based on your answers in Ex 5. Write four paragraphs and include at least four comment adverbs. Write your article in a semi-informal conversational style.

7 CHECK YOUR WORK Did you …

- use the correct style and register?
- write four paragraphs?
- use at least four comment adverbs?
- check your spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the past perfect simple or continuous form of the verbs below.

have learn not bring not listen read wait

1 Ivan didn't want to see the film because he _____ the book.
2 Amira _____ English for six years, so she was pretty fluent.
3 I had just got to school when I realised I _____ my PE kit.
4 How long _____ your new phone before you dropped it?
5 We didn't know what to do because we _____ to the teacher.
6 How long _____ (you) when the bus finally arrived?

2 Complete the sentences with the correct form of *used to / would* or *be / get* used to and the verbs in brackets. Use *would* where possible.

1 Alex _____ (not do) any sport, but he does now.
2 We _____ (live) in a big city, but then we moved to the country.
3 At first, I couldn't sleep when I moved to the city centre, but then I _____ (hear) the noise of the traffic.
4 When I was younger, I _____ (walk) to school, but now I ride my bike.
5 I'm tired! I _____ (not get up) so early.
6 _____ (you / cry) a lot when you were a child?

Vocabulary

3 Match a word in A to a word in B and complete the sentences.

A capable extensive hopeless late mental motivated older online

B arithmetic at generation of teens to tutorials vocabulary

1 You can sometimes work out how to fix your computer by watching _____.
2 Tony's _____ learn German because he needs it for his job.
3 The _____ didn't grow up with the internet.
4 She's got such an _____ because she reads so much.
5 I know you're _____ better work than this.
6 He must be in his _____, because he's just started university.
7 I'm _____ cooking. I burn everything!
8 You don't need to write these prices down if you're good at _____.

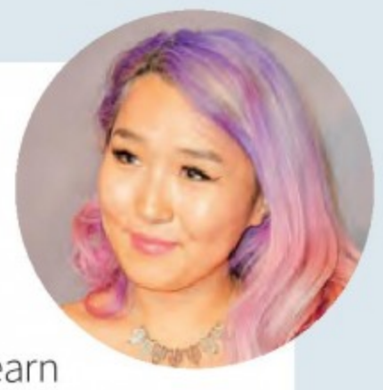
4 Complete the sentences with the correct form of the verbs.

acquire distract focus give pick up

1 Stop _____ me! I'm trying to concentrate!
2 How many people do you know who have _____ more than three languages?
3 When you're learning to drive, you first have to _____ your attention on using the pedals.
4 Once I'd _____ the basics, I could start playing along on my guitar with my favourite songs.
5 My friends said they'd enjoyed the play which _____ a boost to my confidence as an actor.

Cumulative review

5 Read the text about a memory athlete. Choose the correct answer: A, B or C.



Triple world-record memory athlete

Twenty-seven-year-old Yänjaa Wintersoul is a famous memory champion, but she hasn't always had such a good memory. It was Joshua Foer's bestselling book *Moonwalking with Einstein* that [1]___ her to learn memorisation. At school, she had been no different from other students. She [2]___ to remember formulae in physics and chemistry, and she [3]___ sometimes be disappointed with her marks. During [4]___, there were times she thought she might not [5]___ her dream of going to university. In the end, she succeeded in gaining a place at Stockholm Business School, which is where she came across Foer's book. The techniques he described helped her [6]___ information, and she soon [7]___ her previous difficulties. She was so keen to put the theory into [8]___ that she entered her first memory competition when she [9]___ memorisation for only two months. Although she came 18th out of 20 overall, she won the event that required her to [10]___ names and faces. Yänjaa currently holds three world records in memorisation: names and faces, random images and random words.

1	**A** focused	**B** inspired	**C** mastered
2	**A** had been struggling	**B** had struggled	**C** was struggling
3	**A** got used to	**B** was used to	**C** would
4	**A** adolescence	**B** adulthood	**C** retirement
5	**A** fulfil	**B** gain	**C** pick up
6	**A** absorb	**B** focus	**C** distract
7	**A** attempted	**B** gained	**C** overcame
8	**A** confidence	**B** potential	**C** practice
9	**A** had been practising	**B** used to practise	**C** would practise
10	**A** remind	**B** recall	**C** reminisce

Think & share

6 Work in pairs. Discuss the questions.

1 There is a theory that it takes 10,000 hours of practice to master a skill. What's your view on this?
2 Why are mistakes important in learning?

1

VISION 360°

Learn about the educational value of museums and zoos, and create a virtual tour of a museum.

Places of learning



Unit 1 360° hotspots

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

1 Why do people visit museums and zoos? What do you think people can learn there?
2 When was the last time you went to a museum or zoo? What did you like and dislike about it?
3 Do you think museums and zoos are more for education or entertainment? Or both equally? Explain your answers.

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the Natural History museum. Talk about what people of different ages can learn and experience here.

3 ALL HOTSPOTS Explore the hotspots. Which hotspot …

1 mentions some reasons to visit a museum?
2 shows the type of museums that are famous around the world?
3 discusses some of the problems with zoos?
4 includes the history of museums and zoos?
5 shows how animals hide themselves?

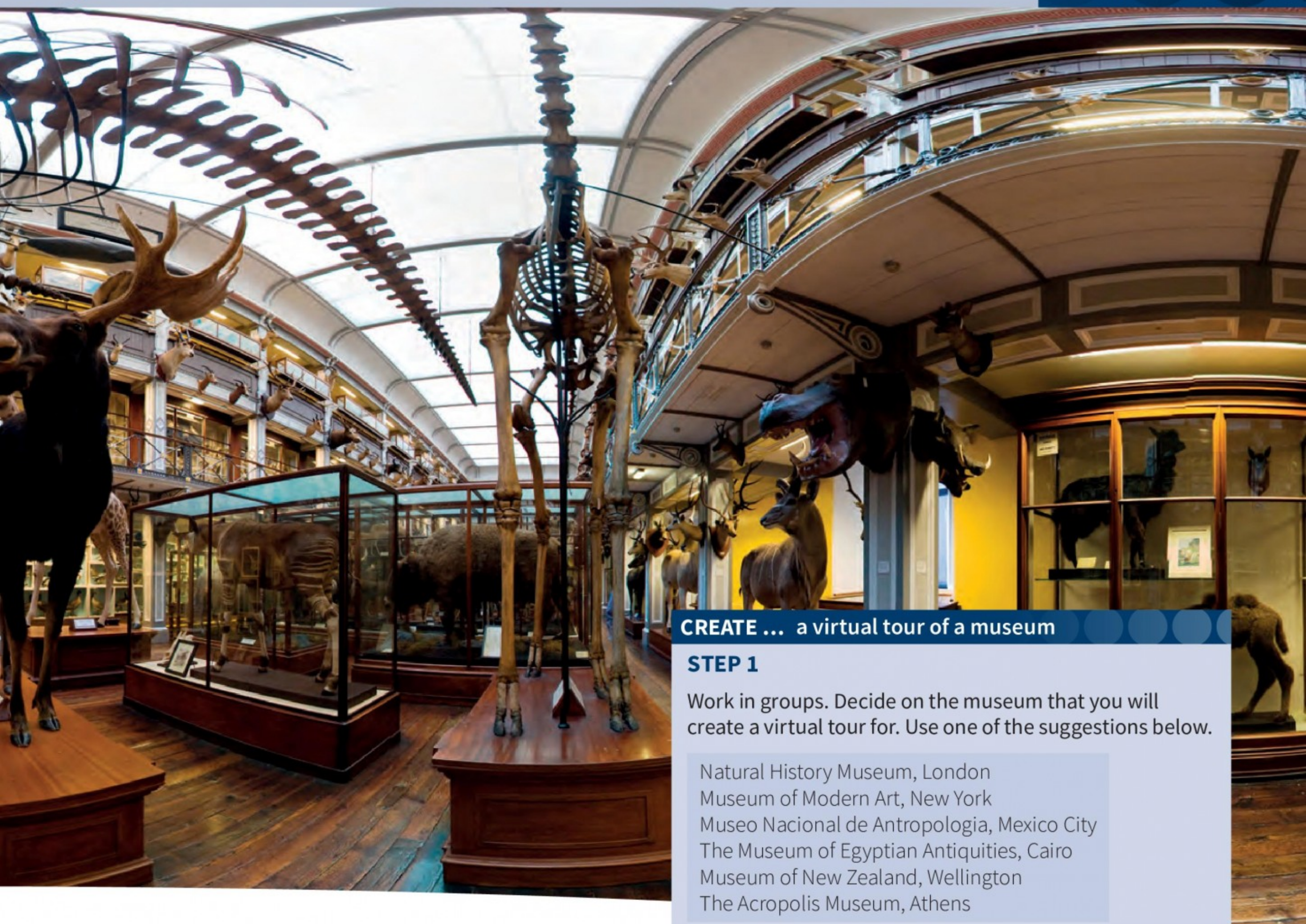
4 Watch and listen to the video about the history of museums and zoos. Are the sentences true, false or not mentioned? Correct the false sentences.

1 The first zoos and museums appeared in the 19th century.
2 Natural History museums helped to fund scientific research.
3 Many of the animals in museums were killed by hunters.
4 At first, zoos were not popular with the public.
5 Many zoo animals were originally taken from the wild.
6 Animal Rights campaigners think zoos should do more to keep the animals entertained.

5 Read about the educational benefits of museums for young people. Then match the benefits (A–E) to the four statements from a feedback questionnaire below. More than one answer is possible.

Q: What did you like best about the museum?

1. I really appreciated being able to ask the museum educator anything I wanted without feeling stupid.
2. Knowing that this was the place where some of the world's greatest scientists did their research made me think differently about it.
3. Looking at some of the objects helped me to think differently about them and feel closer to the people who used them.
4. What I loved most was the talk given by one of the older people. I could have listened to her all day.



6 Listen to the interview about education and zoos. Complete the notes on the arguments for and against zoos.

For	Against
Education: _____ Awareness: _____ Protection: _____	Animals in captivity: _____ TV documentaries: _____ Cruelty: _____

7 THINK & SHARE Work in pairs. Discuss the questions about the interview in Ex 6.

1 Who do you agree with more, Lucy or Nasser? Why?
2 Do you think zoos play an important role in educating us about animals and the natural world? Explain your answers.
3 What do you think is the best way to learn about the lives of wild animals?

8 Watch the video. Identify the animals in their natural habitats. How many can you see?

9 Work in pairs. Visit London Zoo's website and find out about the workshops for schools. Choose one that is suitable for students your age and make notes about what it is, and what you will learn on it. Present the information to the class.

CREATE ... a virtual tour of a museum

STEP 1

Work in groups. Decide on the museum that you will create a virtual tour for. Use one of the suggestions below.

Natural History Museum, London
Museum of Modern Art, New York
Museo Nacional de Antropologia, Mexico City
The Museum of Egyptian Antiquities, Cairo
Museum of New Zealand, Wellington
The Acropolis Museum, Athens

STEP 2 RESEARCH IT!

Go online and do some research into the museum. Find out about:

- location and opening times
- ticket prices
- highlights of the museum
- special exhibitions
- cafés and shops

STEP 3

Find a map of the museum online and photos of some of the highlights.

STEP 4

Use your notes from your research to prepare your virtual tour.

- Decide when and how long your visit will be.
- Decide on the route that you are going to take through the museum.
- Choose five highlights you will visit and write short descriptions about them.
- Add photos to show the highlights.
- Plan a break for drinks and snacks.
- Don't forget to include a stop at the gift shop!

STEP 5

Make your presentation. Each member of the group presents a short section. Listen to the other presentations. Which museum would you most like to visit? Why?

2 Highs and lows

VOCABULARY
Feelings
Well-being

GRAMMAR
Modal verbs: advice, obligation and necessity; and possibility, probability and certainty
Perfect modals; *needn't have / didn't need to*

LISTENING
People talking about being more in control of their life

READING
An article about a US Airways plane landing on the Hudson

GLOBAL SKILLS
Building resilience

SPEAKING
Comparing photos

WRITING
An opinion essay

DOCUMENTARY
E-body

VOCABULARY BOOSTER P121
GRAMMAR BOOSTER P134–135



It drives me crazy!

1 Work in pairs. Discuss the questions.

1 What do you like about living with your family?
2 What do you find difficult?
3 Do you think it would be easier to live with friends? Why? / Why not?

2 2.01 Watch or listen. Which person …

1 is unhappy about their parents' behaviour?
2 was upset by something an adult said about them?
3 recently did something to make a parent angry?
4 has a friend whose behaviour annoys them?
5 doesn't let a parent go shopping with them?

3 VOCABULARY 2.01 Check the meaning of the words in **bold**. Then watch or listen again. Match the people below to the way they feel.

Daisy Daisy's friend Joe (x2) Zaki's dad
Zaki's parents Yasmin Yasmin's uncle

1 _____ was **puzzled** by her uncle's attitude.
2 _____ was **astonished** to learn that her behaviour was annoying.
3 There are sometimes days when _____ feels **miserable**.
4 _____ was **furious** because Zaki had left the lights on.
5 When _____ called her a 'snowflake', she felt **offended**.
6 _____ is **resentful** because his parents' behaviour makes him feel a certain way.
7 _____ gets **irritated** when her friend sings while they're studying.
8 _____ are **frustrated** whenever Zaki and his siblings are wasteful.

4 **VOCABULARY** Complete the sentences with the correct form of the phrases below.

calm down
drive (someone) crazy
fall out with (someone)
get on (someone's) nerves
make up with (someone)
talk (something) over

1 If you have to spend time with someone every day, try not to _____ them.
2 If you have a problem, it can help to _____ it _____ with someone you trust.
3 Don't try to solve a problem when you're upset – _____ first.
4 After an argument with your friend, it's a good idea to _____ them.
5 Anton's bad behaviour in class really _____ my _____.
6 My brother always talks with his mouth full – it _____ my mum _____.

5 **Work in pairs. Try to complete the sentences in at least two different ways.**

1 I sometimes get frustrated if …
2 Something that drives me crazy is …
3 I'm often puzzled by …
4 I was offended when …
5 It really gets on my nerves when …
6 When I need to calm down, I sometimes …

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

1 I can't stand my neighbour's loud music. **It's doing my head in**.
2 The sunset yesterday evening was so beautiful. I **was lost for words**.
3 **A** I thought that test was really difficult.
B Tell me about it! I'm convinced I'm going to fail it.
4 My dad **blew his top** when my brother crashed the family car.
5 Danny is always calling me silly nicknames. I wish he'd **give it a rest**.
6 Anna has won a place at university – it's **a big deal** for her family.

A got really angry
B something very important
C It's making me feel unhappy and frustrated
D stop doing it
E I understand exactly what you mean
F didn't know what to say

7 **2.02** **Listen to three people talking about issues with their family. Choose the most suitable alternative to complete the summaries.**

A



Anita is [1]**astonished / irritated** by her brother's behaviour. It's [2]**driving her crazy / calming her down**. She's also quite [3]**frustrated / miserable** that he refuses to talk about it. She needs to [4]**fall out / talk it over** with him and explain that he's making everyone in the family annoyed and unhappy.

B

Kris is [5]**astonished / frustrated** that his sister looked at his private messages. He's also [6]**offended / puzzled** because he can't understand why she did it. He sounds quite [7]**furious / miserable** about their argument. He needs to find a way to [8]**drive her crazy / make up with her** so that things don't get any worse.



C



It seems as if Stacy's cousin's criticism is really [9]**calming her down / getting on her nerves**. She was obviously [10]**offended / puzzled** by what he said – in fact, she sounds [11]**furious / irritated** about it! However, it's important that they don't [12]**make up / fall out** with each other, so Stacy needs to [13]**be resentful / calm down** and then explain how it made her feel.

8 **Work in pairs. Read the situations. Discuss how the different people might be feeling and how each situation could be resolved.**

1 Final-year exams are approaching and Isabella has stopped seeing her three best friends outside school. Usually they do everything together, but now she spends all her free time studying at home. She has given up all her hobbies. Her friends are less worried about the exams. They have been asking Isabella to come out with them, but she keeps refusing.

2 Four friends are in a band. The singer, Josh, is everyone's friend and very popular at school. Also, the band is allowed to practise at his house. Unfortunately, he isn't a very good singer. The rest of the band have been told they can be more successful, but they need to find a better singer. They have tried explaining this to Josh, but he avoids discussing it.

3 Four friends have planned a hiking weekend. One of the friends, Marco, recently decided he didn't want to go. They had booked four places in a youth hostel, so the others asked another friend, Liam, to come in Marco's place. Now Marco has changed his mind. The youth hostel is full, so he is trying to make the group change their plans to include him, but they don't want to.

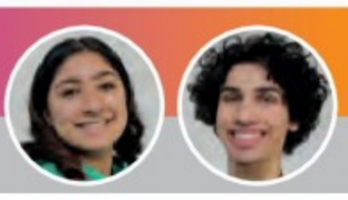
9 **Choose one of the situations in Ex 8. Imagine you are one of the people involved. Write a comment for Yasmin and Zaki's blog. Explain the situation, describe how you feel and say how you think the situation can be resolved.**

10 **THINK & SHARE** **Work in pairs. Imagine a friend or family member does or says something to frustrate, irritate or offend you. How should you react in order to avoid falling out with them?**

Use modal verbs to talk about advice, obligation and necessity; and possibility, probability and certainty.

Modal verbs

1 Yasmin and Zaki got a lot of replies to their request for comments and turned them into a blog post. Read the post. Do you agree or disagree with the advice? Is there anything you would add or change?



Posted by Yasmin and Zaki

How to get on with the people you live with

You may live at home with your family. You might be a student sharing a flat with friends. Or you could be staying with a host family while you're studying abroad. Whoever you live with, there are usually rules you need to follow – things you're supposed to do or not supposed to do. Following the rules can make the experience a positive one for everyone. Here are some practical suggestions.

You must always clean up after yourself, especially in the kitchen and bathroom. You needn't spend hours doing this, but you have to make sure they're clean.

Be on time for meals. It must be so annoying if people are late after you've spent hours preparing dinner, so don't be surprised if your parents seem irritated – it should be obvious why. Some families also have a rule that you mustn't bring your phone to the table.

You should always respect other people's privacy – don't go into their rooms or borrow their stuff without asking. Most people agree that you ought to keep the noise down at night too – it can't be easy trying to sleep while someone's playing loud music.

Of course, we can sometimes get on people's nerves without realising it. If someone seems frustrated or resentful, you shouldn't ignore them, but you don't have to fall out with them either. Talk things over calmly, and you'll be able to solve most disagreements. That has to be a good thing.



2 Complete the rules with modal verbs from the blog post.

Advice, obligation and necessity

We use [1]_____, *shouldn't* and [2]_____ to give advice.
We use [3]_____, *need to* and [4]_____ to express an obligation or talk about a rule.
We use [5]_____ to say that something isn't allowed or to give strong advice against something.
We use [6]_____, *don't need to* and [7]_____ to express a lack of obligation or necessity.
We use (*not*) [8]_____ to talk about more informal rules and people's general expectations.

GRAMMAR BOOSTER P134

3 Choose the correct alternative. Sometimes both answers are correct.

1 My dad says I **ought to / must** start working harder.
2 You **don't have to / mustn't** play your music after 11 p.m.
3 Do you think we **need to / should** tell Matt that he's starting to get on people's nerves?
4 I **have to / am supposed to** pick up some shopping for my mum after school.
5 We **aren't supposed to / don't need to** enter the building without our student ID, but sometimes people forget.

4 Work in pairs. Compare your answers. What is the difference in meaning where both options are possible?

5 Read the rules. Find an example in the post for each rule.

Possibility, probability and certainty

Grammar animation

1 We use *may*, *might* and *could* to talk about the possibility of something happening.
2 We use *should* to say that something is likely to happen in our opinion.
3 We use *must* and *have to* to express certainty or a strong possibility and *can't* to say we think something is impossible.
4 We use *will be able to* for future possibility and ability.
5 We use *can* to talk about general truths or strong possibilities.

GRAMMAR BOOSTER P134

6 Rewrite the sentences using the words in brackets.

1 Zoe's ignoring Omar – maybe she's angry with him. (could)
Zoe's ignoring Omar – she could be angry with him.
2 Look, their name is on the door – I'm sure this is the right flat. (must)
3 I don't imagine it's much fun sharing a room with your brother. (can't)
4 It isn't possible for us to charge our phones until we get home. (be able to)
5 I think the weather will probably improve later in the week. (should)

7 2.03 Listen to some advice from a behaviour expert. Write sentences using the prompts and modal verbs.

1 living / other people / challenging situation
2 you / try / find out / most important / your housemates
3 there / be / easier way / solve a problem / by arguing
4 you / try / guess / makes people irritated or frustrated
5 it / useful / everyone / complete a questionnaire and discuss the answers
6 you / be / willing to communicate with each other

8 Work in pairs. You have been asked to help update the rules for students in your school. Use modal verbs and discuss what you would change.

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

1 Are rules about behaviour always a good thing?
2 When might such rules have a negative effect?
3 Should you challenge someone if you see them breaking the rules? Why? / Why not?

Be more in control of your life





1 THINK & SHARE Work in pairs. Match 1–5 to A–E to make tips for dealing with difficult situations in your life. Then discuss which you think are the most useful and why.

ABOUT **ARTICLES** PODCAST

HOW TO TAKE CONTROL OF YOUR LIFE

Lots of people wish they were more in control of their lives. Here are some tips to help.

1 **Be honest with yourself.**
2 **Believe in yourself.**
3 **Be flexible.**
4 **Get organised.**
5 **Be proactive.**

A Don't be distracted by negative messages, and don't listen to people who say you can't achieve your goals.
B Do something positive that helps you feel more in control.
C Plan what you need to do and when you'll do it.
D Ask yourself if you are the one causing the problem.
E You may need to stop doing something you enjoy in order to solve a bigger problem.

2 2.04 Listen to five teenagers talking about situations that concern them. Match speakers 1–5 to situations A–H. There are three extra situations.

The speaker …

A has a problem with technology at home.
B feels they don't get any support to help them manage their time.
C is worried because they don't know what career to choose.
D is concerned about big global problems.
E wants to do more activities outside school time.
F feels some people want to stop them following their chosen career.
G often has problems with their smartphone.
H isn't allowed to play online games with their friends.

3 2.04 Listen again and answer the questions.

1 Why does Ryan get annoyed with his phone?
2 What disappoints Anita about some members of her family?
3 What's the problem with Joe's broadband?
4 What isn't Hannah very good at?
5 What has Nina realised after speaking to a family friend?

STRATEGY Recognising paraphrasing

Speakers often use different vocabulary to express similar ideas in order to avoid repeating what was said or written previously. You may hear familiar ideas expressed in an unfamiliar way. To help you understand, try to listen for words or phrases with a similar meaning to those used to express the idea in an earlier context.

4 2.05 Read the strategy. Then listen to each speaker describing how they dealt with the situation that concerned them. Match the speakers to the tips in Ex 1.

Tip 1 _____ Tip 4 _____
Tip 2 _____ Tip 5 _____
Tip 3 _____

5 2.05 Listen again and complete the extracts.

1 I've decided to _____. I really need to manage my time better.
2 I decided to take action and _____ as well. Now I feel like I'll be able to make a difference …
3 I think sometimes you have to _____. You might have to give up something in order to get round a more important issue.
4 I think you need to accept the truth and _____. I realised the issues were basically my own fault.
5 I think the answer is to trust yourself. Ignore people who are negative about your ambitions. Be clear what is important to you and _____.

6 Which words or phrases in the extracts have a similar meaning to the words or phrases in the tips in Ex 1?

7 VOCABULARY Complete the advice for solving problems with the phrases in Ex 5.

Sometimes we all need to feel more in control of our lives. Don't worry – there are things you can do which will help. First, don't waste time worrying about things you can't control. Try to focus on what you can control. [1] _____ that makes a difference. Remember: You have a choice. Don't make excuses; instead [2] _____. It doesn't help to blame technology or other people for causing the problem. Obviously, there are times when you can't do anything about the situation you are in. In that case, you need to change your behaviour and [3] _____. If you can, [4] _____. Decide what you need to do, make a plan and commit to it. Having said that, don't let negative people distract you from your goals. Instead, [5] _____ on what you want to achieve.

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

1 Why might some parents be negative about their children's ambitions?
2 Why do you think some people find it difficult to manage their time?
3 Why do some people worry about things they can't control?

2.4 VOCABULARY

Talk about ways to improve your well-being.

Well-being

1 Work in pairs. Discuss what you think the proverb below means. Do you agree with it?

> **Tension is who you think you should be. Relaxation is who you are.**

2 Read the article. Why is doing nothing sometimes a good idea?



The importance of doing **nothing**

Doing nothing is a bad thing, right? Wrong. Scientists have shown that doing nothing isn't just laziness or a waste of time. In fact, it might be beneficial to our well-being.

We live in a world where we are on the go from morning until night. We're constantly receiving information via our phones and social media. People are rude or behave in ways we don't like. We're thinking about all the things we have to do.

Clearly, this isn't good for our mental health. Some people thrive on stress, but many of us find it hard to switch off our internal monologue of worries, fears and regrets. This can cause anxiety and sleep disorders and may lead to more serious problems like depression and addiction. It's no wonder that some people suffer from burnout, where they feel they just can't cope.

According to an article in *Scientific American*, we should all take some downtime. Stop and do nothing for a while. Chill out with your favourite music. Go for a walk outside. Or just close your eyes and sit quietly. Try to be mindful, and only think about what's happening in the present moment.

Downtime gives our brains a chance to relax and process all the information it has received. That's why we feel better after a good night's sleep. But it can also help us to develop a positive mindset so we feel more optimistic. And it may help to build self-confidence, allowing us to deal with the stresses of everyday life.

So, next time you feel as though life is getting on top of you, the best option might be to do nothing. Just switch off your phone and take a break!

4 MARCH 3 COMMENTS

3 VOCABULARY Check the meaning of the highlighted words in the article. Which of them, in your opinion, are positive, negative or neutral (can be positive or negative)?

Positive	Negative	Neutral

4 Read the article again and answer the questions.

1 What are some things that can make life stressful?
2 What problems can this lead to?
3 What are the benefits of taking some downtime?

5 VOCABULARY Rewrite the questions, replacing the sections in **bold** with words or phrases from Ex 3. Then discuss the questions in pairs.

1 Why do you think some people **are successful in situations that are difficult or worrying**?
2 What is the best way to **stop being busy and relax** when you need a break?
3 Why do some people suffer from **feelings of sadness and hopelessness**?
4 Is it healthy to **be busy and active** all the time?
5 If you feel things are **becoming too difficult to manage**, what do you do?
6 What is a good way to **increase your feelings of trust in your own abilities**?
7 When is it helpful to **be aware of things in the present moment**?

6 Complete the extracts from an article about teenage mental health with the words you did not use in Ex 5.

A Modern life is stressful, and we get huge amounts of information from many sources. We take care of our bodies through diet and exercise, but we also need to look after our [1]_____ to keep our minds fit and well. One way to do this is to [2]_____ so that we think about things in a more optimistic way.

B 'One of my patients, Amir (not his real name), was training really hard and I was worried he would reach [3]_____ if he didn't slow down. I suspected that he suffered from [4]_____ about his place on the team, as he seemed worried and nervous much of the time. He also drank at least ten sodas a day, suggesting an [5]_____ to sugar.'

C Try to make sure you get some [6]_____ every day – just a short break from studying to give your brain a chance to recover. I guarantee that you won't have any [7]_____ – in fact, it's likely that you will study much better, and your personal [8]_____ will improve as well.

7 MEDIATION You read the following comment on a forum. Write a reply offering some support and advice.

Forum

Comments (1)

I get anxious a lot of the time. I study hard because I need to get good grades to please my parents. I love playing sport, but that takes up a lot of my free time. Sometimes, when my friends invite me to go out with them, I have to say *no*. I feel as if life is getting on top of me and I'm worried I might be getting depressed. Has anyone got any advice?

Reply

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

1 Why do some people need to be busy all the time?
2 Do you agree with all of the advice in the article in Ex 2? What do you disagree with?
3 What other ways are there that you can chill out and relax?

Past modal verbs

1 Work in pairs. Discuss the questions.

1 Who in your family is the most anxious?
2 Who is the most relaxed?
3 What sort of problems does this sometimes cause?

2 2.06 Listen and complete the conversation.



Matt Hi Mum. You sound a bit anxious. What's up?

Mum I'm at the airport. Your sister's flight arrived an hour ago and she [1]_____ come out by now. But there's no sign of her.

Matt Hmm. She [2]_____ been delayed. Have you tried calling her?

Mum Of course, but her phone went straight to voicemail. She [3]_____ switched it off.

Matt Do you know if she was actually on the plane? I mean, she's always late for everything.

Mum No, no, she [4]_____ missed her flight. She texted me from the airport in Istanbul. I'm calling the police!

Matt Mum, wait – I've just got a text from her. I'll call you back. … Hi Jess! Where are you?

Jess I'm still in Istanbul. My flight was full. They gave me 300 euros to take a later flight. I'm just boarding now.

Matt What? You [5]_____ let us know! Mum's really worried!

Jess I just sent you a text!

Matt I mean you [6]_____ called Mum straight away. She's been waiting at the airport for an hour already.

3 Match the modal verbs 1–6 in Ex 2 to rules A–E.

Modal verbs in the past

Grammar animation

A We use *may (not) / might (not) / could have* + past participle to speculate about the past. We don't use *couldn't have* in this way.

B We use *should / shouldn't have* or *ought (not) to have* + past participle to say what the right or wrong thing to do was.

C We can use *might have* or *could have* + past participle in an exclamation to complain about someone's actions and say what we wanted them to do.

D We use *must have* and *can't / couldn't have* + past participle to make logical deductions about the past.

E We use *should have* + past participle and *was supposed to (have)* + past participle to talk about things we expect to have happened.

GRAMMAR BOOSTER P135

4 Replace the incorrect underlined modal verbs with a suitable alternative. Sometimes more than one answer is possible.

1 Everyone on the team is exhausted – we must have taken some downtime before our last game instead of doing extra training.
2 I'm not sure if Beth will join us this evening. I've sent her three messages, but she ought not to have received them or she would have texted me back.
3 They've been working on the project all weekend so they may have finished it by now.
4 **A** Have you seen Carl? I can't find him.
B He was looking quite stressed earlier – he can't have gone somewhere to chill out and relax.
5 I used to suffer from anxiety. I know I was supposed to let things get on top of me, but it was really difficult.

5 2.07 Read the rules. Choose the most likely alternative to complete the last part of Matt's call with his mum. Then listen and check.

Mum Oh, thank goodness. I [1]**didn't need to worry / needn't have worried**!

Matt No. And you [2]**didn't need to call / needn't have called** the police, either.

needn't have | didn't need to

1 We use *needn't have* + past participle to say that something that was done was unnecessary.
The museum isn't open yet. We **needn't have** arrived so early!

2 We use *didn't need to* + infinitive to say an action was unnecessary, whether or not it was completed.
Entry was free, so we **didn't need to** pay.

GRAMMAR BOOSTER P135

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

1 Suzi has just phoned to say she can't meet us this evening, so we **didn't need to bother** / **needn't have bothered** to wait for her.
2 Leon **didn't need to explain** / **needn't have explained** to his friends about his addiction to online gaming – they had already guessed.
3 Faisal spoke perfect English so he decided he **didn't need to revise** / **needn't have revised** for the exam.
4 Lauren was really nervous about her interview, but she **didn't need to worry** / **needn't have worried** – they offered her the job the same day.

7 2.08 Listen to the mini-dialogues. Then write sentences using the prompts and a modal verb in the past.

1 Harvey / not let / things / get on top of him
2 Zoe's cousins / forget / meet her / at the café
3 the exam results / arrive / this morning
4 Emma / buy / Abby / some chocolate
5 you / not know / that / would happen
6 the school / tell / us / sooner

8 THINK & SHARE Work in pairs. Turn to page 151 and discuss the situations using modal verbs in the past.

Preview and predict the content of a text.

Miracle on the Hudson

1 Work in pairs. Look at the photos and discuss the questions.

1 What is happening in the main photo?
2 What might have happened before this photo was taken?
3 Who do you think the two men are?
4 What is the significance of the birds?

STRATEGY Previewing and predicting

Before you read a text in English, use information you already know about the subject to predict the content. This will make it easier to understand the text. Read the title and subheadings and look at any photos. Check how many paragraphs there are. Read the first few words of each paragraph and try to predict what information each paragraph might contain and the words or phrases the writer might use.

2 Read the strategy. Then work in pairs and predict which paragraph A–F gives information about …

1 how the pilots worked together to control the plane.
2 how the passengers were rescued.
3 who was in control of the plane.
4 landing the plane on the river.
5 the moment the accident happened.
6 what people thought about the actions of the pilot.
7 how the pilot decided where to land.
8 the conditions on the river.

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

4 2.09 Read the article again and answer the questions.

1 Why was it important that the two pilots were highly experienced?
2 What was the immediate effect of the bird strike?
3 What was so dangerous about the plane's location?
4 Why did Sully decide to try to land the plane on the Hudson?
5 How did Sully and Jeff work together to land the plane?
6 Why was it important to get everyone off the plane quickly?
7 How were people rescued from the Hudson?
8 Why did it take four hours for Sully to feel relaxed?
9 What did the investigation originally suggest should have happened? What was the problem with this view of the situation?

5 VOCABULARY Check the meaning of the highlighted phrases in the article. Use them to complete the imaginary quotes.

1 'If you have the right experience and training, you know how to act in an emergency – you just have to _____ and do what feels right.'
2 'It was amazing – these guys _____ to land the plane on the river, and that's exactly what they did!'
3 'It was very impressive – he quickly _____ and chose the one that seemed most likely to succeed.'
4 'Jumping off the plane was scary – I've never _____ as difficult as that before.'
5 'Unfortunately, we failed to _____ the time needed by the pilots to react to the situation and decide what to do. That was our mistake.'

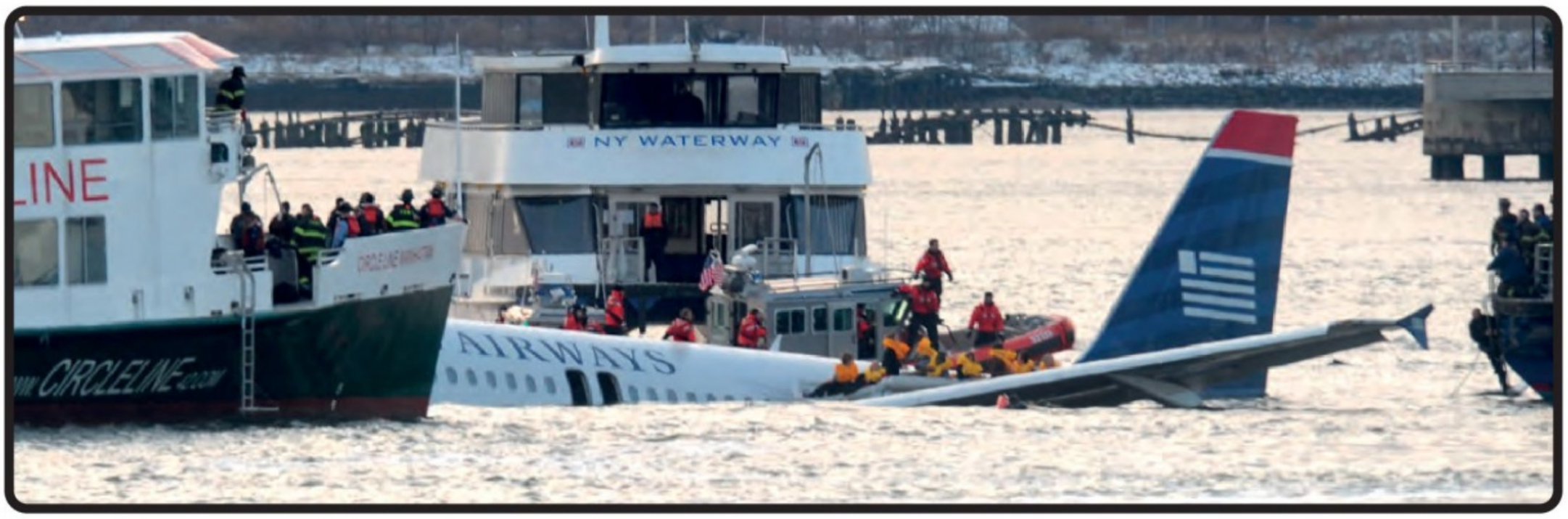
6 Discuss with a partner who is most likely to have said each of the things in Ex 5 (e.g. a passenger, an air traffic controller, a pilot, a member of the cabin crew, a journalist, an air accident investigator).

7 Work in pairs. Imagine that both of you are journalists who are preparing for an interview with some of the passengers from flight 1549. Write down 3–4 questions that you would like to ask them.

8 Work in groups of four. Students A and B are journalists. Students C and D are passengers. Take turns to interview each other using the questions that you wrote down in Ex 7. Then swap roles.

9 THINK & SHARE Think of a challenge you have faced recently or a problem you have solved. How did you deal with it? Consider the questions, then discuss with a partner.

1 What did you need to take account of?
2 Did you evaluate the options?
3 How easy was it to trust your instincts?
4 With the benefit of hindsight, would you have done anything differently?



The story of US Airways flight 1549: a 'miracle' on the Hudson

A The plane and the pilots

At 3.26 p.m. on 15 January 2009, flight US1549 took off from LaGuardia Airport in New York City. Its destination was Seattle. The plane was an Airbus A320 with two engines. On board were 155 passengers and five crew, including the captain, Chesley 'Sully' Sullenberger and First Officer Jeffrey 'Jeff' Skiles. Both were highly experienced pilots with over 40,000 flight hours between them. That would prove vital in the next few minutes as they faced a challenge that put hundreds of lives in danger.

B Birds!

Less than two minutes after take-off, at a height of 860 metres, the plane hit a flock of Canada geese, an accident known as a 'bird strike'. First, one engine stopped, then the other. Such events are not supposed to happen and are extremely rare. The plane was climbing in a direction that took it directly over New York City, where millions of people lived and worked. And it had just lost all power.

C Making a difficult decision

The pilots needed to stay calm and get on top of the situation quickly. While Jeff tried to restart the engines, Sully evaluated the options for landing the plane safely. He radioed an emergency message to air traffic control, saying he was returning to LaGuardia. He then realised this meant passing over areas crowded with people and tall buildings. Without power, they would quickly lose height, making a crash likely. Sully had seconds to make a decision. There was only one choice – they would have to land on the Hudson River. At 3.28 he sent another message: 'We can't do it . . . We're going to be in the Hudson.'

D A dangerous landing

In 40 years, Sully had never practised landing on water, but experience had given him the self-confidence to trust his instincts. He knew if he could get the plane onto the surface of the river intact, it might float long enough for everyone to get off. While Jeff called out their speed and height, Sully focused on keeping the plane level and in the right position for landing. He told the passengers, 'Brace for impact'. Ninety seconds later, at 3.31, the plane hit the water.

E Is everyone safe?

The cabin crew would have to act fast to get everyone off the plane before it sank. Sully and Jeff had managed to land safely on the river, but it was January – the air temperature was around -7°C, the water only 5°C. Some passengers crowded onto the wings; others jumped into the freezing water. Fortunately, air traffic control had contacted the river authorities. Within minutes, the plane was surrounded by boats and rescue services, pulling the passengers from the water and carrying them to safety. Sully was the last to leave the plane, but it was four hours before he could relax, after learning that all 155 people on board had survived.

F Finding out what happened

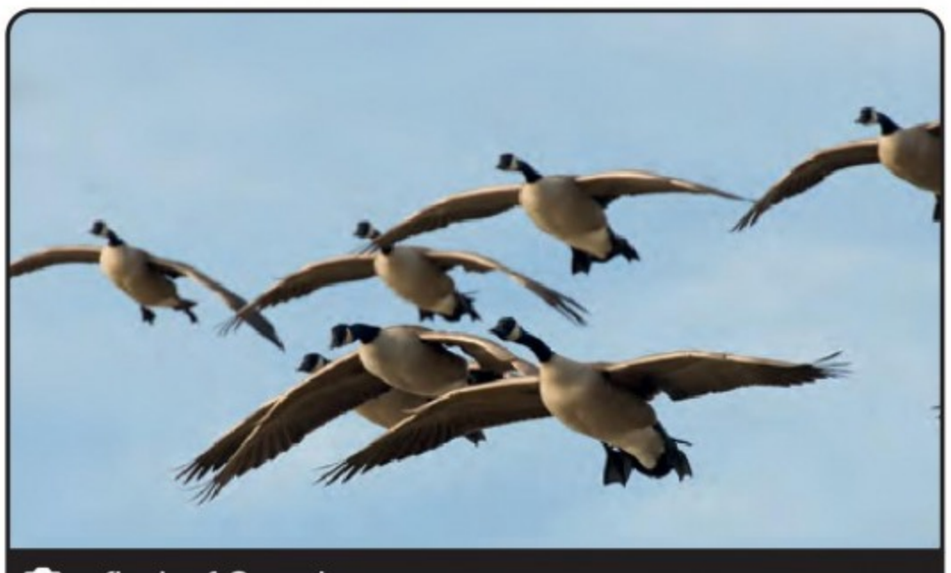
An investigation was held to discover what caused the accident and what the pilots might have done differently. Some people suggested they needn't have landed in the river and that they should have tried to return to LaGuardia. Although flight simulators at first showed that the plane could have returned safely, they didn't take account of the time needed to recognise the situation and decide on a course of action. When 35 seconds were added, it was clear that they couldn't have reached LaGuardia safely. Sully certainly had no regrets about his decision. He had made a commitment to ensure the safety of everyone on board, and he had achieved that.



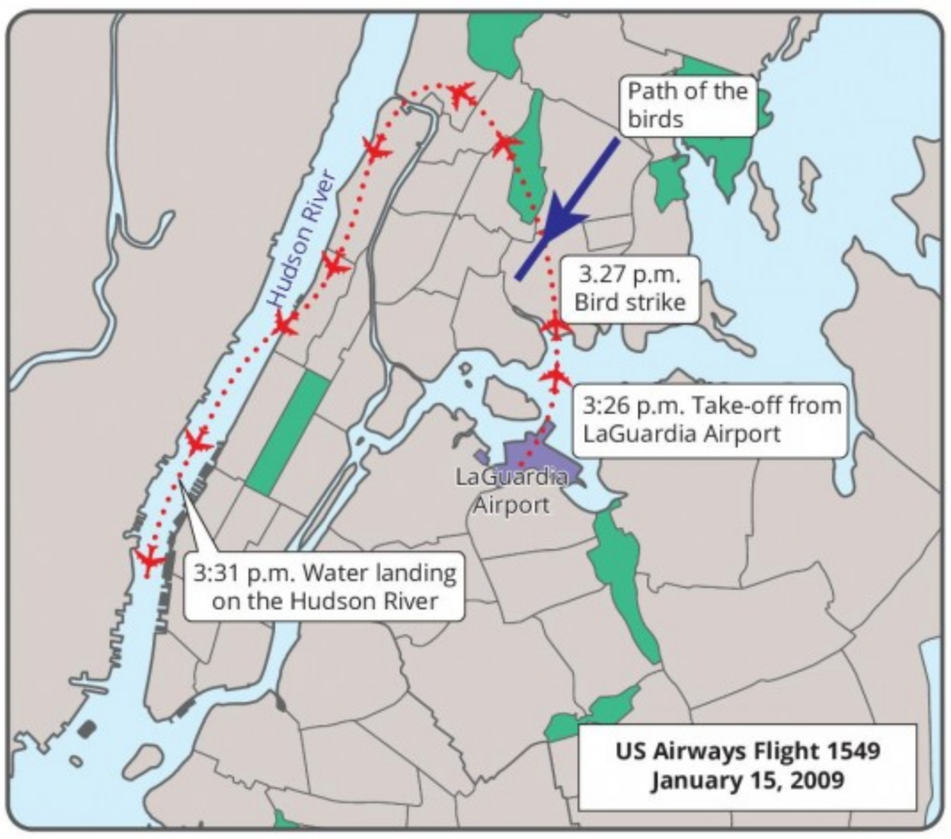
passengers waiting to be rescued



Captain Chesley 'Sully' Sullenberger and First Officer Jeffrey 'Jeff' Skiles



a flock of Canada geese



intact – complete and without damage
flight simulator – computer-based equipment used for training pilots

Look at different ways to cope with challenging situations.

Building resilience

1 Discuss the quote. What do you think it means? Is it true in all situations? In what situations do you think it is true / not true?

> **When the going gets tough, the tough get going.**

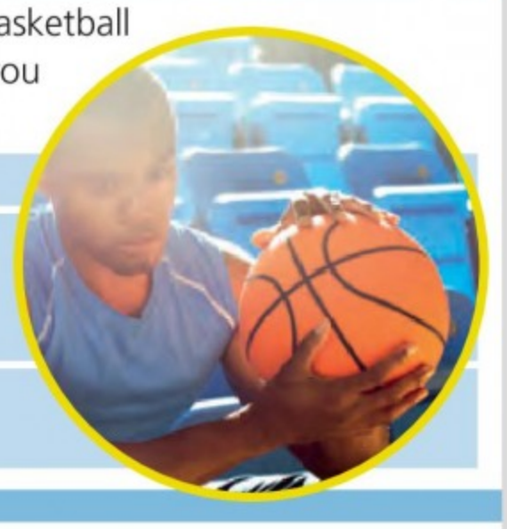
2 Read the introduction to the quiz below and find the definition of *resilience*.

3 Work in pairs and do the quiz. Which answers show a high level of resilience: A, B or C?

COPING WITH CHALLENGES

Going through life, everyone faces challenges. We can't avoid the tough times, but we can try to reduce their impact by building resilience – the ability to recover and move forward positively. Complete the quiz to see how you deal with life's ups and downs.

1 You and a friend try out for the basketball team. Your friend is chosen, but you aren't. How do you react?

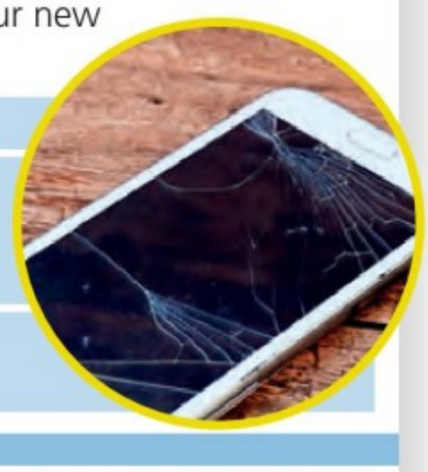


A Forget it! It's only basketball.

B Feel a bit miserable, but congratulate your friend. You can still play for fun.

C Feel stupid for even trying – you shouldn't have bothered.

2 You accidentally smash the screen of your new phone. What's your reaction?



A Oh, well. These things happen.

B You should have been more careful. You'll get a screen protector once it's fixed.

C It's so annoying! It's ruined. Why do these things have to happen to me?

3 You spend ages making a beautiful cake for your family. At the last minute, you drop it and it's a mess. What do you do?



A Dump it in the bin. It's completely ruined.

B Stick it back together and make it look as good as possible. It might still taste good.

C It's a disaster! You'll never be able to make another one as good.

4 You get a new haircut, then realise you hate it. What do you do?



A Pretend nothing has happened, but get annoyed with anyone who looks at you.

B Use a styling product every day until it grows again.

C Don't go out. Your friends mustn't see you like this.

4 2.10 You are going to listen to part of a discussion about building resilience. Read tips A–F and check the meanings of the words in **bold**. Then listen and number the tips in the order they are mentioned.

Building resilience

A Talk to people you **trust** – tell them you're struggling. Don't be afraid to ask for help. It's hard to **build resilience** alone. ___

B Don't get stuck on the idea that you have made a mistake or failed. Focus on your positive qualities. Remember that one negative experience doesn't **define** you. ___

C Understand that challenges and **setbacks** are an **unavoidable** part of life – when you deal with a problem, try to learn from it. ___

D Use your past experiences to support you – there have been tough times before, and you can **get through** them again! ___

E Be honest with yourself about how you feel, and **accept the fact** that it's OK to feel bad sometimes. ___

F **Surround yourself with** people who boost your **self-esteem** – avoid people who stress you out and make you feel bad. ___



5 VOCABULARY Complete the answers to the quiz using the words in **bold** in Ex 4. Do you agree with the analysis?

Mostly As:

You're good at putting [1]_____ behind you and moving on. You don't let a problem [2]_____ you. However, sometimes it is best to deal with a problem. Think about how you feel and talk it over with someone you [3]_____.

Mostly Bs:

You have a positive outlook, and you're usually ready to learn from things that don't go as planned. You always try to find the best way to [4]_____ tough times without letting them damage your [5]_____.

Mostly Cs:

You need to [6]_____ that negative events happen to everyone and are sometimes [7]_____. Try to [8]_____ by reminding yourself that you have lots of positive qualities. Avoid negative people and [9]_____ positive, supportive friends.

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

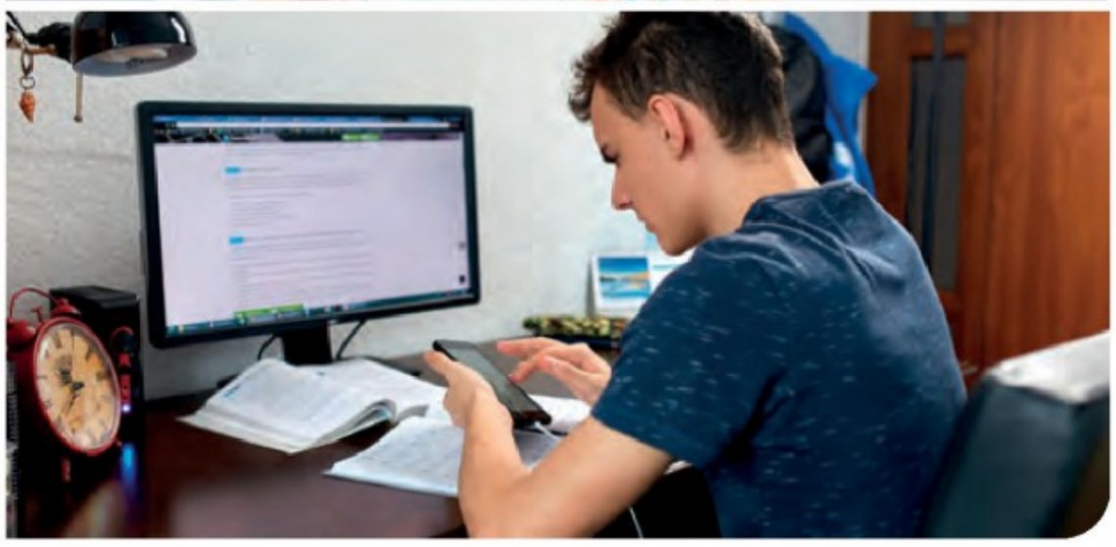
1 Which tip in Ex 4 do you think is the easiest to put into practice? Which is the most difficult?

2 Which tip do you think is most relevant to you? Why?

Comparing photos

1 Work in pairs. Choose a photo each and take turns to describe it to your partner. What are the similarities and differences between the photos?





2 2.11 Read the task. Then listen to someone comparing the photos and answer the questions.

> Compare the photos. Then give your opinion about studying alone versus working with other students in a group.

1 What similarities does the speaker mention?
2 What does she say are the main differences?
3 What does she speculate about in each photo?
4 What is her opinion about studying alone versus working with other students?

3 2.11 Listen again and tick (✓) the phrases you hear.

PHRASEBOOK Talking about photos

Comparing
Both photos show …
In both photos, you can see …
The common theme in the photos is …
The main difference (between the photos) is …
In the first photo …, … whereas in the second photo …
The second photo shows …
Unlike the first photo, …

Speculating
I can't be sure, but …
It looks like some kind of …
It looks to me like a … of some kind.
It's / There's a sort of …
He / It / They could / might be …, or something like that.
I'd say that it's / they're probably …

Stating your opinion
In my opinion …
It seems to me that …
For me, the main thing / point / consideration is …
(Personally,) I would say that …
I feel quite strongly that …

STRATEGY Using adjectives

When you are talking about a photo, try to use a range of adjectives to make your description more expressive. You can use both ungradable adjectives (e.g. *amazing*, *brilliant*, *exhausted*, *ridiculous*, *terrible*, *wonderful*) and gradable adjectives (e.g. *bored*, *enjoyable*, *exciting*, *puzzling*, *resentful*, *resilient*).
Ungradable adjectives combine with adverbs like *absolutely*, *completely*, *really*, *totally*.
Gradable adjectives combine with adverbs like *a bit*, *extremely*, *pretty*, *slightly*, *very*.

4 VOCABULARY 2.12 Read the strategy. Then listen and complete the extracts with the adverb–adjective combination you hear. Which adjectives are gradable and which are ungradable?

1 The students all look _____.
2 In the first photo, the students clearly find the lesson _____, …
3 … whereas in the second photo the boy looks _____.
4 He doesn't look as if he's enjoying studying – in fact he looks _____.
5 In my opinion, studying on your own is _____.
6 Sometimes people ask questions you haven't thought of, which is _____.

PRONUNCIATION Contrastive stress

In English, we normally stress the most important words in a sentence, such as the main nouns, verbs and adjectives. When we emphasise a contrast, we often stress the words that clearly show the two different ideas we want to express.

5 2.13 PRONUNCIATION Read the Pronunciation box. Listen to the sentences and underline the words that are stressed. Then listen again and repeat.

1 Both photos show people taking risks, but the first photo is more dramatic.
2 In both photos, you can see buildings, but it isn't clear in either photo what they are.
3 In the first photo, the people all look happy, whereas in the second photo, no one is smiling.
4 Unlike the first photo, the second photo shows a very modern style of office.
5 The main difference between the photos is the number of people, but they're also different in terms of location.

6 Work in pairs. Turn to page 149. Look at the photos and do the task.

> Compare the photos. Speculate about what the people are doing. Then give your own opinion, describing your attitude to risk-taking activities.

7 REFLECT Work in pairs and discuss the task. Did you …

- briefly describe each photo?
- compare the photos?
- speculate about what was happening in each photo, and why?
- give your opinion about risk-taking?
- use a variety of phrases from the Phrasebook?

2.9 WRITING

Plan the content and structure of an opinion essay.

An opinion essay

1 Work in pairs. Read the essay task and decide if you agree or disagree with the statement and why.

> 'It is sometimes said that teenagers and the older generation have nothing to learn from each other.' Write an essay giving your opinion of this statement. Refer to …
> - practical skills.
> - communication.
> - one more idea of your own.

2 Read the essay quickly. Does the writer generally agree or disagree with the statement? What reasons do they give?

'It is sometimes said that teenagers and the older generation have nothing to learn from each other.' Discuss.

There are obviously important differences between teenagers and older people in terms of knowledge and experience but, on the whole, I don't agree with the statement. [1]I personally feel that all generations can learn from each other.

[2]Firstly, in terms of practical skills, I definitely think there are things teenagers can teach older people, and vice versa. Most young people have a much better understanding of technology, so we can help our older relations to use devices which they find challenging in a way that is simple and clear. **In addition to this**, we can learn useful things from them, **such as** how to maintain a bike, bake a cake or play an instrument.

Secondly, although the generations differ in how they communicate and their attitudes to information, **I firmly believe** both can provide an example of how to behave towards other people. [3]For instance, my grandparents are always polite and treat everyone they meet with respect. [4]Having said that, I think teenagers are more willing to say what they think and to question authority – we don't necessarily believe everything we are told. That's something older people could learn from us.

Finally, solving problems needs a combination of new ideas and experience. **When it comes to** climate change, for example, teenagers should lead the way in finding solutions. [5]Furthermore, we need to encourage older people to change their behaviour, like driving less and using more renewable energy. **At the same time, though,** I think we have something to learn from them about working together to overcome these challenges.

So, in summary, teenagers and older people share many differences, but **in my opinion** both groups can learn from each other if they are willing to listen and keep an open mind about each other's views.



3 Read the essay again and match sentences 1–5 in the essay to their functions A–E.

A a statement introducing a key point or idea ___
B a contrasting idea ___
C an opinion ___
D a supporting idea ___
E an example ___

4 Complete the **Phrasebook** with the words or phrases in **bold** in the essay.

PHRASEBOOK Opinion essays

Introducing a key point or idea
On the whole, In terms of …, … [1]_____

Expressing an opinion
I personally feel that … [2]_____ [3]_____

Sequencing ideas
Firstly, … Secondly, … Finally, … [4]_____

Adding a supporting point
Furthermore, … Moreover, … [5]_____

Introducing a contrasting point
However, … Having said that, … [6]_____

Introducing an example
For example, … For instance, … [7]_____

STRATEGY Planning what to include

When you are planning an opinion essay, think carefully about the topic and your opinion about it. Make a list of ideas or arguments that support your opinion, and some that contrast with it. Evaluate all the ideas and choose the strongest arguments to include.

5 Read the **strategy**. Then work in pairs and read the essay task below. Make a list of arguments that support and contrast with the statement.

> 'Taking time out to relax is as important for academic success as working hard.' Write an essay giving your opinion of this statement.
> Refer to: mental health, physical well-being and one more idea of your own.

6 Plan your essay. Organise your ideas from Ex 5 into clear paragraphs using the following essay plan.

Paragraph 1 (Introduction)
Start with a general statement to introduce the topic. Give your opinion about the statement in the essay question.

Paragraphs 2, 3 and 4 (Main body)
Include a separate argument to support your overall opinion in each paragraph. Include reasons and examples.
If necessary, include a contrasting argument.

Paragraph 5 (Conclusion)
Summarise your ideas and repeat your overall argument.

7 Write your essay based on the plan in Ex 6.

8 **CHECK YOUR WORK** Did you …
- follow the essay plan?
- include phrases from the Phrasebook?
- check spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the verb forms below.

can don't have to might must need
should supposed to won't be able to

1 We're going for a pizza after school, but you _____ come if you don't want to.
2 You _____ to wear headphones if you want to listen to music at night, so you don't annoy anyone.
3 Sophie will be here soon – according to the timetable, the train _____ arrive in three minutes.
4 You can bring your phone to school, but you are not _____ look at it in class.
5 Sorry, I have to study this evening, so I _____ come to football training.
6 I don't believe I got 100% in the test – that _____ be a mistake.
7 If you are feeling anxious, it _____ sometimes help to talk to someone.
8 Try not to spend too long in the shower – someone else _____ want to use it!

2 Complete the sentences with a suitable modal verb and the past participle of the verb in brackets. Sometimes more than one modal verb is possible.

1 **A** Ed isn't answering his phone. He _____ (switch) it off.
B Yes, or he _____ (leave) it at home.
2 I didn't know you were a vegetarian – I've cooked a roast chicken! You _____ (tell) me!
3 Ric looks really tired this morning – he _____ (get) much sleep last night.
4 I was going to invite Suzi to the concert, but she already had a ticket so I _____ (buy) her one.
5 This definitely isn't the right way to the city centre – we _____ (take) a wrong turning.
6 **A** Marie has really upset Paola. She _____ (say) anything.
B I agree. She _____ (keep) quiet.
7 I sent the tickets by email two hours ago, so you _____ (receive) them by now.
8 I wrote some instructions for my grandad when he got his new phone, but I _____ (bother) – he can use it perfectly!

Vocabulary

3 Choose the correct alternative.

1 Tanya was **furious / resentful** with herself for leaving her phone on the train and was **astonished / irritated** when someone found it and returned it to her.
2 Laura has no **downtime / regrets** about leaving her job at the bank. She found the pressure difficult to cope with, and in the end she suffered from **burnout / addiction**.
3 Spending time outdoors has a positive effect on our **depression / mental health**. I want to go outside and exercise – it's been raining for days and I'm starting to feel quite **miserable / puzzled**.

4 Complete the sentences with one word.

1 I know you're angry, but please try to calm _____.
2 When you feel as if life is _____ on top of you, it may be time to take a break.
3 It really drives me _____ when I can't get a signal on my phone.
4 If you can develop a positive _____, you may feel more optimistic and less stressed.
5 Achieving success in everyday tasks can help to build your _____-confidence.
6 Kiera and Jess _____ out with each other over whose turn it was to do the cleaning.
7 That loud music is really getting on my _____.
8 To relax your brain, try to be _____ and only focus on what is happening in the present moment.

Cumulative review

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

My best friend Amina is [1]___ all the time and it can be quite exhausting trying to keep up with her. Sometimes I get [2]___, especially when I just want to [3]___ and do something relaxing like read or watch a film. Recently, Amina has been working very hard. She [4]___ be sleeping well because she seems tired all the time. I wonder if she is suffering from [5]___. However, when I mentioned this, she explained that she [6]___ on stress, and said everything was fine. I said I was worried she [7]___ be at risk of burnout. I advised her to take some [8]___. She didn't respond to this – she just said she [9]___ go home and do some work. I was afraid that I [10]___ upset her but I [11]___ worried. Later, she texted me and we [12]___. She said she wasn't [13]___. She realised I was concerned for her [14]___ and she really appreciated having me as a friend.

1	**A** mindful	**B** on the go	**C** on top of
2	**A** frustrated	**B** astonished	**C** puzzled
3	**A** calm down	**B** thrive on stress	**C** chill out
4	**A** can't	**B** couldn't	**C** needn't
5	**A** mental health	**B** mindset	**C** anxiety
6	**A** gets	**B** thrives	**C** builds
7	**A** can	**B** could	**C** should
8	**A** downtime	**B** depression	**C** regrets
9	**A** didn't need to	**B** needed to	**C** needn't have
10	**A** might have	**B** ought to have	**C** must have
11	**A** can't have	**B** should have	**C** needn't have
12	**A** got on top of it	**B** talked it over	**C** fell out
13	**A** offended	**B** furious	**C** astonished
14	**A** addiction	**B** burnout	**C** well-being

Think & share

6 Work in pairs or small groups. Discuss the questions.

1 How much pressure is there on teenagers to combine studying with hobbies, part-time jobs and a busy social life? Where does this pressure come from?
2 What is the best way to cope with pressure like this, avoid burnout and protect your well-being?

Listening

EXAM STRATEGY

In a multiple-choice task, you will be tested on different skills. You may be asked to listen for specific information as well as to identify the main idea or the context of the text.

1 Read the strategy above. Then read the exam task in Ex 2. Which of the questions ask for specific information?

2 2.14 For each question, listen and choose the correct answer: A, B, C or D.

1 You hear two people talking about driving lessons. What does the young woman say about her experience?
- **A** She thought it was a terrible experience.
- **B** She was unhappy with her driving instructor.
- **C** She liked it more than she had expected.
- **D** She was confident for the whole lesson.

2 You hear an artist giving a talk to young people. What is the speaker's purpose?
- **A** to invite some students to take part in an exhibition
- **B** to describe the highlights of his career as an artist
- **C** to encourage young artists to study abroad
- **D** to inform art students about different opportunities

3 You hear a young woman talking about learning a language. What does she say about the experience?
- **A** She spent too much time in social situations.
- **B** She followed two methods of learning at the same time.
- **C** She worked better when she was studying on her own.
- **D** She decided to change her method of learning.

4 You hear two friends talking about learning a new skill. What do they agree the man should do?
- **A** join a swimming class for his age group
- **B** enrol for water skiing lessons now
- **C** avoid water sports in general
- **D** find a karate class for beginners

5 You hear a music teacher talking about learning a musical instrument. Who is he talking to?
- **A** the students he teaches
- **B** a group of music teachers
- **C** the musicians in his band
- **D** a group of potential future students

Use of English

EXAM STRATEGY

The missing words in an open cloze text may be prepositions. When you learn new vocabulary, write the words in a notebook along with the prepositions that are often used with them.

3 Read the strategy above. Then read the exam task in Ex 4. Read the first two sentences of the text. What is the missing preposition?

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

Tips for self-learning

Have you ever thought about teaching yourself a subject? You may think you don't have the confidence, but in fact most people are capable [1]_____ learning on their own.

I was in [2]_____ early teens when I decided to learn about Japanese culture. At the time, I had [3]_____ reading a lot of manga, which are Japanese comic books, and I had also been to Tokyo to visit relatives. In Tokyo, I used [4]_____ love practising the language. I would speak to people in shops or ask for directions in the street. I soon picked [5]_____ the basics, and then started learning about other aspects of Japanese culture, such as food, festivals and traditions.

I enjoyed my experience and here are some tips for you to learn a subject of your own. Firstly, start small in order [6]_____ boost your confidence. If you want to study space, for example, learn about planets. Then go [7]_____ to another topic such as the stars. Stay motivated by learning in different ways. If you go online, you will [8]_____ across all kinds of websites, online tutorials and videos you can use. When you are reading, take notes which you can review later. This can make [9]_____ the difference to how much you remember.

Teaching yourself is trial and [10]_____, and you need to work out what is best for you, but whatever method you choose, I'm sure you will find success.

Reading

EXAM STRATEGY

In *True*, *False* or *Not Given* tasks, the whole meaning of the statement must be correct for the answer to be *True*. Underline the key words in the statement so that you don't miss any of the information you need to look for.

5 Read the strategy above and then read the exam task in Ex 6. Underline the key words in the first statement. Then read the first part of the text and decide whether the statement is true (T), false (F) or not given (NG). Give a reason for your answer.

6 Read the article about people who have become famous late in life. For each statement 1–8, write true (T), false (F) or not given (NG).

Second chances

Many people think that to be famous, you must start your career when you are young. There are many people who have done exactly this, for example Bill Gates was in his late teens when he set up Microsoft. But what if you spend time in your teens and twenties doing other things such as travelling, or trying different jobs? Is it too late to choose a different path? The answer is no! There are plenty of famous people who became successful later in life. Here are three of them.

Toni Morrison is one of the most famous writers in the world, but she didn't publish her first novel until she was 40. So, why did it take so long? She was born into a poor African American family in Ohio in 1931. Her father had to do several jobs to pay the bills. Despite this difficult background, she was clever and did well at school, and her parents would encourage her to understand the importance of story-telling. After university, she became a professor and then worked as an editor for a publisher. Following that, she wrote *The Bluest Eye* which was the first of many brilliant novels. In 1988, she won the Pulitzer Prize for *Beloved* and in 1993, she won the Nobel Prize for Literature.

Vera Wang is one of the world's leading fashion designers, but she didn't design her first dress until she was 40 years old. She was born in New York in 1949 and attended the School of American Ballet. She was also a talented ice skater and used to compete professionally throughout her teens. In 1971, however, Wang gave up her skating career, worked for *Vogue* magazine and became senior fashion editor. After she left *Vogue*, in 1989, she designed her first wedding dress. Today, her dresses are worn by Hollywood stars and she has been honoured with many awards.

Actor Alan Rickman, who was born in London in 1946, had a brilliant career as an actor and is best-known for his role in the Harry Potter films. However, he started his career in a completely different field. At school, as well as acting, he also enjoyed art, and when he left school he studied graphic design. After graduating, he set up a graphic design company. He had been working there for several years when he realised that he wanted to be an actor, so he pursued his dream and applied to the Royal Academy of Dramatic Art. He later performed in London theatres and had many roles in Hollywood.

1 Bill Gates found success as a young man in his twenties. ___
2 Toni Morrison started writing stories while she was still at school. ___
3 She wrote *Beloved* after she had written *The Bluest Eye*. ___
4 Vera Wang preferred ice-skating to ballet. ___
5 She designed her first item when she was at *Vogue*. ___
6 Her designs are popular amongst many famous people. ___
7 Alan Rickman had no interest in acting when he was at school. ___
8 He set up a drama school after he had left school. ___

Speaking

EXAM STRATEGY

When you answer questions in a speaking task, think of three or four points to make about each question in order to make your answer as full as possible.

7 Read the strategy above. Then read the first question in the exam task in Ex 8. Write down three or four points you could make.

8 Answer the questions about learning.

1 How important is it for young people to balance learning with relaxing?
2 Which subjects at school do you particularly enjoy or not enjoy? Why?
3 How important is it to get academic qualifications?
4 Talk about the different opportunities there are for learning outside school or university.
5 Would you describe yourself as an artistic person? Why? / Why not?
6 Why do you think some people have a greater ability for maths and science than others?
7 What advice would you give to someone who wants to learn a language?
8 How effective do you think you would be as a self-learner?

Writing

EXAM STRATEGY

One of the aims of an article is to maintain the reader's interest from start to finish. Make sure you understand and use a variety of methods to achieve this.

9 Read the strategy above. Then read the exam task in Ex 10. Add two or three more ideas to the example below for making your article interesting. Compare your ideas with your partner.

Use strong adjectives, e.g. fascinating

10 You see this advert on an international website.

We are looking for articles about an interesting skill you have learned.

- What sort of skill is it?
- How did you learn it and when?
- Tell us about some of the difficulties you have faced.
- Why would you recommend it?

Write your article.

3 An active life

VOCABULARY
Doing exercise
Transferable skills

GRAMMAR
Advanced and qualifying comparatives
Articles and quantifiers

LISTENING
A podcast about the origins of sport

READING
A review of the documentary *Rising Phoenix*

GLOBAL SKILLS
Managing your reaction

SPEAKING
A discussion

WRITING
A report

VISION 360°
The social benefits of sport

VOCABULARY BOOSTER P122
GRAMMAR BOOSTER P136–137



Let's keep fit

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

1 Do you do any kind of exercise regularly? What sports or activities do you do?
2 Is exercise an important part of your daily or weekly routine?
3 What are the benefits of playing sports and doing regular exercise?

2 Look at the photo of Yasmin and Zaki doing an activity called *rajio taiso*. What kind of activity is it? Why might it be a good activity to do? What do you think would be the best time of day to do *rajio taiso*?

3 3.01 Watch or listen. Which person …

1 admits they are really competitive?
2 has a morning workout routine?
3 didn't use to do much exercise?
4 goes to the gym regularly?

4 3.01 Watch or listen again. Are the statements true (T) or false (F)?

1 *Rajio taiso* has many health benefits for people of any age.
2 Zaki doesn't think going to the gym is a good way to keep fit.
3 Yasmin and Zaki agree that going to the gym can take up a lot of time.
4 Doing *rajio taiso* has completely changed Yasmin's daily routine.
5 Joe doesn't really enjoy playing team sports.
6 Joe finds yoga difficult and is thinking about giving it up.
7 Daisy finds her exercise bike quite complicated compared to an ordinary bike.
8 The bike has completely changed Daisy's attitude to exercise.

5 **REAL ENGLISH** Choose the correct meaning for the phrases in **bold**: A or B.

1 I want to get fitter, so I have to **keep at it**.
A continue to practise B improve

2 Donald is a real **couch potato**.
A someone who never does any exercise
B someone who does a lot of exercise

3 You play sport once a week? **That's it?**
A Is that correct? B Is that all?

4 I replaced the battery in my phone and now it works again – **job done**!
A It was quick and easy.
B It was difficult and took a long time.

5 **Too much information!**
A I don't want to know that because it's embarrassing.
B That's very interesting but I won't remember everything.

6 Playing sport after school is a good way to **let off steam**.
A keep warm B use up extra energy

6 **VOCABULARY** Match the sentence halves.

1 Phew! We really **worked up**
2 Training for a marathon is **taking up**
3 If you want to **maintain**
4 Trying an extreme sport will soon **make**
5 Spending time in nature can **have**
6 It's a good idea to **stretch**
7 Regular exercise can be difficult to **fit in**
8 Feeling excited or scared can **increase**

A **you aware of** your physical limits.
B **a positive impact on** your mental well-being.
C **your heart rate** by releasing chemicals in your brain.
D **a sweat** climbing that steep hill!
E **with your daily routine** – it helps to be organised.
F **your physical health**, eat well and exercise regularly.
G **your muscles** before and after taking exercise.
H **a lot of time** – at least three hours a day.

7 **VOCABULARY** Complete the sentences with the adjectives below.

addictive beneficial challenging complicated enthusiastic flexible stiff thrilled

1 There's something _____ about running – the more I run, the more I want to run.
2 My new phone is really simple to use – it's much less _____ than my old one.
3 If you want to be really _____, make sure you stretch at least once a day.
4 It was great to get an A grade for my essay. I was _____, and inspired to study even harder.
5 Alice is really _____ about her new weekend job – she's so happy that she can't stop talking about it.
6 Studies have shown that exercise is _____ to both our physical and mental health.
7 Rob just had his first driving lesson, in heavy traffic in the city centre – he said it was really _____.
8 After running a marathon, my brother was so _____ he couldn't even walk upstairs.

8 Complete the posts with the words and phrases in Ex 6 and 7 in the correct form.

Comments



Alex

I think the best form of exercise is running. It's [1] _____ in so many ways. It's great for overall physical fitness. I always feel happier and more positive after a run, so I think it's good for your mental well-being as well as [2] _____ your _____. You can do it any time, anywhere, so it can always [3] _____ your routine – that's important because running can [4] _____ time if you aren't careful. The only problem with running is that it's quite [5] _____ – you always want to do more!

REPLY



Keira

My brother is a real couch potato. He isn't very fit and never does any exercise. He [6] _____ just running for the school bus in the morning. Apart from that, the only thing that [7] _____ his _____ is when he's playing video games. But after watching your vlog, I'm [8] _____, to say that he's been practising *rajio taiso* for several days. I know he'll find it [9] _____, but I hope he'll continue. It should [10] _____ on his health. So thanks, Yasmin and Zaki.

REPLY



Tonya

Hi guys, love your vlog. I go to a weekly capoeira class. Capoeira is a Brazilian martial art, similar to karate or kung fu, but it's a bit like dancing too. It's great for [11] _____ because you do a lot of bending and kicking – I was quite [12] _____. at first, but I've become a lot more [13] _____. At the beginning, the moves are simple, but they get more [14] _____, so you need to concentrate. It really makes you [15] _____ your body and how it works. And it's fun! I really love my capoeira teacher, Roberto – he's so [16] _____ and positive.

REPLY

9 Work in pairs. Look at the photos of different kinds of sports and activities on page 149. Discuss the benefits of each one, and any disadvantages. Then take turns trying to persuade each other to join you doing one of the activities.

Use comparatives to talk about different exercise routines.

Advanced and qualifying comparatives

1 Read a fitness trainer's blog post and answer the questions.

1 What points does she make about the best time of day to do exercise?

2 What does she say about the amount of exercise you should do?

Fitness4U



Most people agree that, when it comes to a workout, the harder you train, the fitter you become. But did you realise that when you exercise can be as important as how much exercise you do?

Many people think the morning is the best time for exercise, because they have more energy then and they feel less and less active as the day progresses. However, it is not quite as simple as that. Our bodies have natural rhythms, so the most beneficial time of day to exercise is different for different people.

It also depends on what your goal is. Recent research suggests that the higher your body's temperature, the better your performance. Most people's temperature is highest in the late afternoon, so that could be the best time for a workout. However, if you want to lose weight, exercising in the evening is nothing like as effective as working out early in the morning – that's when your body will burn most energy. And if your aim is simply to maintain your physical health, then a long walk is just as beneficial as a workout – at any time of day.

Be careful, though. Doing too much exercise can be almost as bad as not doing enough. It's tempting to train harder and harder as you start to feel fitter, but remember that exercise can be addictive – and the more you do, the higher the risk of getting injured. Overall, it's far safer to do a small amount of exercise regularly. Your workout will be a little easier each day, and as you get fitter, it will become more and more enjoyable.

2 Read the rules. Then find at least two examples for each rule (A, B and C) in the blog post.

Advanced comparatives

Grammar animation

A We use *as … as* or (*not*) *as … as* to say that two people or things are equal (or not).

B We use double comparatives to show continuous change. We use … *-er* and … *-er*, *more and more* + adjective or *less and less* + adjective.

C We use comparatives with *the …*, *the …* to show that two things change together because they are connected.

GRAMMAR BOOSTER P136

3 Complete the sentences with a comparative form using the words in brackets.

1 Personally, going to an exercise class is _____ as I expected – in fact, it's becoming less and _____ every week. (beneficial, enjoyable)

2 I love cold-water swimming. The _____ I spend doing it, the _____ it becomes. (long, addictive)

3 *Shogi* is a Japanese board game that is _____ as chess, and it's becoming _____ and _____ with younger people. (complicated, popular)

4 This game is challenging, but it's _____ as you might think – my score gets _____ and _____ every time I play it. (difficult, high)

4 Complete the rules with the highlighted words in the post.

Qualifying comparatives

We can qualify comparatives using *slightly*, *a bit* and [1] _____ to express a small difference, and *a lot*, [2] _____ and *much* to express a larger difference.

We can qualify comparatives with *as … as*, using …

- *equally* or [3] _____ to express similarity
- [4] _____, *nearly* or [5] _____ to express small differences
- *nowhere near* or [6] _____ to express larger differences.

GRAMMAR BOOSTER P136

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

almost far just nothing like slightly

1 Woman's football is **much** more popular than it used to be.

2 The risk of being injured in winter gets **a bit** higher.

3 Sam and Luke worked **equally** as hard as each other.

4 In India, football is **nowhere near** as popular as cricket.

5 Skiing is **nearly** as dangerous as mountaineering.

6 3.02 Listen to two friends discussing some online workout videos. Use advanced comparatives and the prompts in the order given to answer the questions.

1 Why are sports like running and cycling beneficial? (hard / work / fit / get)

2 What does the girl say about these activities? (equally / good / each other)

3 What is the main benefit of improving your flexibility? (flexible / become / easy / get / do / most kinds of sport)

4 What will happen if you do strength exercises regularly? (get / strong / strong / over time)

7 THINK & SHARE Work in pairs. Read the post and follow the instructions.

1 Make a list of recommendations for this person.

Anna @anna2000 · 5 mins

I want to take up a new activity that will help me get fit, but challenge me at the same time. Any suggestions?

2 Compare your ideas and agree on a suggestion.

3 Share your recommendation with another pair and give reasons for your choice.

The origins of sport



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

1 What sports are shown in the photos? What equipment is used for each sport?
2 Which part(s) of the world do you think they are originally from?
3 What do you think was the original reason for doing these activities?

2 3.03 Listen to a podcast about the history of some sports. Check your answers in Ex 1.

3 Choose the best summary, according to the speaker.

A Some sports have evolved from traditional skills or practices developed by people in different parts of the world.
B All sports are based on skills that people in the past needed in order to hunt for food or go to war.
C In the past, sport was mainly a leisure activity and was separate from people's everyday lives.

4 VOCABULARY 3.04 Listen to words 1–6 from the podcast. Then match them to their meanings A–F. Use a dictionary to help you.

1 recreation
2 survival
3 originate
4 warfare
5 tribe
6 dispute

A a way of enjoying yourself when you aren't working
B a cultural group in a traditional society
C the activity of fighting between groups, using weapons
D come from a particular time or place
E an argument or disagreement
F the state of continuing to live or exist

5 3.03 Listen to the podcast again and complete the sentences with words or short phrases.

1 In the past, physical skills such as being able to run fast were _____.
2 Young men often had competitions with each other to _____ for hunting.
3 Sprinting, jumping and throwing the javelin were all events in the original Olympic Games which _____ in ancient Greece.
4 In winter conditions, skis became a _____ that allowed people to travel around more easily in deep snow.
5 Archaeologists have found evidence of _____ dating back thousands of years.
6 Archery was a popular _____ in Britain and first appeared in the Olympic Games in 1900.
7 Lacrosse is a team sport that _____ among the Indigenous peoples of North America.
8 In lacrosse, each team tries to get the ball into their _____ without using their hands.
9 The best surfers were respected and had _____ and could become the chief of their tribe.

STRATEGY Distinguishing facts and speculation

When listening to a podcast, lecture, report, etc., it's important to understand whether what the speaker says is a fact or speculation. Facts are often supported by referring to research or other evidence, such as dates or places. Speculation (or the speaker's opinion) is not usually supported by evidence and is often expressed using modal verbs like *could* or *may*, adverbs like *probably* or *likely* and verbs like *think*, *seem* or *believe*.

6 3.05 Read the strategy. Then listen to the extracts from the podcast and decide if they are stating a fact (F) or speculation (S). Note down any language or information that helped you decide.

1 ___ 3 ___ 5 ___ 7 ___
2 ___ 4 ___ 6 ___

7 Work in pairs. Compare your answers in Ex 6. Explain why you decided each item was a fact or speculation.

8 THINK & SHARE Work in pairs or small groups. Discuss the questions.

1 What other sports can you think of that might have originated from practical or survival needs? Can you think of any activities that are sports in some parts of the world, but are necessary for survival in other parts of the world?
2 Is sport only for recreation and entertainment in the modern world? In what ways could we say that sport is important for people's survival today?

Talk about how sport can provide the skills for a successful career.

Transferable skills

1 THINK & SHARE Read the statement. Do you agree? In what way might playing sport prepare you for life and work?



2 Read the article on a career website. Why does the writer believe playing sport at school is useful in later life?

Home | Careers advice | Tools | About

How playing sport at school develops the skills for a successful career

Playing sport can help students acquire many of the skills and personal qualities that employers are looking for, such as honesty, self-confidence and **leadership**. It also encourages the development of good habits that lead to success in life more generally.

In sports like football or basketball, individual players **contribute to** the overall success of the team. In the workplace, **teamwork** is similarly important. Many jobs depend on successful **collaboration** between people with different skills, and companies are keen to recruit staff who can **demonstrate** an ability to work with others.

If a sportsperson makes a mistake or a bad decision, they admit it and don’t try to blame other people. They **accept the consequences of** their actions and make an effort to improve their performance. For an employer, this behaviour shows that a person can **take responsibility for** their decisions or mistakes and **is willing to** learn from them.

Sport involves a lot of hard work. Most sportspeople train several times a week. It takes real **commitment** to your sport and your teammates to do this week after week – that is a quality employers value. Balancing training with the **demands** of attending school, coursework and social life is also useful for developing good **organisational skills**.

Lastly, sport is all about winning and losing. Playing sport improves your ability to **cope under pressure** and to deal with **failure** as well as success. The world of work can also be stressful. Employers appreciate individuals who can handle stress, **adapt to** changes and stay calm when things get tough.

3 VOCABULARY Complete the table with the words in **bold** in the article.

Nouns	Verbs and verb phrases
leadership	contribute to

4 Check the meaning of the nouns you listed in Ex 3. Then use them to complete the sentences.

1 If you are afraid of _____, you’ll never take any risks.
2 My mum works full-time, has four kids and is studying for a law degree – fortunately, she also has great _____.
3 Inga spends at least two hours a day training – that shows real _____ to her sport.
4 In most sports, good _____ is more important than individual skills.
5 The _____ of Stefan’s job mean he works long hours and has little time for a social life.
6 The IT project went well because of the successful _____ between the designers and the engineers.
7 Companies and football teams both need good _____ to inspire and motivate people.

5 Replace the underlined words with the correct form of the verbs or verb phrases you listed in Ex 3.

1 Maria is able to do her job even when it’s stressful.
2 I made a mistake and I have to live with the results of that.
3 Our football coach wants us to behave differently because of a different way of playing.
4 Jason’s commitment to passing his exams means he is happy to study for several hours every evening.
5 If Anya wants the job, she needs to show that she has the right skills and qualifications.
6 Good teamwork and organisational skills both helped the team’s success.
7 You broke the window – you need to agree it was your fault.

6 Read the article again. Find examples of skills that help you build a successful career which match the characteristics of taking part in sport (1–4).

1 training hard every week
2 working together in order to win
3 learning how to lose as well as to win
4 admitting a mistake or bad decision, and trying to improve

7 Work in pairs. Think of a sport or activity that you do regularly. What skills or personal qualities does it help you to develop?

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

1 How good are you at teamwork? What evidence can you provide to demonstrate your answer?
2 How willing are you to take responsibility for your decisions or mistakes?
3 How well do you cope under pressure? Do you find it difficult to adapt to change?
4 What do you think is the best way to acquire good organisational skills?

Articles and quantifiers

1 Read the article. What happened to Grace? How does she feel about her situation?

REAL LIFE STORIES

How a falling man changed my life

In October 2018, Grace Spence Green was walking through a shopping centre in London when [1]a man fell from a floor above her. The man landed on Grace, breaking her back. Both of them survived the fall.

When [2]the incident happened, Grace was a university student in London, studying medicine. She had an eight-hour operation, followed by several months in [3]hospital having physiotherapy. [4]The most important thing for Grace was to be able to complete her training, and the university gave her a lot of support. This, and her commitment to caring for [5]the sick, helped her accept the consequences of the incident.

Grace is now a doctor. She is unable to walk, but has adapted to using [6]a wheelchair, which enables her to cope with the physical demands of her job. In [7]the hospital where she works, none of her colleagues treat her differently. Most of the time, the wheelchair helps Grace in her work, as she can move around the accessible parts of the hospital faster and get closer to [8]patients. Sometimes she feels a little frustrated, as a few people assume that she needs help because she uses a wheelchair.

Before the injury, Grace was an enthusiastic climber. She is determined to continue this and has plans to climb El Capitan in [9]California using her arms and some special equipment. Amazingly, she feels no [10]anger towards the man who fell on her. As she says, this is her situation – there is little point in feeling sorry for herself.



2 Read the rules. Match words 1–10 in the article to rules A–H.

Articles: *a* / *an*, *the* or – (no article)

A We use *the* when there is only one of something or for a specific example.

B We use *a* / *an* when we mention something for the first time, and then *the* for further references to the same thing.

C We use *a* / *an* when we mean an example of something and we don't need to be more definite.
We use *the* when it is clear what we are talking about.

D We use *the* with superlatives.

E We use – with words like *school*, *college*, *work*, etc. when we are talking about their purpose as an institution.

F We use – for most towns, cities, regions and countries. We use *the* with a few countries (the United Kingdom). We also use *the* with geographical features (the Amazon).

G We use – when we talk about something in general.

H We use *the* with an adjective to refer to everyone who has that characteristic.

GRAMMAR BOOSTER P137

3 Correct the mistakes with articles in the sentences.

1 Joe went climbing in Andes last year, but he was injured in the fall and spent two weeks in a hospital.
2 Training for the major sports competition like Olympic Games takes hard work and the commitment.
3 Cara is doctor in the London and one of a most challenging parts of her job is treating homeless.

4 Read the rules. Find ten quantifiers in the article in Ex 1.

Quantifiers

Grammar animation

Most quantifiers can be followed by *of* + a determiner.

We had to stand, as **most of** the seats were occupied.

No and *every* aren't followed by *of*; instead, we use *none of* and *every one* / *each of*. With *both* or *all*, we often leave out *of*.

We use *a few* and *a little* to refer to a small number or quantity.

She likes to take **a little** exercise every morning.

For a quantity that is (too) small, we can use *few* and *little*.

Few of my friends enjoy playing sport.

GRAMMAR BOOSTER P137

5 Choose the correct alternative.

1 I read two novels over the holidays – I enjoyed **both / both of** books, but **a few / most** of the time I just watched films on TV.
2 **Every / Several** people were injured in the accident, but fortunately **no / none** of them were seriously hurt.
3 I've played tennis against Leila **few / a few** times, but she is so good that I have **a little / little** chance of winning.
4 Marco has **every / all** of the necessary skills for the job, and he copes well even when he's under **much / a lot of** pressure.

6 3.06 Listen to a student, Evan, talking about using a wheelchair. Work in pairs and discuss what you learned about him.

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

1 How do you think Grace's and Evan's experiences of being in a wheelchair are different?
2 What facilities do places in your home town have for wheelchair users? Could they be improved? In what way?

Understand referencing in an article about the Paralympics.

Review: *Rising Phoenix*

1 THINK & SHARE Work in pairs or small groups. Discuss the questions.

1 What do you know about the Paralympic Games? Have you ever watched them?
2 Who are the best-known athletes or sportspeople with disabilities in your country? What do you know about them?
3 How do you think attitudes to disabled athletes have changed over time?

2 Look at the photos and quickly read the review of the film *Rising Phoenix*, ignoring the gaps. What is the film about?

3 Number the following information in the order it appears in the review.

- attitudes to athletes with a disability ___
- a possible problem at the Rio Paralympics ___
- the writer's opinion of the film ___
- a general description of the film ___
- information about two Paralympic athletes ___
- background of the founder of the Paralympics ___

STRATEGY Understanding referencing

To understand a text better, it helps to recognise when certain words refer back to an object, a person, an event or an idea which was mentioned earlier in the text. These include …

- subject and object pronouns like *he / she / it / they, him / her / it / them.*
- referents like *this, that, these, those.*
- adverbs referring to place or time like *here, there, then.*
- *so* + adjective, *such* + noun.

4 3.07 Read the strategy. Then read the review again and match sentences A–F to gaps 1–5. There is one extra sentence. What do the underlined words in the sentences refer to?

A This shows the kind of opposition disabled athletes have faced in the past.
B Their commitment to their sport, ability to adapt to changes and desire to win were all truly impressive.
C He was convinced that it could help his patients recover, because it restored their physical strength and self-confidence.
D Although tickets for them had been advertised, they were expensive and not enough had been sold, meaning the games were at risk.
E This demonstrates clearly how important it is for athletes with a disability to compete at a high level.
F Such serious disabilities can end an athlete's career, but she continued fencing using a wheelchair.

5 Look at the six reference words in **bold** in the review and discuss what each one refers to.

REVIEW:

RISING PHOENIX

A *Rising Phoenix* is a documentary film which tells the story of the Paralympic Games and their creator, a German doctor called Ludwig Guttmann. It also follows the experiences of several athletes with a disability from different sports, and their preparation for the 2016 Games in Rio de Janeiro, told in their own words.

B We learn that Dr Guttmann was born in Poland and trained in Germany. In 1943, he was given the job of setting up a unit at Stoke Mandeville Hospital in the UK. **There** he started to specialise in new treatments for people from the military who had suffered serious injuries to their backs. **These** often left them unable to use their legs and in a wheelchair. Guttmann was a believer in sport as therapy. [1]___ In July 1948, he organised the first Stoke Mandeville Games. There were only sixteen wheelchair competitors **then**; however, the games were held again in following years and the number of competitors steadily increased.



C The film also shows how Guttmann wanted to challenge any suggestion that people with disabilities couldn't excel at sport. Thanks to his commitment, the Paralympic Games became an international event, and in 1960 they were held alongside the official Summer Olympics in Rome. However, it takes time to change attitudes. In the 1980s, one Paralympics was held in the Netherlands because the host nation for the Summer Olympics refused to support **them**. [2]___ Several athletes interviewed for *Rising Phoenix* talked about negative treatment and the psychological barriers they had to deal with in order to compete successfully.



D Beatrice (Bebe) Vio from Venice in Italy took up fencing at the age of five. When she was eleven, she contracted meningitis, a serious infection which led to the removal of her lower arms and legs. [3]___ She worked hard to fulfil her potential and has won medals at the Paralympics and World Championships.





E Ntando Mahlangu is a sprinter from South Africa. After the removal of both his legs below the knee when he was ten, Ntando was given his first blades and started competing in athletic events fewer than two years later. In the film, Ntando explains how **it** gave him a sense of freedom he had not experienced before: 'The day I got my first legs, I started learning how to fly.' He has won medals at the Paralympics and World Championships in the 200 metres, and believes that disabled athletes can help to create a more positive image of disability.

F All of the athletes in *Rising Phoenix* were training for the 2016 Rio Paralympics when they received some worrying news. [4]___ After some negotiations and a social media campaign, the Rio 2016 Organising Committee provided enough extra money so that the games could go ahead. The organisers also made sure that tickets were cheap enough for ordinary people to afford, and **this** attracted increasing numbers of spectators. Within a few days, the Paralympic athletes were competing in front of huge crowds.

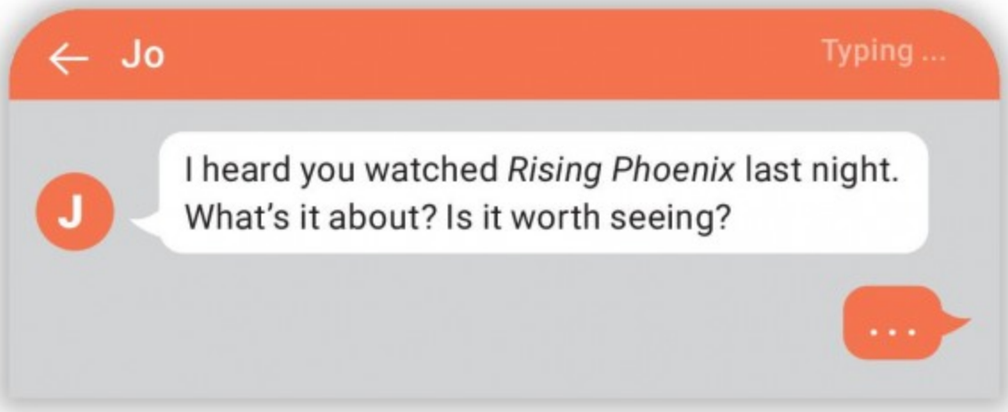
G What I found so inspiring about *Rising Phoenix* was the positive attitude of these athletes, who have all managed to overcome obstacles to succeed. [5]___ How did they get on at Rio? I recommend that you watch the film to find out!

6 **VOCABULARY** Find words or phrases in the review which match the definitions below.

1 focus on and become an expert on (something) (paragraph B) _____
2 perform at a very high level (paragraph C) _____
3 ways of thinking that stop someone from making progress (paragraph C) _____
4 achieve what she is capable of (paragraph D) _____
5 deal with problems or difficulties (paragraph G) _____

7 **MEDIATION** Work in pairs. A friend has sent you the following text message. Imagine you have seen the film and use the information in the review to write a brief reply. Include information about …

- the origins of the Paralympics.
- the stories of some of the athletes at Rio 2016.
- how the film made you feel about the athletes.



8 **THINK & SHARE** Work in pairs or small groups. Discuss the questions.

1 What kind of psychological barriers do you think sportspeople face? What kind of obstacles must they overcome in order to succeed?
2 To what extent is it important to challenge yourself in life? Why?
3 What are the benefits for the wider society of people taking an active part in sport and maintaining a high level of fitness?

3.7 GLOBAL SKILLS

Explore the best ways to handle disagreements.

Managing your reaction





1 Work in pairs. Look at the photos and answer the questions.

1 Compare the two situations. How are they similar or different?
2 What's the difference between a discussion and an argument?

2 As part of a training session, a sports coach has asked her team to complete a short quiz. Work in pairs. Do the quiz and discuss your answers.

How well do you handle disagreements?

1 If I disagree with the team captain's instructions, I . . .
A don't **hesitate** to say so. I enjoy a discussion and I'll always say what I think.
B tell them they're wrong and say why it's a stupid idea.
C keep quiet – it's my job to carry out instructions, not question them.

2 If a discussion becomes intense, I . . .
A can handle it. I don't mind defending my point of view.
B often lose my temper. I tend to **get emotional about** things that are important to me.
C try to change the subject to something less serious – I prefer to avoid **conflict**.

3 If someone on the team is behaving in a selfish way (e.g. missing training sessions), I . . .
A tell them calmly how I feel and ask them to stop.
B sometimes **take it personally** and **overreact** – then I regret it later.
C try to ignore it. I really don't like to **make a fuss**.

4 If I hear that someone has criticised my performance behind my back, I . . .
A speak to them quietly and **propose** discussing the issue.
B **challenge** them in front of others about what they said.
C pretend not to know – I don't want to risk making the situation worse.

3 Read the quiz results. What does your score say about you? Do you agree? Why? / Why not?

Mostly As: You clearly have confidence in yourself and your views. That's great, but make sure you also take time to listen and give others space to express themselves.

Mostly Bs: You believe strongly in your own values. It's fine to express yourself, but try not to get angry or upset. Take a step back, put your emotions to one side and keep a cool head.

Mostly Cs: You're a peacemaker and your friends value your calm, relaxed attitude. But don't forget about your own needs. Make sure you speak up for yourself when you need to.

4 VOCABULARY Match the words or phrases in **bold** in the quiz to meanings 1–8.

1 respond in a very extreme way _____
2 suggest _____
3 show your feelings _____
4 wait too long before doing something _____
5 strongly suggest that someone take part in a discussion _____
6 a serious argument or disagreement _____
7 get angry and complain about something _____
8 think something is about you _____

5 Work in pairs. Choose five of the words or phrases in Ex 4 and use them to tell your partner about yourself or someone you know.

> I sometimes get emotional about things that are important to me.

6 3.08 The coach also asked the team to listen to a weekly podcast called *Better Teamwork*. This week, it is about managing your reactions. Listen and number the advice in the order that you hear it. Which do you think is the most important piece of advice?

A Be polite when you talk about other people's opinions or ideas, and don't act in a disrespectful way. ___
B Don't get excited or show that you are upset – keep a cool head. ___
C Pay careful attention to what the other person is saying. ___
D Focus on what someone is saying, and don't attack them personally. ___
E Talk about your feelings, not the other person's faults. ___

7 3.08 Listen again. According to the podcast …

1 why can it be difficult to stay calm in an argument?
2 how acceptable is being rude and using insults?
3 how should we try to start statements in an argument?
4 what are three examples of unhelpful body language?
5 what shouldn't you do while someone else is talking?

8 Turn to page 150 and discuss the situation. Try to use techniques from this lesson to communicate respectfully. Student A starts. When you have finished, think about the discussion. Did you …

- stay calm?
- argue with the idea, not the person?
- use sentences beginning with *I*, not *You always* … ?
- show respect for the other person's point of view?
- listen carefully to what they were saying?

9 THINK & SHARE Work in groups. What have you learned about disagreeing respectfully? Which of the suggestions would you try? Note down three pieces of advice for yourself and present them to your group.

A discussion



1 Work in pairs. Discuss the questions.
1 Which activities in the photos have you tried? Which would you like to try?
2 What are some of the benefits of doing these activities?
3 Do you think any of the activities should be compulsory for school students?

2 Read the notice from a school's online message board. Answer the questions.
1 What kind of activities do you think should be included?
2 What do you think the reaction will be among students?
3 How would you feel if this was introduced in your school?

LAKESIDE ACADEMY ONLINE •••

Message board

From next term, we will have an activity afternoon on Wednesdays on alternate weeks. This will be compulsory for all students in Years 10–13. All students must choose an activity to follow for the whole term. There will be team sports, group activities and community activities.

3 3.09 Listen to Alex, Bella and George, three friends, discussing the notice. What do they think of the idea? Whose opinions do you most agree with and why?

4 3.09 Listen again and complete the Phrasebook with the words you hear.

PHRASEBOOK Discussing ideas

Expressing a preference
Personally, [1]_____ (not) to …
It [2]_____ to me …
[3]_____, the most interesting … is …
I [4]_____ quite strongly that …

Clarifying a point
Sorry if I'm not [5]_____. The main thing is …
OK, let me [6]_____ what I mean.
Basically, my [7]_____ is …
What I'm [8]_____ to say is …

Disagreeing politely
I understand [9]_____ you're saying, but …
I see [10]_____, but …
I know you [11]_____, but …
I'm sorry, but I [12]_____ (that's a very good idea).

PRONUNCIATION Sentence stress

In spoken English, we stress the words in a sentence which carry the most important information. These are **content words**, and are usually nouns, pronouns, verbs and adjectives. We also stress some adverbs like *really* or *very* when they emphasise a verb or an adjective.
*I **understand** what you're **saying**, but I **think** it could be **fun**. Basically, my **point** is, **the exams** are **really important** to me.*

5 PRONUNCIATION 3.10 Read the Pronunciation box. Look at the sentences and underline the words that you think will be stressed. Then listen, check and repeat.
1 The most interesting thing is the chance to do things with other people.
2 Doing physical exercise is just as important as keeping fit mentally.
3 What I'm trying to say is, these activities can help.

STRATEGY Managing the conversation

When taking part in a discussion, everyone has a responsibility to keep the conversation moving forward. It's useful to be able to involve other people, to show that you want to interrupt or say something, and to avoid being interrupted.

6 3.11 Read the strategy and complete the Phrasebook with headings A–C. Then listen to four short extracts from the discussion and tick the sentences you hear.
A Signalling you want to speak
B Including someone in the discussion
C Managing an interruption

PHRASEBOOK Discussing ideas

1 _____ What do you think, George?
Bella, do you have any thoughts about that?
2 _____ Can I say something?
Sorry to interrupt, but …
3 _____ Just a minute, George, let her finish.
Hold on, I haven't finished.

7 Work in small groups. Choose one of the following possible changes in your school system to discuss. Think about your opinion and make notes.
- Change to a four-day week (Monday to Thursday), but with a longer school day and shorter holidays.
- Abolish all exams and give all students final grades based only on coursework, marked by their teachers.
- Change to a mix of online and face-to-face lessons, with students working at home three days per week.

8 Have a discussion. Try to ensure that everyone has the opportunity to speak and that you manage interruptions politely.

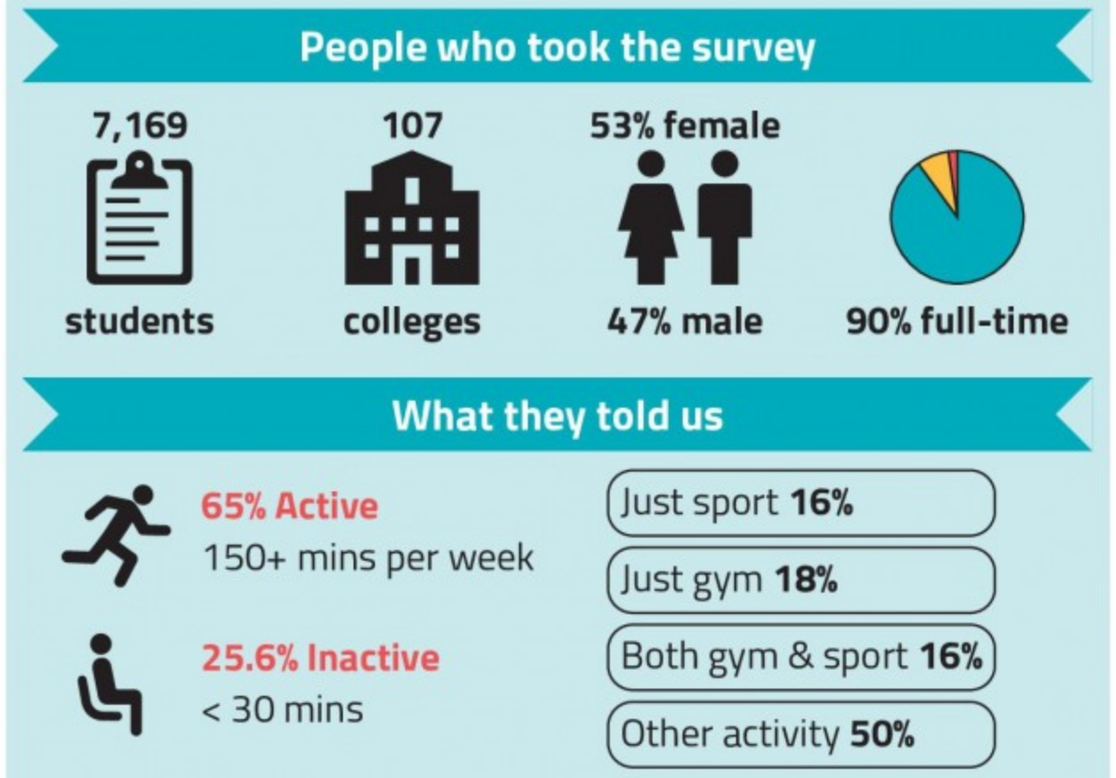
9 REFLECT Work in pairs. Discuss the questions.
1 How well did you participate in the discussion? Did you manage to say everything you wanted to say?
2 Was everyone else in your group able to participate in the discussion?
3 Did anyone in your group say anything that surprised you, or made you change your opinion?

3.9 WRITING

Use impersonal language to write a data-based report.

A report

1 Work in pairs. Look at the infographic which goes with the report in Ex 2. What do you think is the aim of the report? What information might it contain?



2 Read the report quickly and check your ideas in Ex 1. Does any of the information in the report surprise you?

Physical activity among 16–19-year-olds and its effect on their well-being

A **This report is based on** a survey of students aged 16–19 in England. It was completed by 7,169 students in 107 colleges. **The majority of** students (over 90%) were in full-time study. **Just over** half (53%) were female, and **approximately** 11% said that they had a disability. **The objective of the survey was** to learn about their participation in physical activity and how that affected their well-being.

B Students were asked how much physical activity they did per week. Depending on the answer, they were classified as active (more than 150 minutes per week) or inactive (fewer than 30 minutes). Active students were also asked what kind of activity they took part in. They were then asked several questions about their personal sense of well-being, including overall happiness, satisfaction with their life, how anxious they felt and whether they felt lonely or socially isolated.

C **According to the results of** the survey, **almost** two thirds of students (65%) were classified as active; just over a quarter (25.6%) were inactive. Half the active students either took part in competitive sport or went to the gym, or both. The remaining 50% participated in other kinds of physical activity. **It is clear from the data that** students classified as active had slightly higher levels of personal well-being than inactive students – they were happier, more satisfied with their lives and felt less isolated. It is interesting to note, however, that they also had higher levels of anxiety.

D In summary, the evidence provided by the survey **supports the idea that** the more active a person is, the better their well-being. Despite this, the overall difference in well-being between active and inactive students was not quite as great as expected. And while the number of students classed as active is a positive sign, the high number of inactive students remains a concern.

3 In which paragraph does the writer …
1 give their conclusions about the results of the survey?
2 say what information the participants were asked to provide?
3 describe the aims of the survey and its participants?
4 talk about the results of the survey?

4 Complete the Phrasebook with the phrases in **bold** in the report.

PHRASEBOOK Impersonal language

Introducing the subject and aims of a report
The purpose of this report is to …
1 _____
2 _____
This report is intended to …

Referring to numbers / data
More / less than …
3 _____ / Most of …
Just under / 4 _____ half …
Nearly / 5 _____ / 6 _____
The remaining 50% …

Talking about results
7 _____
The report shows / suggests / indicates that …
8 _____
Based on the data / numbers / evidence, …
9 _____

STRATEGY Using impersonal language

When writing a report, try to use more impersonal language so that the reader focuses on the information, not the writer. For example:
- use passive forms rather than active forms.
- avoid using personal pronouns such as *I*, *you* or *we*.
- use impersonal structures to express opinions or conclusions (e.g. *It is surprising that …*).

5 Read the strategy. Then find sentences written in more impersonal language in the report that match the informal ones below.
1 We wanted to know if they did any sports and how it made them feel.
2 We asked active students what activities they did too.
3 You can see that the students we classed as active are a bit happier than the inactive ones.
4 I'm quite interested that they're also more anxious.
5 It's good that a lot of students are active, but I'm worried that quite a lot are inactive.

6 You are going to write a similar report on a student survey. Look at the data in the infographic on page 150.

7 Plan your report using the paragraph structure in Ex 3 and the Phrasebook.

8 Write your report. Remember to use impersonal language.

9 CHECK YOUR WORK Did you …
- follow the paragraph structure?
- include phrases from the Phrasebook?
- use impersonal language?
- check your spelling, grammar and punctuation?

Grammar

1 Order the words to make sentences. Sometimes more than one answer is possible.

1 we / older / the / less and less / our muscles / become / flexible / get
2 more / horse riding / dangerous / I think / is / slightly / cycling / than
3 studying / she / get / the better / the longer / her grades / spends / seem to
4 just / your / fit / mental health / is / as / as / important / looking after / keeping
5 get / more and more / doing exercise / enjoyable / as I / fitter and fitter / becomes

2 Choose the correct alternative.

THE GREENEST FOOTBALL TEAM IN BRITAIN

Forest Green Rovers is [1]**a / the / –** very unusual football club. [2]**A / The / –** club is famous for its approach to [3]**a / the / –** sustainability. The team's kit is made from [4]**a / the / –** recycled materials, and [5]**a / the / –** solar panels provide [6]**few / most / none** of the electricity for the stadium. [7]**Every / Each / All** of the food served at [8]**a / the / –** club is vegan. [9]**Little / Another / Several** of the Forest Green players follow a completely vegan diet, and so do [10]**many / much / every** of the club's fans.

Vocabulary

3 Complete the sentences with one word.

1 Stretching your _____ before you exercise will stop you getting too stiff.
2 The more exercise I do, the more I want to do – it's really _____.
3 Aerobic activities like running or cycling will increase your _____ rate.
4 Taking regular exercise is a good way to _____ your physical health.
5 *Rajio taiso* is good exercise and, unlike going to the gym, it doesn't _____ up a lot of time.

4 Complete the sentences with the words below. There are two extra words.

accept collaboration contributes demonstrate failure leadership organisational responsibility

1 You should always take _____ for your mistakes and not try to blame other people.
2 You need good _____ skills to balance sports training with your studies and your social life.
3 In a job interview, you must _____ that you have the personal qualities the employer is looking for.
4 Losing an important game teaches you that _____ is as much a part of life as success.
5 If you make a bad decision, you have to recognise it and _____ the consequences.
6 Under the _____ of their captain, Roman, the team won the school championship this year.

Cumulative review

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

Why did you decide to use the app Couch to 5K?

I've tried to get fit the past, but it was hard to get motivated. I have [1]___ busy life, so I need something that [2]___ my routine and gives me a goal to aim at – a 5K race. A friend suggested it and I thought, why not? It's brilliant, actually – the app helps you work up to running 5 km in just nine weeks.

How often do you run?

I try to do [3]___ exercise every day. That definitely [4]___ a positive impact on my overall fitness.

Is it difficult?

No. I thought it would be more [5]___, but physically it was [6]___ like as hard as I expected. It took time to [7]___ to a new routine, though – you need to be [8]___ to run three times a week. It takes real [9]___, but the benefits are definitely worth it.

What are the benefits for you?

I'm [10]___ fitter, obviously. But I also feel more relaxed, and it's really helped build my self-confidence. I used to go to [11]___ gym, which was really expensive. Running is [12]___ as good as a gym workout, and it's much cheaper.

So, you would recommend it?

Definitely. It's really [13]___ for your overall health and well-being. And if you run with other people, it's brilliant for developing [14]___.

What is your advice for new runners?

Always stretch before you run – the more you stretch, the more [15]___ you'll be. And have fun – if you don't enjoy it, you won't do it.

1	**A** –	**B** the	**C** a
2	**A** increases	**B** fits in with	**C** takes up
3	**A** a little	**B** another	**C** a few
4	**A** takes	**B** makes	**C** has
5	**A** challenging	**B** enthusiastic	**C** complicated
6	**A** not quite	**B** nothing	**C** not
7	**A** contribute	**B** adapt	**C** acquire
8	**A** aware	**B** positive	**C** willing
9	**A** commitment	**B** collaboration	**C** demands
10	**A** lot	**B** a lot	**C** little
11	**A** the	**B** –	**C** some
12	**A** equally	**B** slightly	**C** far
13	**A** challenging	**B** beneficial	**C** addictive
14	**A** demands	**B** your heart rate	**C** teamwork
15	**A** stiff	**B** flexible	**C** inspired

Think & share

6 Work in pairs. Discuss the questions.

1 Do you think it's more difficult to overcome physical or mental obstacles when playing sport? Why?
2 Why is it easier to exercise if you have a specific goal?
3 What are the advantages and disadvantages of exercising a) with friends and b) alone?

VISION 360°

Learn about why people take part in and watch sports, and create a campaign for an unusual sport.

The social benefits of sport



Unit 3 360° hotspots

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

1 Apart from the physical benefits, what other benefits do people get when they take part in team sports or activities?
2 Think of a time you watched live sport in a crowd. How did you feel?
3 Why do you think some people spend so much time and money watching their favourite sports teams?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the football match. What emotions do you think the players and fans are feeling? How would you feel if you were in the crowd?

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

1 ancient sports
2 benefits of being active when you're young
3 positive effects of doing sport
4 a description of a sporting occasion
5 positive effects of supporting a team

4 Read about the oldest team sports. Which sport(s) …

1 had a rule about the ball touching the ground? _____
2 began in the military? _____
3 started in Europe? _____
4 is similar to a popular modern game? _____
5 are still played today? _____ _____

5 Work in pairs. Choose one of the sports from Ex 4. Go online and find out some basic rules of the game. Make notes and then explain the rules to the class.

6 Listen to a woman talking about the reasons people support teams. Tick the reasons that she mentions.

1 It helps them feel less lonely. ___
2 It's a great way to make friends. ___
3 It gives them a sense of identity. ___
4 It makes them feel more confident. ___

7 Work in pairs or groups. Look at the infographic on the benefits of being active. Discuss why you think active young people experience the benefits mentioned. Make notes and share your answers with the class.



8 Work in pairs. Make a list of five reasons why you think people enjoy watching sport.

Listen to the commentary. Which reasons does it give? Do any of the reasons agree with yours?

9 Listen to five different people talking about the social benefits of doing sport. Which speaker (A–E) talks about …

1 dealing with failures? ___
2 teamwork? ___
3 motivation? ___
4 self-confidence? ___
5 improved mental abilities? ___

10 THINK & SHARE What social benefits do you get now or have you got in the past from doing sport and exercise? Use the vocabulary from the unit to help you.

CREATE … a campaign to promote an unusual sport

STEP 1

Work in groups. Talk about what you know about these sports. Then choose one sport you want to promote.

Gaelic football kabaddi korfball kronum
standup paddle boarding (SUP) ultimate frisbee water polo

STEP 2 RESEARCH IT!

Go online and do some research into your chosen sport. Find out and think about:

- the rules
- the equipment needed
- where and when it's played
- where you can watch it
- the benefits of doing the sport

STEP 3

Decide how you are going to promote your sport. You could make a plan for a campaign video or podcast to present to the class, a poster or presentation.

Organise your information into the sections from STEP 2 and decide who is going to create each section.

STEP 4

Use the notes from your research to prepare the different sections. If you are doing a visual presentation, find some photos or videos of people doing the sport.

Decide how you are going to start and finish your campaign. Try and think of a memorable slogan or line to promote the campaign.

STEP 5

Give your presentation to the class. Make sure each member of the group presents a part of your campaign.

Listen to the other presentations. Which sport would you most like to try? Why?

4

VOCABULARY
Living spaces
Home and community

GRAMMAR
Future continuous, future perfect simple and future perfect continuous
Future time clauses
First conditional

LISTENING
A podcast about the future of city centres

READING
A short history of migration

GLOBAL SKILLS
Identifying and analysing trends

SPEAKING
A stimulus-based discussion

WRITING
A formal email of enquiry

DOCUMENTARY
Green design in Mexico

VOCABULARY BOOSTER P123
GRAMMAR BOOSTER P138–139

A place like home



Alternative living spaces

1 THINK & SHARE Work in pairs. Look at the photos of alternative living spaces. Discuss the questions.

1 What are the pros and cons of living in such places?
2 What other alternatives are there to renting or buying an expensive house or flat?
3 Where do you think you will live in the future?


tiny flat


converted van


shipping container flat


converted cargo boat

2 4.01 Yasmin and Zaki have been researching unusual homes. Watch or listen. Which of the living spaces in the photos do they talk about? What do they think about them?

3 4.01 Watch or listen again. Answer the questions.

1 What kind of living spaces are Yasmin and Zaki particularly interested in?
2 Which clever feature of the tiny flat design does Zaki mention?
3 Which features of the shipping container flat does Yasmin like?
4 In what ways are converted boats high-tech?

4 REAL ENGLISH Choose the correct meaning for the phrases in **bold**.

1 Living in a van is **a trade-off** between being somewhere cheap and somewhere with space.
A accepting a disadvantage so you can have an advantage
B something that costs money
2 It's an old boat, but it has a kitchen and bathroom with **all mod cons**.
A all the necessary devices and equipment
B all the things you don't need
3 **Don't get me wrong** – I like living here.
A don't criticise me
B don't misunderstand me
4 'Do you want to go out for a pizza?' 'A pizza? **Now you're talking!**'
A I approve of this
B we're having a chat
5 'I know you like bright colours, but painting that wall orange is **over the top**.'
A too high
B too extreme
6 You should go and see that flat – you don't want to **miss the boat**.
A lose an opportunity to do or get something
B pay too much for something

5 VOCABULARY Match the adjectives in **bold** to the definitions.

1 The kitchen has everything you need – it's very **well equipped**.
2 This **open-plan** flat has different living areas rather than separate rooms.
3 The windows are very small, so the amount of natural light is **restricted**.
4 Our town's streetlights use special light bulbs – they're really **energy-efficient**.
5 Almost 84% of the UK population live in **urban** areas.
6 She designed the interior of the boat herself – some of her ideas are **ingenious**.
7 There isn't enough **affordable** housing in our city.
8 The flat is quite **spacious** – the rooms are large and there isn't too much furniture.

A using a small amount of power
B connected with a town or city
C cheap enough for people to pay for it
D not divided up by internal walls
E having plenty of room to move around in
F limited or small in size or amount
G extremely clever
H supplied with everything necessary

6 VOCABULARY Complete the sentences with the words below.

central heating facilities proportions
remote control smart appliance staircase
storage work surfaces

1 A beautiful wooden _____ leads up to her studio in the attic.
2 A washing machine with the technology to respond to user instructions is an example of a _____.
3 The flat is close to _____ like shops, restaurants and the gym.
4 You can operate the automatic window blinds using the _____.
5 With its high ceilings, the _____ of the room make it feel very spacious.
6 The boat has _____ under the floors, so it's really warm in winter.
7 There are cupboards in every room, so the house has plenty of _____.
8 In the food preparation area, the _____ must be kept very clean.

7 Complete the post on Yasmin and Zaki's vlog with words from Ex 5 and 6.



Hey guys, love your vlog. This is Kyle in California. Thought you might like to hear about the old cargo van my brother Sam and I bought last winter. We converted it so we can live in it while we surf in summer. The [1] _____ are 3.6 metres by two by two – so you couldn't say it was [2] _____! In fact, if there are more than two people inside, it feels quite [3] _____. It's all [4] _____, obviously, but Sam studies engineering and he's very smart. He came up with some really [5] _____ ideas to make use of the space we do have. So, there's a kitchen with a fridge, microwave, coffee machine – all powered by solar panels on the roof, so we're really [6] _____. There's a neat sleeping area with two bunks. And in the sides, Sam's built in a load of cupboards – that's mostly [7] _____ for our surf gear. It's pretty warm in summer, so there's no [8] _____, but we do have air conditioning that runs off the battery. Usually we stay at campsites near the beach so we can use their [9] _____. Neither of us has much money, and the van makes living here [10] _____ – more time to surf! Awesome!

8 Complete the sentences with words from this lesson. Then compare your ideas with a partner.

1 Where I live is … I like living there because …
2 When I leave home, I'd like to live somewhere …
3 My ideal place to live would be …

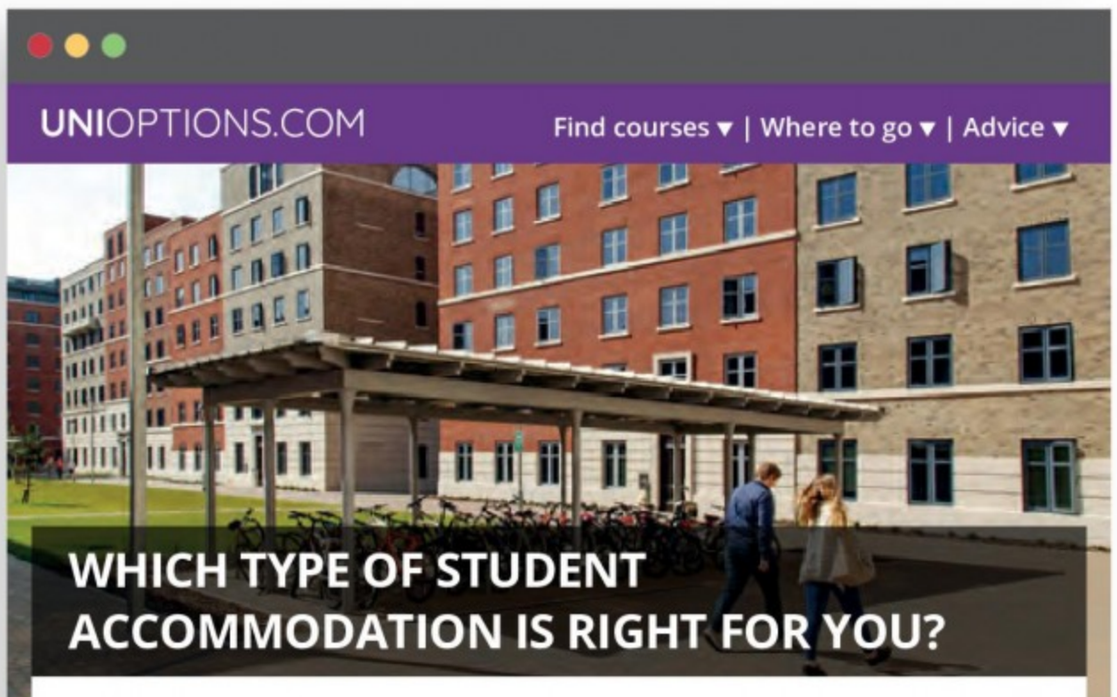
9 THINK & SHARE Work in pairs. Discuss the alternative living spaces in this lesson. What appeals to you about each one, and what does not? Give reasons.

Use future continuous and perfect tenses to talk about plans and make predictions.

Future continuous, future perfect simple and future perfect continuous

1 Read the information for school-leavers about university accommodation in the UK. Answer the questions.

1 What accommodation options are available to students?
2 What are the advantages and disadvantages of each?



WHICH TYPE OF STUDENT ACCOMMODATION IS RIGHT FOR YOU?

If you're planning to go to university, [1]this probably means you will be living away from home for the first time.

In the UK, there are different types of student accommodation available. University-owned halls of residence or flats are a good option and are often located close to the university or in the city centre. Some students share privately rented houses or flats, while others may live with a host family. These options are often more affordable than university accommodation, but they can be located further out in the suburbs and involve a long bus journey. [2]So, before you even start your study day, it's possible you will have been commuting for up to an hour.

In some cities, there are student housing companies which provide high-quality private accommodation. They offer comfortable study bedrooms with their own bathroom, in a well-designed shared flat with all mod cons. Other facilities might include Wi-Fi, games rooms, cinema rooms and spacious communal areas. However, they are usually more expensive.

Whichever option you choose, [3]by the end of the year, you will have learned how to live with other people, had some great experiences and made some good friends.

2 Read the grammar box. Match sentences 1–3 in the text to the rules A–C.

Future continuous, future perfect simple and future perfect continuous

Grammar animation

A We use the future continuous to talk about an action in progress at a specific time in the future.
B We use the future perfect simple to talk about an action completed by a specific time in the future.
C We use the future perfect continuous to say how long an action will have been in progress at a specific time in the future. We usually use *for* … to specify the duration.

GRAMMAR BOOSTER P138

3 Complete the social media post by Sofia, a Dutch student who is about to leave school, with the phrases below.

will have been speaking will have improved
will be spending

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

Sofia Jansen
2 days ago

I'm going to study Spanish literature at university in September, so I [1]_____ the next three months learning Spanish in Palma de Mallorca as part of the Erasmus programme. I'm going to stay with friends for the first week, then with a local family. By the end of my stay with the family, I [2]_____ Spanish every day for three months. I'm sure that by the time I get home, my Spanish [3]_____ a lot.

Like Comment Share

4 Complete the next post from Sofia with the correct future form of the verbs in brackets.

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

Sofia Jansen
3 hours ago

Almost time to leave! My flight takes off at 9.45 tomorrow morning, so at around 17.15 tomorrow evening I [1]_____ (land) in Palma. I'm sure I'll be pretty tired, as by that time I [2]_____ (travel) for over twelve hours. My friends are coming to meet me. I [3]_____ (not / stay) with them for the whole time, just until the end of June. In July, I'll move in with my host family. This time next week, I [4]_____ (start) my course, and I'll know which classes I [5]_____ (attend) for the next few weeks …

… Looking further ahead, at the end of my time in Palma, I [6]_____ (live) there for three months. My Spanish should be pretty good by then as I [7]_____ (practise) it for all of that time. I hope that by the end of my stay I [8]_____ (make) some good friends and visited some interesting places.

Like Comment Share

5 4.02 Listen to a conversation between two school friends. Use the prompts and the correct future tense to talk about their predictions and plans for the next few months.

1 On Friday, they …
2 This time next week, they …
3 After this week, they …
4 Sean doesn't know …
5 By September, Sean's brother …
6 In October, Ella …
7 For the next few months, Ella …

6 THINK & SHARE Work in pairs. Make predictions about your own future.

This time next year, I'll have left home and I'll be working in Berlin.

The future of city centres

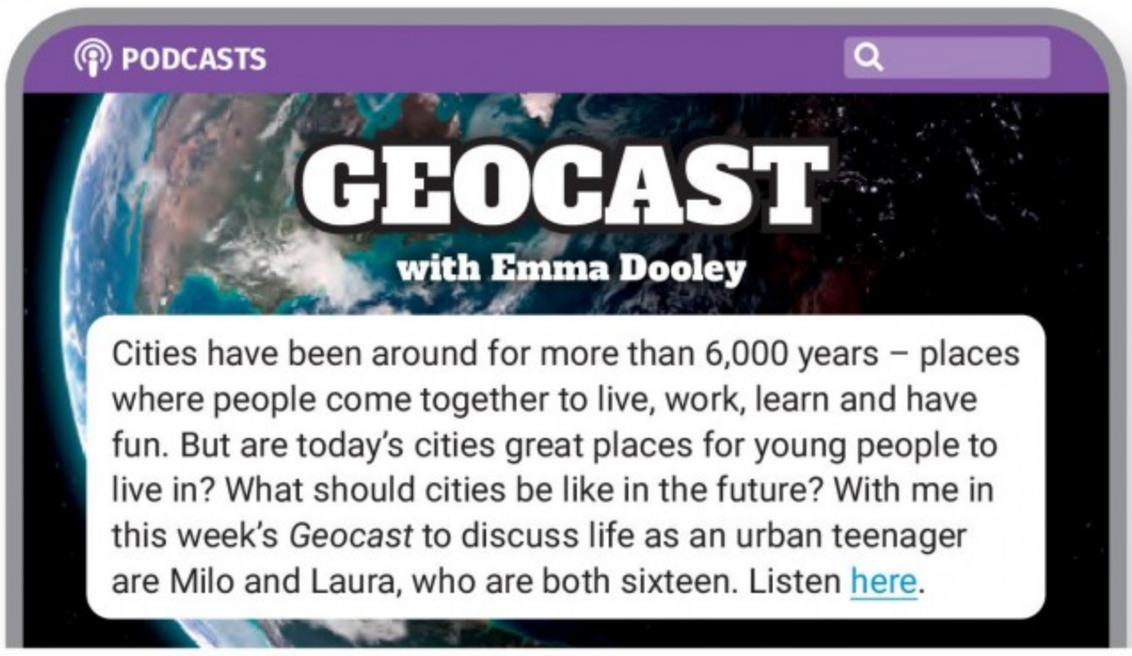






1 THINK & SHARE Look at the photos. Which is most typical of cities in your country, or a city you know? Which would you prefer to live in, and why?

2 4.03 Read the text and predict the topics the speakers might discuss in the podcast. Then listen and check your ideas.



STRATEGY Understanding discourse markers

When you are listening to a talk or discussion, it's useful to be able to understand phrases (called discourse markers) that help you to recognise when the speaker …

A introduces a new point on the same topic (*And similarly, …*).
B gives an example (*One example of this is …*).
C refers back to an earlier point in the discussion (*As we were saying, …*).
D wants to change the subject (*Another thing is …*).
E refers to the wider context (*The bigger picture is …*).

3 4.04 Read the strategy. Then listen and complete the extracts from the podcast with the correct discourse marker. Match them to functions A–E in the strategy.

1 You can walk everywhere, or cycle – I cycle to school. But _____, that isn't necessarily everyone's experience.
2 However, there's a lot of traffic so the air is quite polluted. _____, some of my friends are concerned about safety because of the traffic.
3 _____ the recent pandemic … the city was definitely less busy.
4 OK, _____ talk about the future.
5 Let's get rid of the cars! But _____, we need lots more well-designed green spaces that people actually feel at home in.

4 4.03 Listen to the podcast again. Are the sentences true (T), false (F) or not given (NG)?

1 Milo's city is a convenient place to live and it's easy to get around.
2 Laura doesn't like the fact that her city is crowded and there are too many tourists.
3 Milo thinks the recent pandemic has had a permanent effect on the number of people coming into the city centre.
4 Laura would like to see the empty buildings in city centres used for new purposes like housing.
5 In Milo's city, there are too few places for teenagers to meet and socialise.
6 They both believe that creating more green spaces will make cities more attractive to younger people.
7 Some cities are already using kinetic flooring to turn tourists' footsteps into electricity.
8 Milo suggests converting office buildings into flats as a solution to the need for affordable homes.

5 VOCABULARY Check the meaning of these work-related words and phrases. Use them to complete the sentences.

go out of business home office part-time job
self-employed work remotely workplace

1 Samira has a _____ at a fast-food restaurant, working three evenings a week.
2 Research shows that employees are happier in a comfortable, well-designed _____.
3 If a company doesn't make enough money to pay its costs, it may _____.
4 Adam has been _____ since he left school – he has his own company and enjoys being his own boss.
5 My dad works from a desk and a computer in the spare bedroom – he calls it his _____.
6 Wi-Fi and super-fast broadband have made it easier to _____ instead of going to an office every day.

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

1 Which of the ideas in the podcast surprised you? Why?
2 In what way has your home town or city changed in the last few years? Are there more green spaces, or fewer? Has the use of any buildings changed?
3 What changes to benefit young people would you like to see in your city?

4.4 VOCABULARY

Talk about ideas of home and community.

Nomads

1 THINK & SHARE Work in pairs. Discuss what the word *home* means to you. Is it your country, your home town, or the house or flat you live in? Or is it more about the people in your community?

2 Read the definition. What examples of nomads can you think of?

> **nomad** /ˈnəʊmæd/ *noun* a member of a community that moves from place to place; *adj*: **nomadic**

3 Read the article and compare your ideas in Ex 2.

Home | Learn | Advice Search

Home – is it the place or the people?

1 Early humans lived in small groups, often just an extended family. This community was their 'home' – they were dependent on each other for survival, working together to hunt for food and protect themselves. Much of the time they lived as nomads, hunting animals and gathering plants. They built shelters when necessary, or if they decided to settle in one place for a time.

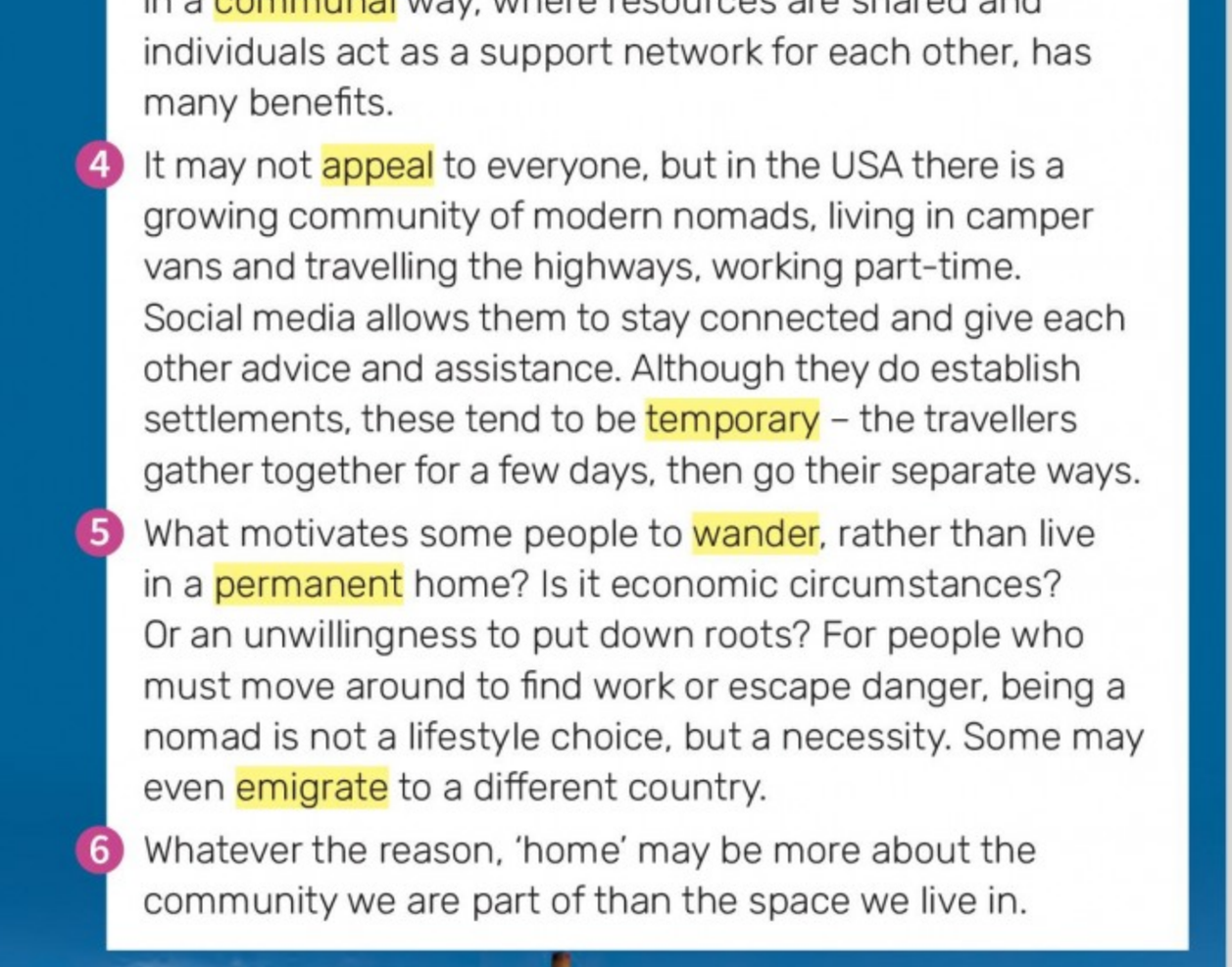
2 Until relatively recently, many traditional societies around the world maintained a nomadic existence, from the Inuit of northern Canada to the San peoples of southern Africa, the Roma of Europe and the animal herders of Mongolia.

3 In modern Western terms, their standard of living seems low, with little money and few possessions. But living in a communal way, where resources are shared and individuals act as a support network for each other, has many benefits.

4 It may not appeal to everyone, but in the USA there is a growing community of modern nomads, living in camper vans and travelling the highways, working part-time. Social media allows them to stay connected and give each other advice and assistance. Although they do establish settlements, these tend to be temporary – the travellers gather together for a few days, then go their separate ways.

5 What motivates some people to wander, rather than live in a permanent home? Is it economic circumstances? Or an unwillingness to put down roots? For people who must move around to find work or escape danger, being a nomad is not a lifestyle choice, but a necessity. Some may even emigrate to a different country.

6 Whatever the reason, 'home' may be more about the community we are part of than the space we live in.



4 VOCABULARY Look at the highlighted words in the article and match them to the definitions.

1 move to live abroad
2 to attract or interest someone
3 make your home in a particular place
4 lasting for a short time
5 move around with no particular destination
6 lasting for a long time, or forever
7 shared by people who live or work together
8 needing someone or something

5 VOCABULARY Find a noun or noun phrase in the article that means …

1 the people you are related to, including grandparents, cousins, etc. (paragraph 1)
2 places that give protection from bad weather or danger. (paragraph 1)
3 a way of living. (paragraph 2)
4 the amount of wealth and material comfort you have in your life. (paragraph 3)
5 the people who provide you with practical and emotional help. (paragraph 3)
6 help or support to do something. (paragraph 4)
7 places where people establish a community. (paragraph 4)
8 a decision you make about how to live and behave. (paragraph 5)

6 Choose the correct alternative.

1 Ben's parents have decided to **emigrate / wander** to Canada – they'll have left by this time next month.
2 I'm not worried about my sister moving to another town – her friends will provide a great **extended family / support network**.
3 Living in a van doesn't **appeal to / settle** me – I like a home with all mod cons.
4 The flat doesn't have a washing machine – there's a **communal / dependent** laundry room in the basement.
5 One of my smart appliances is broken – I need some technical **assistance / existence**.
6 We like living on a boat, but it's only **permanent / temporary** – we'll be moving out soon.
7 On many mountain hiking routes, there are **shelters / settlements** you can stay in if the weather is bad.
8 If you want a better **lifestyle choice / standard of living**, you need to work hard and get a good education.

7 Work in pairs. Imagine you have the opportunity to interview someone from a nomadic community. Look at the questions. Make a list of additional questions you would like to ask using vocabulary from this lesson. Then role-play the interview with a new partner.

- What appeals to you about being a nomad?
- Is being a nomad sometimes a difficult existence?
- Do you enjoy living in a communal way?
- Do you have a good support network?

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

1 What are the advantages and disadvantages of a being a nomad?
2 What might a typical day for a nomadic community be like?
3 What might motivate someone in the modern world to choose a nomadic life?

Future time clauses; first conditional

1 THINK & SHARE Work in pairs. What do you think are a) the most beneficial and b) the most difficult aspects of volunteering in another country?

2 Raleigh Expedition is a volunteer programme for high school and college-aged students. Read about one programme and answer the questions.

1 What does the community programme involve?

2 What are the benefits of taking part for the volunteers?

Volunteer abroad



Charity volunteering opportunities

Raleigh International's five-week Expedition programme in Nepal brings young volunteers and local communities together to improve access to water, sanitation and hygiene facilities in the Gorkha district. If you decide to join the Expedition, you'll help create long-lasting sustainable change within a community.

When you arrive at Kathmandu airport, our local team will meet you and take you to your accommodation. After you've had a chance to relax, your first period of training will begin. [1]You'll have the chance to get to know your fellow volunteers while you are preparing for your Expedition. You'll learn the essential skills for the work you'll be doing and about safety in the mountains. Then you'll set off on a five-day trek to develop your teamworking skills. If you complete the trek, you'll have learned a lot about life in the mountains above 3,000 metres.

[2]Your work on the community project will start as soon as you've completed your induction training. You will travel to a community in the Gorkha region which will be your home for the next three weeks. During this time, you'll be living and working alongside the local community. [3]You will experience the famous Nepalese friendliness and hospitality the moment you arrive – everyone will be very happy to see you. You'll be working on different activities each day – for example, helping to build toilets, constructing a handwashing station or improving access to a source of clean drinking water. Remember: If you're volunteering with us, you're creating long-lasting sustainable change.

By the end of the Expedition, you'll have made new friends, learned new skills and had some amazing experiences. So, if you've enjoyed yourself, let us know.

Apply now

3 Read the grammar box. Match sentences 1–3 in the text to the rules A–C.

Future time clauses

Grammar animation

In future time clauses, following conjunctions like: *after, as soon as, by the time, immediately, in case, once, on condition that, the moment, until, when, while*, we normally use a present tense, not a future tense.

A We often use the present simple to talk about a future action or state (not *going to* or *will*).

B We use the present perfect when we refer to a completed action at a time in the future (not the future perfect).

C We use the present continuous when we refer to an action in progress in the future (not the future continuous).

GRAMMAR BOOSTER P139

4 Complete the sentences with the correct form of the verbs.

1 I'll feel happier once I _____ if I have a place on the expedition. (know)

2 You will definitely learn some Nepalese while you _____ with your host family. (stay)

3 Will you let your parents know as soon as you _____ safely in Kathmandu? (arrive)

4 The project won't finish until everyone _____ from a clean water supply. (benefit)

5 Read the rules. Find an example of first conditional sentences (A–D) in the text in Ex 2.

First conditional

We use the first conditional to refer to real or likely future events. In the *if* clause, we use a present tense and in the result clause, we can use any future form or imperative. For example:

A If they offer me a place on the expedition, I'll definitely accept it. (*If* + present simple + *will*)

B If Jacob's cooking, I'm not staying for supper. (*If* + present continuous + present continuous)

C If I we keep working, we'll have finished the assignment by this evening. (*If* + present simple + future perfect)

D If you haven't completed the job by the time it gets dark, finish it in the morning. (*If* + present perfect + imperative)

GRAMMAR BOOSTER P139

6 4.05 Listen to a voicemail message from Anya, a Raleigh volunteer. Make notes about the following points, then compare your answers with a partner.

1 meeting at the airport
2 arriving early
3 arriving in Kathmandu
4 getting to the accommodation
5 responding to the voicemail

7 THINK & SHARE Work in pairs. Imagine you are going on a trip (e.g. a school exchange, a weekend field trip). Complete the sentences, then share your ideas with another pair.

- The moment we arrive, …
- As soon as I can, …
- By the time we've completed …
- While we're staying there, …
- If we manage to …
- If we make an effort to …

Recognise a variety of phrases in order to understand the writer's point of view.

A short history of migration

1 What does the word *migrate* mean? Choose the best definition. Use a dictionary to check your answer.

A to travel frequently
B to move from one place to another
C to escape from somewhere

2 Test your knowledge with this quiz. Work in pairs. Answer the questions.

MIGRATION: HOW MUCH DO YOU KNOW?

1. Where in the world did the first modern humans come from?
2. Which was the last continent to be occupied by humans?
3. How long ago did people start to become farmers and live in permanent settlements?
4. To which country did millions of Europeans migrate in the 19th and early 20th centuries?
5. What will be one of the main causes of migration in future?



3 Read the article quickly and check your answers in Ex 2. Then match headings A–F to paragraphs 1–5 in the article. There is one extra heading.

A Economic migration
B The future of migration
C Returning home
D Populating the planet
E Out of Africa
F Exploiting the world

STRATEGY Recognising the writer's point of view

When reading a text, it's useful to recognise the writer's attitude to the subject they are writing about. In more formal texts or articles, writers often use more objective or tentative language to indicate a neutral attitude, or to avoid sounding too certain. This may include …

- verbs like *appears*, *indicates*, *seems*, *suggests*.
- modal verbs like *could*, *may*, *might*.
- adverbs like *arguably*, *possibly*, *understandably*.
- phrases like *It seems likely that …*, *It is by no means certain that …*, *It is generally assumed / believed that …*, *It may be said that …*

4 Read the strategy. Then compare the pairs of sentences. In which sentence does the writer avoid sounding too certain?

1 **A** Humans appear to have arrived in Australasia about 45,000 years ago.
B Humans are known to have arrived in Australasia about 45,000 years ago.

2 **A** Ancient cave paintings found in Spain show that early humans understood art.
B Ancient cave paintings found in Spain suggest that early humans understood art.

3 **A** Many Europeans migrated to America; arguably, they had more opportunities there.
B Many Europeans migrated to America; they certainly had more opportunities there.

5 4.06 Read the article again. Choose the correct answer: A, B, C or D.

1 In order for early migrants to get to America from Asia, the writer … between the two continents.
A knows there was definitely a bridge
B thinks there must have been an overland route
C believes they built a bridge
D has no idea how they managed to travel

2 The fact that some cities built empires and invaded their neighbours provides … evidence that human societies have always tried to become richer and more influential.
A some
B very little
C no
D all the necessary

3 According to the writer, … that people moved to industrial cities to improve their standard of living.
A many historians think
B historians have evidence
C it is untrue
D no one believes

4 … millions of Europeans migrated to America from the mid 19th to the early 20th centuries.
A We are not sure why
B Few people realise that
C Historians don't agree that
D It is not surprising that

5 Historians … how many Irish people migrated to America from the mid 19th to the early 20th centuries.
A have guessed
B have exact data about
C would like to find out
D have no idea

6 The writer … whether every country will cope with the effects of climate change.
A knows
B would like to know
C has doubts about
D has no idea

7 Unless we change our behaviour, the writer … it will be possible for us to keep living on Earth.
A would like confirmation that
B has no evidence that
C believes that
D isn't sure if

8 The writer thinks people … if they think we can migrate to space to avoid the effects of climate change.
A are being foolish
B don't understand the situation
C are realistic
D are too optimistic

6 **VOCABULARY** Look at the highlighted words and phrases in the article. Use a dictionary to check their meaning. Then use them to complete the sentences.

1 The planet Mars is _____ for humans, partly because there is too little oxygen in the atmosphere.
2 In recent years, we have seen an increase in _____ such as hurricanes.
3 Farmers in sub-Saharan Africa find it difficult to grow crops when there is a severe _____.
4 One of the long-term effects of ice melting in the Arctic and Antarctic is _____.
5 Poor harvests and rising prices can lead to _____, which is one of the causes of migration.
6 Overcrowding in cities creates _____ such as food, water and fuel.
7 The region is extremely cold in winter, so it's only _____ for part of the year.
8 After heavy rainfall, the centre of the town near the river suffers from _____.

7 **THINK & SHARE** Work in pairs or small groups. Discuss the questions based on the information you read in the article.

1 Which parts of the world do you think people may have to migrate from in the future? For what reasons?
2 Which countries are they most likely to migrate to? Why?
3 Do you think it will ever be possible for humans to migrate to another planet? Would you like to do this? Why? / Why not?



A SHORT HISTORY OF MIGRATION

1 ___

Early modern humans first walked out of East Africa around 70,000 years ago. We don't know exactly why, but they were probably looking for a new and better life. Since then, humans have always migrated, looking for a safe place to live, without fear and with enough to eat. They have also moved to escape poverty, extreme weather events, conflict or disease – or to take advantage of changes to the environment.

2 ___

The first migrants from Africa quickly spread throughout the habitable world. By 60,000 years ago, they had occupied much of Asia. By 45,000 years ago, they had settled in Australasia and most of Europe. Around 16,000 years ago, they appear to have crossed a new land bridge into America, and within 5,000 years, they had occupied the whole continent. From about 10,000 years ago, more and more people gave up their nomadic existence and started to live in permanent settlements based on farming. The first towns and cities started to appear.

3 ___

Some cities became very powerful, and their armies invaded neighbouring regions. A few, like the Persians and the Romans, created huge empires which lasted hundreds of years. This suggests that human societies have always wanted to increase their wealth and their influence. From the 16th century onwards, European countries such as France, Spain and Great Britain built empires which took over much of Africa, Asia and the Americas. Their aim was not only to acquire territory, but also to exploit the natural resources they found there. Unfortunately, this usually happened at a cost to local people.

4 ___

As the European empires became richer, many poor agricultural workers moved from the countryside to the big industrial cities. It is generally believed that they hoped to find higher-paid jobs and better homes to live in. However, from the mid 19th to the early 20th centuries, poverty and food insecurity caused millions of people from poorer parts of Europe to emigrate to the United States. Understandably, they were also looking for a better life. Around 5 million Germans, 4 million Italians and at least 2 million people from Eastern Europe made the journey. It is estimated that 4.5 million Irish people also migrated – over half the country's population.

5 ___

In future, climate change will probably lead to more migration. If we continue to have rising sea levels, this will cause permanent flooding in some cities and coastal regions. Global warming also increases the risk of drought, making food production more uncertain. Large numbers of people moving around will increase pressure on resources. It is by no means sure that all countries will be able to cope with this. If we don't look after our planet, it may eventually become uninhabitable. Some people have suggested humans could migrate to other planets in the future. However, it seems quite unrealistic to believe we will have developed the technology to successfully do this in time to save ourselves. But there are reasons to be optimistic. National governments are working together to manage the effects of climate change. If they succeed, then extra-terrestrial migration will not be necessary.



Understand trends shown in diagrams.

Identifying and analysing trends

1 Work in pairs. Discuss the questions.

1 Do you think there are more or fewer people living outside their home country than 50 years ago?
2 Do more people live in urban or rural areas?
3 Which parts of the world have seen the biggest increase in their urban population in the past 50 years?

2 4.07 Listen to three people presenting information about migration. Match the speakers to diagrams A–C.

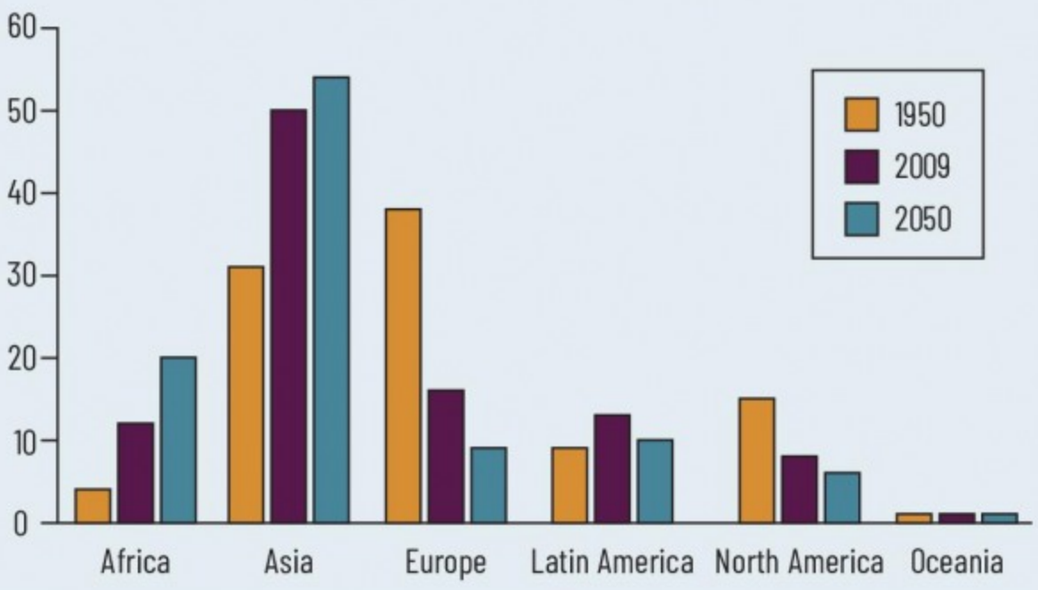
A

Changes in world rural and urban population 1950–2050

	1950	1970	1990	2018	2030	2050
Rural population (billions)	1.79	2.35	3.04	3.41	3.38	3.09
Urban population (billions)	0.75	1.35	2.29	4.22	5.17	6.68
Total population (billions)	2.54	3.70	5.33	7.63	8.55	9.77

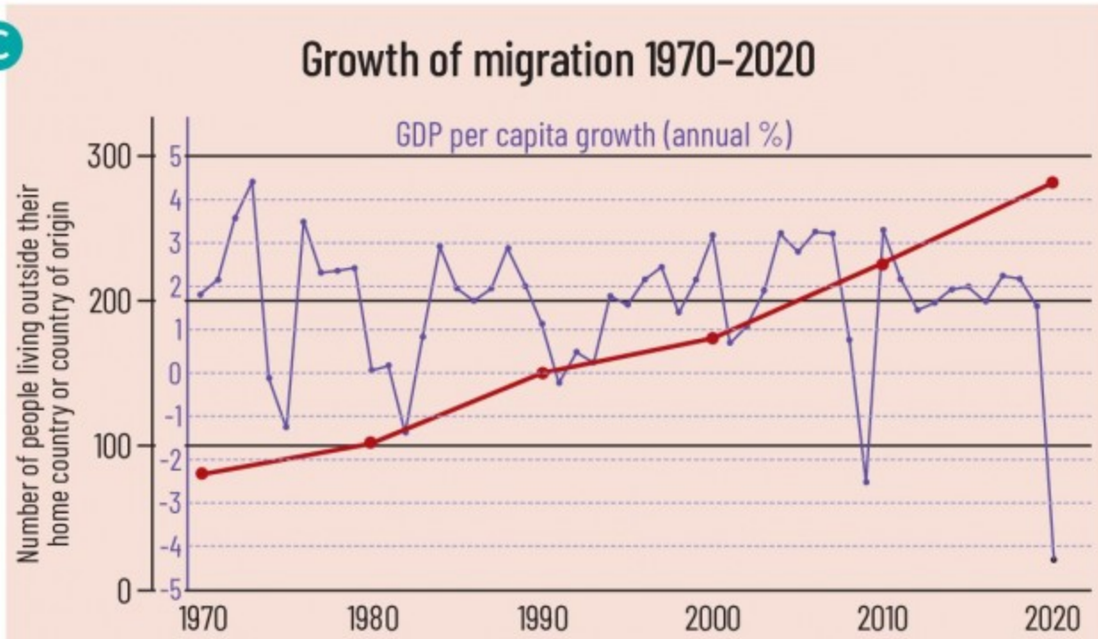
B

Distribution of world's urban population by region 1950–2050



C

Growth of migration 1970–2020



3 4.07 Listen again and check your answers in Ex 1.

4 VOCABULARY Check the meaning of the words and phrases for talking about trends. Match words and phrases 1–6 to their opposite meanings A–F.

1 increase	A slight / slightly
2 rise	B dramatic / dramatically
3 go up	C a downturn
4 steady / steadily	D go down
5 sharp / sharply	E fall
6 an upward trend	F decrease

5 4.07 Complete the sentences about the diagrams with words and phrases in Ex 4. Then listen again and check.

Speaker 1

1 As you can see, there has been a _____ increase in migration over the last 50 years.
2 In the same period, there has been a 6% _____ in the amount that each person's income has grown.

Speaker 2

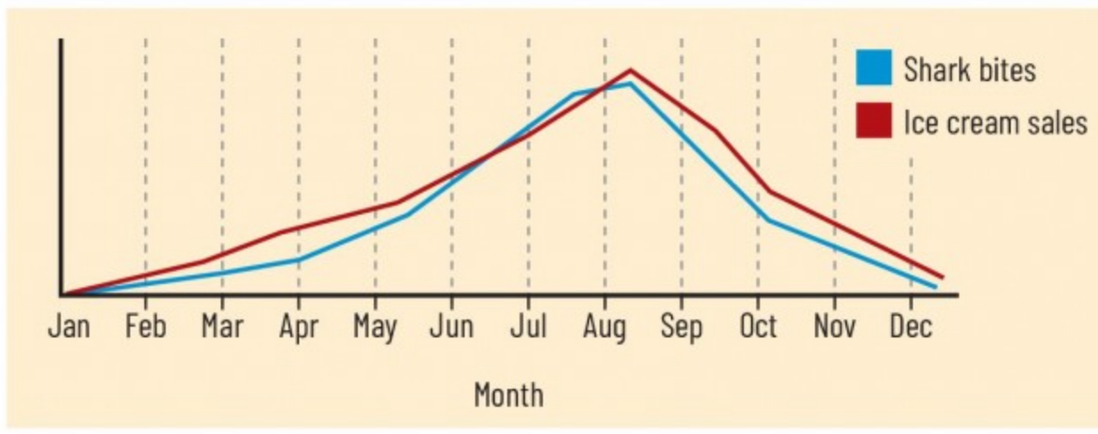
3 This table shows us that over six decades there has been a _____ increase in the world's rural population.
4 This is mirrored by a similar _____ in the urban population.
5 However, from about 2018, the rural population started to _____.
6 This corresponds to a sharp _____ in the urban population and the rise of so-called megacities.

Speaker 3

7 Since 1950, there has been a significant _____ in the percentage of the world's urban population living in Africa and Asia.
8 In the same period, there has been a corresponding _____ in the percentage living in Europe and North America.

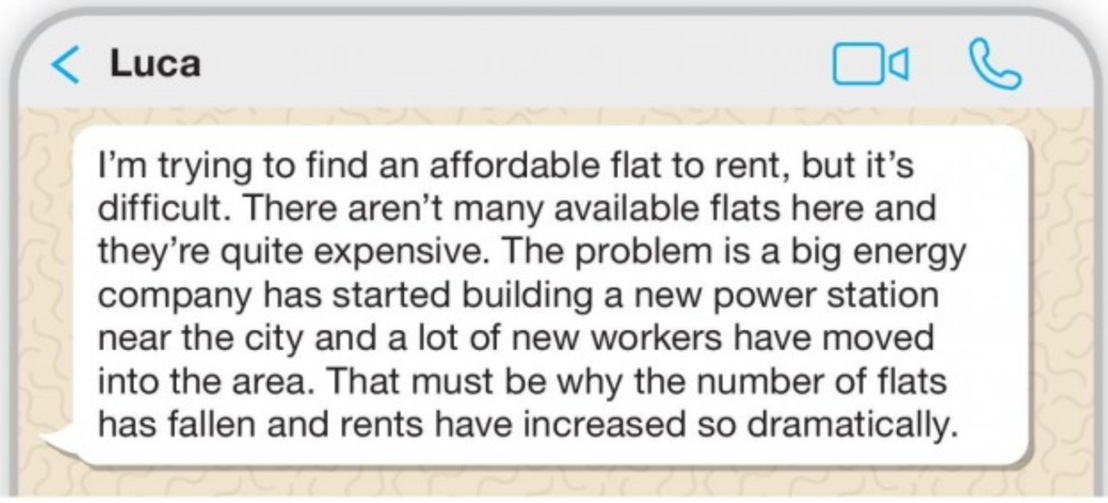
6 4.08 Listen to a teacher explaining the difference between correlation and causation. Choose the correct option to complete the definitions. What example does the teacher use to explain this difference?

1 **Causation** / **Correlation** is a connection between two things where one thing changes as the other changes.
2 **Causation** / **Correlation** is a connection between two things where one thing causes or produces the other.



7 Work in pairs. Look back at the statements you completed in Ex 5. Do they all describe a correlation? Are there any that might describe causation?

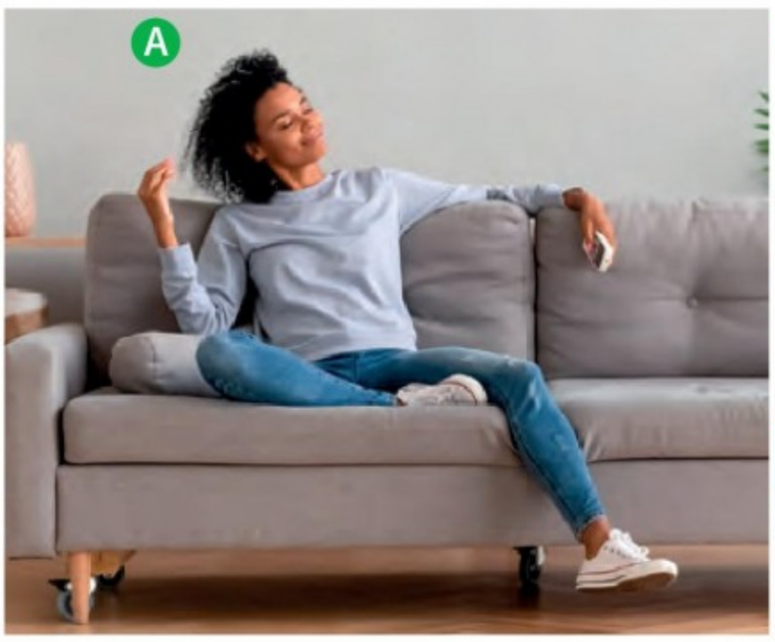
8 MEDIATION You have received the following message from your cousin Luca, who has come to your country to study. Write a reply and explain about correlation.



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

1 What have you learned about describing trends?
2 What have you learned about correlation and causation?
3 How might this information help you in the future?

A stimulus-based discussion







1 Work in pairs. Look at the photos and discuss the questions.

1 What living situation does each photo illustrate?
2 Which one do you think best represents where you will live at different stages in your life, and why?

2 4.09 Read the task and study the **Phrasebook**. Listen to two students discussing where they will live in future and answer the questions.

A shortage of affordable accommodation in many towns and cities means many young people will need to rethink where and how they live in the future. In pairs, discuss which of the living situations in Ex 1 is most likely for you, and why. In the discussion, you should …

- comment on at least one of the other person's ideas.
- continue or extend a point that the other person makes.

1 Which situations in Ex 1 do they discuss?
2 What do they agree is the main advantage for young adults of living at home with their parents?
3 Are they optimistic or pessimistic about eventually being able to afford their own place to live? Why?

PHRASEBOOK Speculating about the future

I think it's quite likely that …
There's a strong possibility that …
I can see a situation where …
I don't think it's realistic to expect that …
I can't be the only one who thinks we'll …
It's perfectly possible that …
I can see myself *-ing* …

3 Complete the extracts from similar conversations with a word from the **Phrasebook**.

1 In future, I can see a _____ where I move abroad to get the kind of job I really want.
2 I can't be the _____ one who thinks we'll all be living in more energy-efficient homes in a few years' time.
3 I can see _____ taking a gap year between school and university, and maybe doing some volunteering.
4 I don't think it's _____ to expect that our parents will continue to support us after we finish our education.
5 From what I've read, there's a strong _____ that migration will increase as more parts of the world become uninhabitable.

STRATEGY Co-operating and contributing

Co-operation in a discussion is when two or more people work together to reach agreement or make a decision about something. It means listening and responding to what other people say as well as contributing your own ideas.

PHRASEBOOK Commenting on someone's opinion

The only problem with that is …
It's interesting you say that.
I hear what you're saying …
I think you're right to be …
That sounds good.
It's a good point.
That's what I meant.

4 4.09 Read the **strategy** and study the **Phrasebook**. Then listen to the discussion again. Which phrase does each speaker use to comment on the previous point? Do they go on to agree or disagree after each phrase?

PRONUNCIATION Chunking

In a discussion or when giving a talk, speakers divide what they say into 'chunks'. These are groups of words or phrases, with short pauses between them. Speakers do this to clearly express a particular idea or to focus on key information. For example:
I think it's likely that [pause] *in future* [pause] *a lot more people will be studying remotely.*

5 PRONUNCIATION Read the Pronunciation box. Predict where the pauses will come in sentences 1–4.

1 There's definitely an advantage to living at home.
2 My cousin's almost 30 and he still lives with his mum.
3 The good thing about that is we'll be able to save more money.
4 There's always a demand for well-qualified workers and rents can't keep going up.

6 4.10 Listen and check. Then practise saying the sentences using chunking.

7 Work in pairs. Look at the photos on page 150 and follow the instructions.

8 REFLECT Work in pairs. Discuss the questions.

1 Did you do the task successfully? Why? / Why not?
2 Did you succeed in co-operating effectively? How?
3 Which phrases from the Phrasebooks did you use?

4.9 WRITING

Write an email to enquire about a volunteering opportunity.

A formal email of enquiry

1 Read the advert for a volunteering opportunity. If you were considering applying, what information would you provide about yourself? What information would you want to enquire about?



Volunteering opportunities in Fiji – construction work

We are looking for volunteers to help with restoration tasks on local schools and houses. You will be working hard and getting your hands dirty, but you will also learn some useful skills, and by the end of your stay you will have helped to improve the educational facilities and home environment for local children.

Fiji ♥ Favourite Request info

2 Read the email and compare your ideas in Ex 1.

Dear Sir or Madam,

A I am writing because I am interested in joining your volunteer programme in Fiji, to assist in the restoration of buildings in Suva.

B I have always had an interest in overseas development work. My current situation is that I have just left school and would like to gain experience of living abroad before I continue my education. I should also mention that I have some relevant skills; my father is a builder and I have worked for him during my school holidays. I can provide evidence of this.

C It is my intention to go to university next September. What I hope to do is study engineering, so I imagine that the voluntary work in Fiji will be of some benefit in the future. In all probability, I will seek employment in the construction industry.

D I wonder if you would mind answering some questions. I understand that if I am fortunate enough to be accepted, I might be sharing a house with other volunteers. Could you let me know if that is correct? Also, I would like to know more about the accommodation and approximately how much the cost would be?

E I would appreciate speaking to one of your previous volunteers to learn more about the experience. Could I ask you to send me the contact details of someone suitable? I would be extremely grateful if you could endeavour to do this as soon as possible, as I would like to apply in the next few days.

I look forward to hearing from you.

Yours faithfully,

Joseph Andrews

3 In which paragraph does the writer …

1 ask for more information about volunteering?
2 explain his future plans?
3 request action from the charity?
4 state his reason for writing?
5 explain why he's interested?

4 Find one more phrase in the email to complete each category in the **Phrasebook**.

PHRASEBOOK Enquiring

Explaining your interest
[1] _____ …
I should also mention that …

Requesting information
I wonder if you would mind … *-ing*.
[3] _____ …?
Also, I would like to know …

Explaining future plans
It is my intention to …
What I hope to do is …
[2] _____ …

Requesting action
I would appreciate *-ing* …
Could I ask you to … ?
[4] _____ …

STRATEGY Using formal register

In a formal email or letter, it is important to sound polite and professional. You can do this by using …

- formal sentence structures beginning with *It* or *What*: *It is my intention to … What I hope to do is …*
- indirect questions (especially to make requests): *Could you let me know if that is correct?*
- impersonal phrases: *In all probability, I will …*
- more formal alternatives to everyday words: *attempt* instead of *try*, *obtain* instead of *get*.

5 Read the **strategy** and look at the **Phrasebook** again. Then replace the underlined words in the sentences with a more formal phrase.

1 I'll probably travel for a while after I leave school.
2 Do you mind telling me how much the salary is?
3 And I need to say that I speak French.
4 I'd really like to speak to a careers adviser.
5 It'd be great if you could do that right away.

6 Read the information about a similar volunteering project. Imagine that you are interested and would like further information. Plan your email using the paragraph structure in Ex 3 and the **Phrasebook**.

Volunteer opportunities in sustainable agriculture

Our sustainable agriculture project is a great way to gain practical experience of farming. You will be helping to improve farming techniques and practices in a local community. Volunteers can also help to educate families on how to get the most produce from their small areas of land.

VIEW INFO

7 Write your email. Remember to use formal language.

8 ✓ CHECK YOUR WORK Did you …

- follow the paragraph structure?
- include phrases from the Phrasebook?
- use formal language?
- check your spelling, grammar and punctuation?

Grammar

1 Complete the dialogues with the future perfect, future continuous or future perfect continuous form of the verbs.

1 **A** I heard your family is moving house – is that right?
B Yes – by the time we move, we _____ here for almost five years. (be)

2 **A** Shall we meet at the sports centre at six?
B No, sorry, I _____ my homework by then. I'll text you later. (not finish)

3 **A** Is your dad really building your new house?
B Yes, he's promised that this time next year we _____ in it. (live)

4 **A** Joe is a really good guitarist, isn't he?
B Well, he should be, really. By the end of this term, he _____ to play the guitar for six years. (learn)

5 **A** I'll meet you outside the cinema – I'm just leaving home now.
B We'd better hurry, or they _____ all the affordable tickets before we get there. (sell)

2 Aaron is a scout and he is going on a weekend expedition to earn his survival skills badge. Complete his social media post. Choose the correct answer: A, B or C.

We'll be carrying all our gear and food. Our scout leader has told us the first day will be the hardest, but not to worry. He says if it's hurting, it [1]___ you good. I think that was a joke, though – I hope so. I guess we'll all be exhausted by the time we [2]___ to the campsite. And then, once we [3]___, we have to build a shelter for the night. I'll think of you all sleeping in your nice, warm houses while I [4]___ in a sleeping bag in the rain! I don't know if I'll get a phone signal in the mountains, so if you [5]___ from me for a couple of days, don't worry. If we work together, we will [7]___ all the tasks by Sunday afternoon and we'll be able to come home.

1	**A** does	**B** is doing	**C** will do
2	**A** get	**B** are getting	**C** will get
3	**A** will arrive	**B** arrived	**C** have arrived
4	**A** lie	**B** am lying	**C** will be lying
5	**A** didn't hear	**B** haven't heard	**C** aren't hearing
6	**A** have completed	**B** have been completing	**C** be completing

Vocabulary

3 Choose the correct alternative.

1 Modern houses are often equipped with the latest **remote control / smart appliances**.
2 A small flat in the city centre is usually more **affordable / urban** than a house in the suburbs.
3 They've removed the internal walls, so the whole ground floor is **open-plan / well equipped**.
4 Putting your home office under the staircase is **an ingenious / a restricted** use of space.
5 The house is really convenient – it's close to all the local **proportions / facilities**.

4 Complete the review with the words and phrases below. There are three extra words.

appeal assistance communal dependent settle settlement shelter standard of living support network temporary wander

The movie *Nomadland* tells the story of a woman called Fern who lives in a small town in America. Most people in the town are [1]_____ on the local factory for work. When it closes down, Fern receives no [2]_____ from the owners and takes to the road, living in a converted cargo van. Without much money, she has to take a number of [3]_____ jobs in order to maintain a basic [4]_____. In one job she meets other people in a similar situation, a community of travellers who travel the highways of America and work when they need to. Their lifestyle doesn't [5]_____ to Fern at first, but she recognises that they are a community. They keep in touch through social media and act as a [6]_____ for each other. They invite Fern to join them at a temporary [7]_____ in the desert, a place where van owners meet up to socialise, share [8]_____ meals and exchange information. Fern makes some good friends and, in the end, decides to continue her road trip rather than return to her home town.

Cumulative review

5 Complete the dialogue with one word in each gap.

Eva So, by this time next week, you'll [1]_____ moved to Australia. How are you feeling?
Suzy Excited and a bit nervous. We'll be [2]_____ in a flat in Sydney for the first few weeks, until we move into our [3]_____ home – our new eco-house.
Eva What's it like?
Suzy It looks amazing on the plans. Lots of glass, so it's very light. All the rooms are big, so it feels really [4]_____ too. It's got solar panels on the roof for electricity and a heat pump for the central [5]_____ and hot water – it's really [6]_____.
Eva Do you think you'll enjoy living over there?
Suzy I'll let you know [7]_____ I've tried it! Obviously, I'll definitely miss my [8]_____ family – all my cousins, especially. And my friends, of course. But it's an adventure – I'm looking forward to it.
Eva Well, it sounds great. Promise you'll text me some photos as [9]_____ as you move in.
Suzy Of course I will.

Think & share

6 Work in pairs. Make a prediction about the future in relation to …

- your education and career.
- the place you'll live in.
- your family and/or friends.
- the technology you'll use each day.

3–4 EXAM SKILLS

Listening

EXAM STRATEGY

When you do a *True*, *False*, *Not Given* task, think carefully when the statements are negative. It can be easy to get confused and answer them wrongly.

1 Read the strategy above. Then read the exam task in Ex 2. Read the statements carefully. Which of them are negative?

2 4.11 You will hear an interview with lifestyle coach Ben Lodge. For each statement 1–8, write true (T), false (F) or not given (NG).

1 Ben's book is an international bestseller already. ___
2 Ben began taking an interest in sport after he was told he had a serious illness. ___
3 The doctor didn't advise Ben to give up his job. ___
4 He found it more difficult to change his diet than to increase exercise. ___
5 He set up his online tutorial business after he had completed a course. ___
6 Online tutorials are the most popular way for people to learn about fitness. ___
7 Ben doesn't think people should continue with their goals if they are too high. ___
8 Ben hasn't given up his exercise routine before. ___

Use of English

EXAM STRATEGY

In a word transformation task, the focus can be grammatical or lexical. Try to identify the focus by reading the sentence and the word given carefully before you start.

3 Read the strategy above. Then read the exam task in Ex 4 and the example below. What is the focus of the sentence, grammatical or lexical? What is the correct answer?

My present dance teacher is friendlier than my previous one.
AS
My previous dance teacher _____ my present one.

4 For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1 Every time I go to the gym I get fitter.
THE
The more time I spend in the gym, _____ I get.
2 Cricket is far less popular here than it is in England.
NOWHERE
Cricket _____ popular here as it is in England.
3 I don't enjoy swimming nearly as much as I used to do.
LESS
I find swimming _____ I used to.
4 Online exercise videos have become very popular in recent years.
FAR
Online exercise videos are _____ they used to be.
5 Getting fit is more interesting than I had imagined.
BORING
Getting fit _____ I had imagined.

Reading

EXAM STRATEGY

When you match people to texts, read the descriptions of the people carefully and underline the important information before you try to match them with suitable texts. Each person may have two or three requirements that must all match.

5 Read the strategy above. Then read the exam task in Ex 6. Focus on the first description of a person and underline their requirements. Then read the texts and find the one that matches.

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 activities that you do not need.

1 Hassan has a busy job and needs to fit exercise in before he goes to work. He is quite fit already and would like to train with other people as he feels that this will help him stay motivated.
2 Jess is recovering from a recent accident so can only do gentle exercise to begin with. She isn't working at the moment and would like to do something out of the house.
3 Mustafa travels a lot, so he can't commit to regular classes. Communicating with people takes up a lot of his time, so he is looking for something he can do on his own at home.
4 Alicia enjoys being outside, but finds walking or running quite boring. She is free on Saturdays and would like to learn a skill that she can build on. She prefers to exercise alone.
5 Toby is a student and studies early mornings and most evenings. He loves a challenge and wants to do a variety of activities with other people that will allow him to let off steam and forget about stress.

A If you enjoy team games, how about joining a basketball team in your area? We are looking for young people with commitment to the sport. Training takes places three evenings a week and there are matches most Saturdays. Talk to one of our coaches or call us today.

B Fitness videos are becoming more and more popular as people look for flexibility in their lives. Our videos are designed to increase heart rate, stretch muscles and improve strength. There are workouts for all levels from beginners to the super fit. Choose from 25 instructor-led videos and get fit in the comfort of your own home.

C We're looking for enthusiastic people to join our early morning running group. Most of us have been running for several years, so the standard is quite high, but there's no pressure to come every day. No need to call first either, come and find us in Green Park any morning at six.

D The climbing centre has the largest climbing wall in the area. We open at weekends only and offer group courses or one-to-one climbs with qualified instructors. Climbing a wall isn't as exciting as climbing rocks and mountains, so we also offer opportunities to climbers who have achieved a certain standard to go on mountain climbing courses in Wales.

E Aqua Aerobics, or water fitness, is a great way to give yourself a full body workout without putting too much stress on your body. The water provides support for your muscles which is beneficial for older people or those with injuries. For details, please see our website.

F Have you ever thought about learning to ski? Why not come along to the dry ski slope? We offer courses to give you all the necessary skills as well as the self-confidence to get you ready for the ski trip of your dreams. Courses have a maximum of eight people and take place on Wednesday or Friday evenings.

G There is nothing like wild swimming for making a positive impact on both your physical and mental wellbeing. Our wild swimming club meets every Sunday morning at different rivers and lakes in the area. The sessions are for fun, but be careful because they soon become addictive!

H If you're looking for a high-energy activity that you can take part in with other people, then come to Highgrove Lake. We offer weekend courses for classes of six to eight people on a wide range of water sports, including sailing, canoeing and wind surfing. All our instructors are fully trained and qualified.

Speaking

EXAM STRATEGY

When you compare and contrast photos, you may also be asked to speculate about what is happening in the pictures, or how the people are feeling. Make sure you give convincing reasons for what you say.

7 **Read the strategy above. Then look at the photo below. Complete the sentences.**

I think they might be doing this because …

They seem … because …



8 Work in pairs. Look at the two photos of people doing exercise. Say why you think they have chosen to do these activities and how you think they are feeling.





Writing

EXAM STRATEGY

When you write an opinion essay, start by planning your arguments. Think of two or three ideas for and against the topic and develop your ideas before you start writing.

9 **Read the strategy above. Then read the statements below. Think of one idea in favour and one idea against each statement.**

1 Exercising every day is bad for you.
2 Dangerous sports should be banned.
3 Competitive sport is a bad idea for children.
4 Students do too much sport at school.

10 **Read the title for an opinion essay about exercising. Make notes of your ideas about the topic.**

Many young people are going to the gym rather than taking part in team sports. Is this a good or a bad idea?

Write your opinion essay using your notes and giving reasons for your point of view.

5

Technology

VOCABULARY
Technology
Technology and the environment

GRAMMAR
Second and third conditionals
Conjunctions: alternatives to *if*
Mixed conditionals

LISTENING
A podcast about streaming

READING
An article about quitting social media

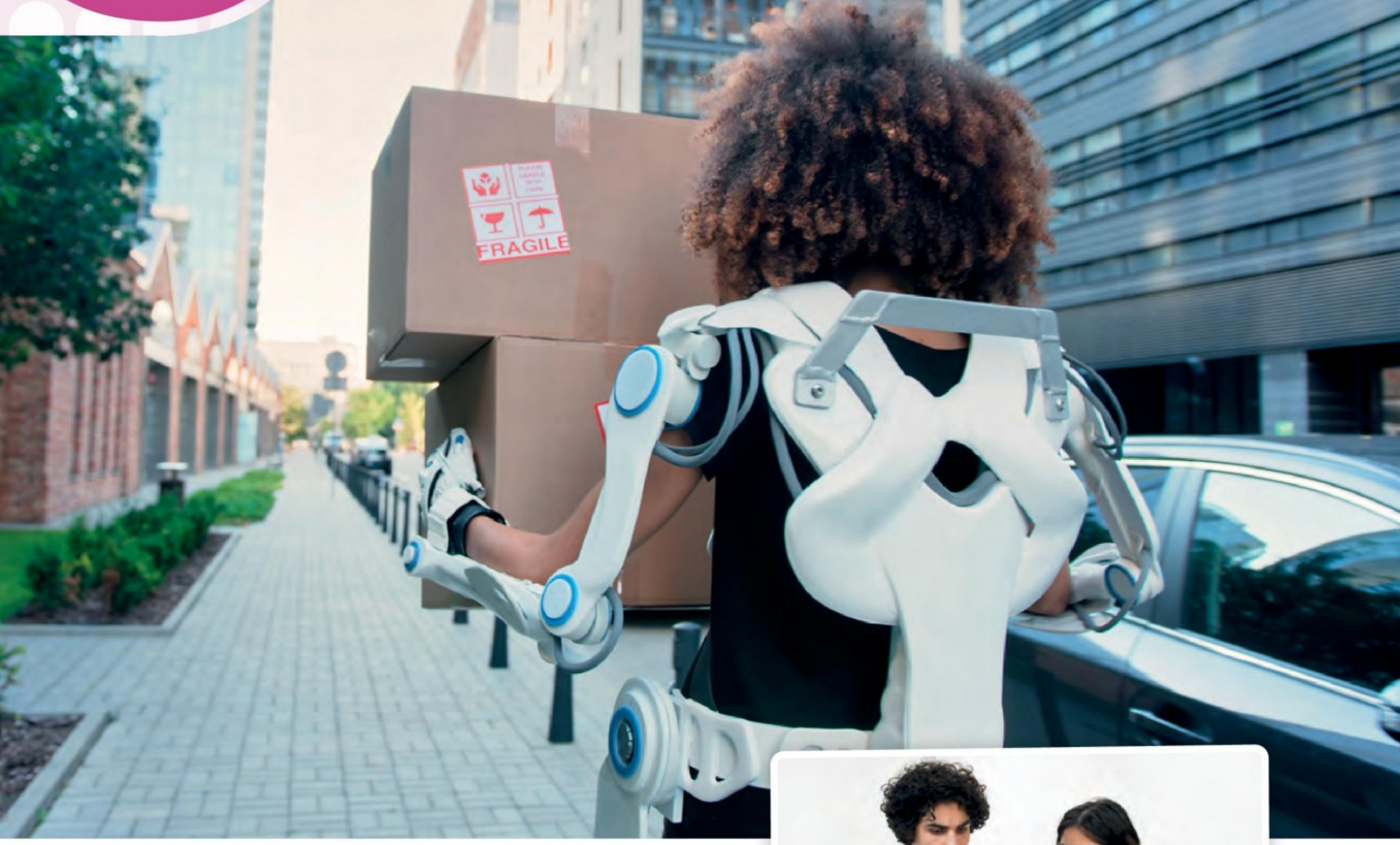
GLOBAL SKILLS
Your digital footprint

SPEAKING
Giving a presentation

WRITING
A website review

VISION 360°
Technology and us

VOCABULARY BOOSTER P124
GRAMMAR BOOSTER P140–141



What gadget couldn't you live without?

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

1 Which devices do you use in a typical day? Which one do you use most?
2 Have you ever considered spending a day without your devices? Why? / Why not?
3 Which technology do you think has had the biggest effect on everyday life? Why?

2 5.01 **Watch or listen. Match the people to the device or technology they discuss.**

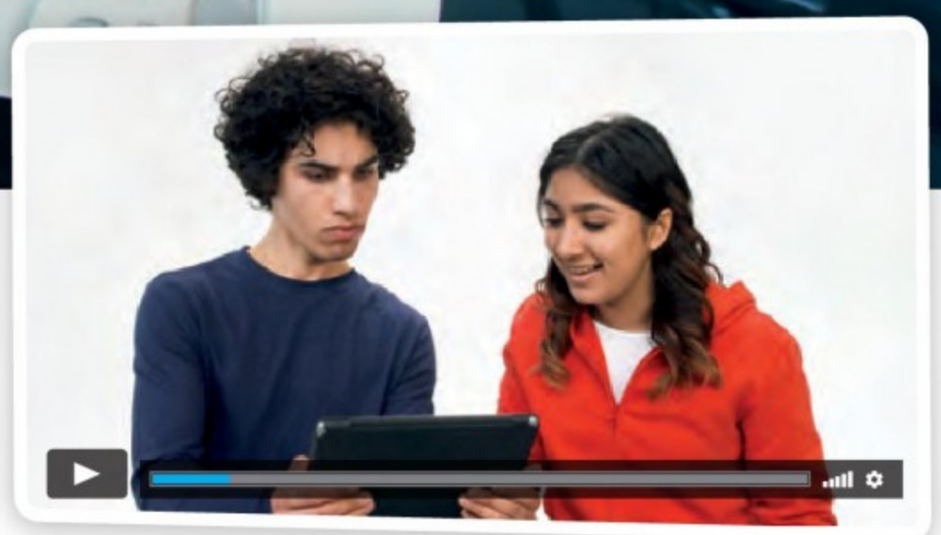
Yasmin ___ Joe ___ Daisy ___ Zaki ___











3 VOCABULARY 5.01 **Check the meaning of the words and phrases in bold. Then watch or listen again and answer the questions.**

1 What examples of **advances in technology** does Zaki give?
2 What does Yasmin say is her favourite **gadget**?
3 Why does Joe say he's 'a total **geek**' when it comes to technology?
4 What examples of **input** does Yasmin suggest?
5 What examples of **artificial intelligence** does Joe give?
6 According to Joe, what do automatic **updates** do?
7 Why does Daisy describe herself as a **technophobe**?
8 What example of **wearable technology** does Daisy own?
9 Why is **streaming** Zaki's favourite technology?

4 Complete the sentences with the words and phrases in **bold** in Ex 3.

1 I pay ten euros a month for this _____ service and I can watch as many films as I want online.
2 If your laptop isn't working properly, check for _____ to make sure you have the latest software.
3 The petrol engine, nuclear power and television were all important _____ in the 20th century.
4 My grandad hates computers and doesn't have a mobile phone – he's a real _____.
5 Some people are worried about _____, but the ability of some machines to think and act like humans makes life easier for us in many ways.
6 Ollie is a total technology _____ – he's really into computers and spends all his time reading about them.
7 A lot of people use _____ when they are doing sport – for example, smartwatches and fitness trackers.
8 Their kitchen is really modern and they are always buying the latest _____.
9 The data or instructions a computer receives from outside sources is called _____.

5 VOCABULARY **Check the meanings of the words below. Then match them to the quotes about technology.**

browse game-changing high-tech innovative significant sophisticated user-friendly

1 Touchscreens for smartphones and tablets were a brilliant idea – they were a completely new way to interact with your device.
2 This drug is a really important development in the fight against malaria – it could save millions of lives.
3 Like the printing press in the 15th century, the internet is a technology that has completely altered the way we communicate and receive information.
4 One of my favourite activities is going online to see if I can find something interesting.
5 This smartwatch is expensive, clever and extremely complex – it can do things no other watch can do.
6 My parents love their new robot vacuum cleaner – the controls are so easy to understand, and anyone can operate it.
7 The university's new computer system uses the most advanced technology available.

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



1 A input B gadget C geek
2 A streaming B updating C browsing
3 A artificial B innovative C wearable
4 A game-changing B high-tech C automatic

Marco
I think drones are one of the most important 5___ in technology in recent years. I'm studying film-making, and using drones has made a 6___ difference to how we work. They're basically flying robots. They use 7___ that allows them to respond to our 8___ and work out how to get the best results.



5 A gadgets B inputs C advances
6 A streaming B significant C high-tech
7 A artificial intelligence B wearable technology C technophobes
8 A input B updates C gadgets

7 REAL ENGLISH **Match the phrases in bold 1–5 to the correct meanings: A or B.**

Jack What's your favourite gadget – you know, the thing you [1]**take for granted**, but couldn't live without?
Lucy I'm addicted to coffee, so it's [2]**a no-brainer** – it's my new high-tech coffee maker. Check it out.
Jack It looks like an amazing [3]**piece of kit**!
Lucy It is! You can even send it instructions from your phone.
Jack That's quite hard to [4]**get your head around**. And it looks really complicated …
Lucy No, [5]**it's not rocket science**. In fact, it's very user-friendly.

1 A don't really think about B think about all the time
2 A hard to understand B obvious
3 A luxury item B item of equipment
4 A understand B see both sides of
5 A it isn't difficult to understand B it's extremely technical

8 Think of a device, a gadget or an advance in technology (but not your smartphone!). Make notes about what it is, what it can do, why you like it and how life would be different without it.

9 Work in groups. Describe your item from Ex 8 to the group. The group have to guess what you are describing.

10 THINK & SHARE Work in the same groups. Discuss the questions.

1 What did you think about the gadgets the others chose?
2 Which do you think was the most …
• high-tech? • innovative? • significant? • user-friendly?
3 Would you describe any as game-changing? Why? / Why not?

Use second and third conditionals and conjunctions to talk about technology.

Second and third conditionals; conjunctions: alternatives to *if*

1 Read the post and the comments from an online forum. Answer the questions.

1 Which comments talk about a positive aspect of technology and which highlight possible problems?
2 How similar are the comments to your own views?

FORUM

As part of a class project, we asked our parents for their views on technology. We got some interesting replies. Here are some examples.

A It wouldn't have been so easy to work or study from home if my friends and I had wanted to do that 20 years ago. Even if everyone had owned a computer, we might not have had a good enough internet connection.

B If one of my friends posted a photo of me online without asking permission, I'd be quite angry. I would never share personal information online unless I trusted the person I was sending it to – you don't know where it might end up.

C Developments in artificial intelligence have completely changed the way my company operates. If we hadn't become an online business, we might not have survived in today's economic situation. We could probably be even more innovative, as long as we were willing to spend the money on new tech.

D Electric cars are definitely one of the most significant innovations of our time. If they were cheaper, I think more people would be likely to buy them. That might be a good thing, provided that there were enough places to charge their batteries.

E I sometimes worry about cybercriminals getting hold of my personal data. If I'd known how easy it was, I might have been more careful what I said about myself on social media. I mean, supposing someone managed to steal my identity – what would happen then?

2 Read the rules. Find examples of the second and third conditionals with *if* in the comments in Ex 1.

Second and third conditionals

Grammar animation

We use the second conditional to talk about imaginary or unlikely situations and their results.

We use *if* + past simple in the conditional clause and *would / could / might* + infinitive in the result clause.

If I lost my phone, it would be a disaster.

We use the third conditional to talk about imaginary situations in the past and to say how a situation could have been different.

We use *if* + past perfect in the conditional clause and *would / could / might have* + past participle in the result clause.

If I'd known your number, I would have texted you.

GRAMMAR BOOSTER P140

3 Rewrite the sentences using the second or third conditional so that the meaning does not change.

1 Because she wasn't wearing her fitness tracker, Ailsa didn't know how much her heart rate had increased.
2 Drones aren't allowed in public places, so we can't use one to film tomorrow's football match.
3 Isla forgot to charge her phone before she went out, so she wasn't able to call her friend.
4 My parents bought a lot of CDs when they were young, because music streaming wasn't available.

4 Complete the rules with the highlighted conjunctions in Ex 1.

Conjunctions: alternatives to *if*

We can use certain conjunctions in place of *if* in conditional sentences.

- We can use [1] _____ to mean *if … not*.
- We can use [2] _____ instead of *if* to mean *despite the possibility that*.
- We can use [3] _____ (*that*) to mean *What if …*
- We can use *on condition that*, [4] _____, *providing* / [5] _____ to mean that the condition must happen for the result to happen.

GRAMMAR BOOSTER P140

5 Complete the sentences using conjunctions. Sometimes more than one answer is possible.

1 _____ you had the opportunity to join a mission to Mars – would you take it?
2 Many medical treatments wouldn't have been possible _____ a team of scientists had managed to work out the structure of DNA in the 1950s.
3 Would you ride in a driverless car, _____ it had the correct safety measures in place?
4 _____ we had reduced our use of fossil fuels years ago, we still wouldn't have avoided climate change.

6 **5.02** Listen to two friends discussing space travel. In general, do they think it has been a good thing? Why? / Why not?

7 **5.02** Listen again and complete the notes. Then use the notes to summarise the main points of their discussion.

1 not have _____ → no global _____ / weather forecasting - less _____
2 use _____ computers → be a lot safer and easier
3 manage to send people to Mars → not _____ on Earth
4 use money to deal with _____ challenges → make more sense

8 **THINK & SHARE** Work in small groups. Discuss the situations below. In your discussion, make statements using conditionals and conjunctions.

- Your school or college wants to change to teaching online.
- You think someone may have stolen your personal data.
- You are offered a place on a short flight into space.

Streaming

1 Read the introduction to a podcast about streaming services. Work in pairs. Discuss the questions.

1 What differences are there between watching a film on your device at home and going to the cinema?
2 How is music streaming different from the way people used to buy music for a) the consumers and b) the musicians?
3 Is studying online as effective as face-to-face learning?

MyMedia Podcast, 17 April




Significant advances in technology have changed many aspects of our lives in the past 20–30 years. This is particularly true of entertainment and, more recently, education. The way we watch TV and films, listen to music and, increasingly, how we learn are very different to how previous generations did these things.

Streaming services mean we don't have to go to the cinema to see the latest film or wait until next week to see the next episode of our favourite TV show. We can listen to as much music as we want, whenever we want. And the range of high-quality courses online now means education is available to more young people globally.

Download the latest podcast featuring Ben Walker, a media journalist, and Zoe Smith, who has recently completed a master's degree in media studies and technology.

2 5.03 Listen to the discussion between the presenter and her guests, Zoe and Ben. Choose the best summary.

A Zoe has a more positive attitude than Ben to streaming services for films and music and to studying online.
B Ben has a more positive attitude than Zoe to streaming services for films and music, and to studying online.
C Both Zoe and Ben agree that streaming films and music and studying online are better than going to the cinema, buying CDs and face-to-face learning.

STRATEGY Distinguishing between supporting and contrasting information

To understand the structure of a spoken text, it's useful to be able to tell when a speaker is adding new information to support a point or introducing contrasting information to argue against it. When supporting or contrasting information is added, linking words are often used. For example:

- *in addition, needless to say, on top of that, furthermore* (supporting information).
- *having said that, however, on the other hand, although* (contrasting information).

3 5.03 Read the strategy. Then listen again and choose the correct answer: A, B, C or D.

1 What is the main reason Ben says he would go to the cinema?
A He has seen too many films online.
B To see a film he couldn't watch online.
C Because it's a different experience from watching online.
D If he wanted to watch films 24 hours a day.
2 What point does Zoe make to support her view that streaming services make it too easy to find something to watch?
A Streaming services are very easy to browse.
B There's too little educational material available.
C Too much time on screen is not healthy.
D Parents don't always check what their kids are watching.
3 Zoe agrees that music streaming is great for consumers – what does she say about its effect on musicians?
A Many musicians make less money.
B Fewer people are buying CDs.
C More people are buying music downloads.
D Musicians are worried about their future.
4 Which of the following is NOT a reason why Ben thinks studying online is a possible alternative to going to university?
A There is more choice of high-quality material online.
B It is cheaper than going to study at university.
C It allows you to be flexible and do other things.
D It helps you develop socially.
5 What is Zoe's main argument for going to university?
A The quality of face-to-face teaching is better.
B University is about more than the subject you study.
C It's more difficult to study if you're working alone.
D You have a better social life if you go to university.

4 5.04 Read the strategy again. Then listen to the pairs of sentences from the podcast. Does the second sentence add supporting (S) or contrasting information (C)? Which words or phrases helped you decide?

1 ___ 3 ___ 5 ___ 7 ___
2 ___ 4 ___ 6 ___

5 VOCABULARY Check the meaning of the compound nouns below. Then use them to complete the sentences.

digital revolution | distance learning | on-demand content
social interaction | subscription service

1 A plus for streaming is _____ – you can listen to music whenever you want.
2 Around 500 million people worldwide stream music using a monthly _____.
3 One of the best things about university is the _____ with other students.
4 The widespread use of computers, mobile phones and the internet has been described as a _____.
5 For people who can't leave home or travel, _____ is an ideal way to study.

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

1 Amongst your friends, has streaming films become more popular than going to the cinema? Why? / Why not?
2 Apart from streaming, how can new bands or musicians make money from their music?
3 What type of schools benefit most from online classes? Where might online learning cause serious challenges?

5.4 VOCABULARY

Talk about the effects of technology on the environment.

Technology and the environment

1 List three positive and three negative effects that modern technology has had on the environment. Use the ideas below.

air transport email mobile phones music downloads
software downloads the internet working from home

2 Read the article about the effects of technology on the environment. Can you explain the double meaning of 'cost the Earth' in the title?

NEWS

TOP STORIES WORLD SPORT ENTERTAINMENT TECHNOLOGY LIFESTYLE



Does technology have to cost the Earth?

A huge number of gadgets are bought, **disposed of** and replaced every year, with many ending up as waste in a **landfill site**. Unless we start to make better decisions, global **consumption** of technology and the energy to power it will have serious environmental consequences.

Technology has many advantages. Sending emails instead of letters helps reduce global **deforestation**. The use of fossil fuels like oil and gas could be reduced if more meetings were held on video. But that doesn't mean technology is always **environmentally friendly**.

Making electronic devices requires **raw materials** for parts and packaging, power for factories and fuel for transport. The Earth's **natural resources** are limited, so we have a responsibility to **reuse** and recycle our gadgets. However, even if we recycled every smartphone and tablet, we would still have a problem, because the biggest energy demand on these gadgets is when they are in use.

Streaming one hour of TV takes roughly the same amount of energy as two fridges. The huge data centres which supply data for our devices depend on power **generated** by coal, gas and nuclear plants. In the last decade, their energy consumption has doubled every four years. If this continues, data centres will have a bigger **carbon footprint** than the aviation industry. In the long term, that isn't **viable**.

If data centres switched to cleaner **alternative energy**, it would certainly reduce **global warming**. Provided that the energy from all our data came from **renewable** sources, like wind and solar power, we might be able to continue to use technology without **endangering** our planet. In the meantime, we must all be aware of the real cost of our technology use.

3 VOCABULARY Check the meaning of the words in **bold** in the article. Match eight of them to the correct meaning.

1 the activity of buying or using products or resources
2 materials like oil, rubber or cotton, which are used to produce something else
3 a slow increase in the Earth's temperature
4 energy not created from fossil fuels
5 a place where rubbish is buried
6 things which are found in nature and can be used for economic gain
7 the amount of carbon dioxide that people's activities produce
8 cutting down or burning trees to clear an area of land

4 VOCABULARY Complete the sentences with the correct form of the remaining words in **bold** from the article.

1 Air pollution in cities is _____ the health of many people, especially children.
2 It's better to recycle or _____ old phones or laptops – we shouldn't just _____ them like rubbish.
3 Repairing our devices is more _____ than replacing them with new ones.
4 We need to _____ more electricity from wind, water and sunlight, which are all _____ sources of energy.
5 Using fossil fuels to produce power for data centres is no longer _____ because the supply of them is limited.

5 Work in pairs and answer the questions. Use as many words from Ex 3 and 4 as you can.

1 What are some of the ways that technology can benefit the environment?
2 How has a product already used energy and resources before it gets to the shops?
3 What solution does the article propose?

6 Complete the posts on an environment forum with words from Ex 3 and 4.

THE ENVIRONMENT FORUM

Mani We all want to reduce our personal [1] _____. How do we do that?

Firstly, we all need to reduce our energy [2] _____ wherever possible. Cycle or walk rather than drive. Ask your parents which company [3] _____ the power for your home. Suggest that they change to a company that uses [4] _____ to create electricity, not fossil fuels.

Laura What can my friends and I do to live in a more [5] _____ way?

Don't buy so much stuff, and think before you [6] _____ old clothes, or gadgets – maybe somebody else could [7] _____ them. If you have to buy something, try to find out what [8] _____ were used to produce it. Ask yourself, did making this phone [9] _____ the environment?

Kwame In my country, we have a lot of [10] _____. How can we take better care of them?

Unfortunately, many materials are not [11] _____ – once you've used them, they can't be replaced. However, there are things we can do, like planting new trees to balance the effects of [12] _____.

7 THINK & SHARE Work in small groups. Discuss the questions in Ex 6 in relation to your own situation. Discuss the kind of changes you and others in your country could make.

Mixed conditionals

1 Look at the photos and the title of the article in Ex 2. Why is lithium such an important raw material?



2 Read the text quickly. Check your ideas in Ex 1 and answer the questions.

1 What is the advantage of products made with lithium?
2 What is one disadvantage of lithium?
3 How is China helping to maintain the world's supply of lithium?

Home About Articles More

Why lithium (Li) is the world's most important raw material

If you were asked what the 21st century's most important raw material was, what would you say? Gold, perhaps? Or oil? In fact, the answer is lithium, an essential mineral in the manufacture of batteries for smartphones, electric cars, computers and many other products.

[1]If it weren't for lithium, many of the modern technologies we take for granted could not have been invented. As we reduce our use of fossil fuels, demand is increasing for technology that uses renewable energy. Lithium-ion batteries have a long life and can be recharged many times. That makes them perfect for powering electronic devices.

Most of the world's lithium is produced in Chile, Australia and China. Unfortunately, extracting it from the Earth causes environmental damage. Opinions differ about whether this is a price worth paying for technology that uses less energy.

The great thing about lithium is that it can be reused. Lithium-ion batteries often last longer than the products they power. In China, where there is a policy of recycling raw materials, lithium is removed from old phones and laptops and recycled to make new products. [2]If they hadn't taken this approach, there would be much less recycled lithium around today.

3 Read the rules. Match the highlighted sentences in the text to the mixed conditionals A and B.

Mixed conditionals

Grammar animation

Mixed conditionals are a mix of second and third conditional sentences. There are two types and we use them to talk about …

A the present consequences of a hypothetical past situation.
If I had paid for a subscription service, I would spend all my free time watching films. (= I didn't subscribe to a streaming service, so I don't spend all my free time watching films.)

B the effects of a hypothetical present situation on the past.
If they cared about the environment, they would have used fewer natural resources. (= They don't care about the environment, so they have used a lot of natural resources.)

GRAMMAR BOOSTER P141

4 Complete the facts about lithium with phrases A–D.

DID YOU KNOW …?

1 Lithium was discovered by Swedish chemist Johan Arfwedson in 1817. If Arfwedson hadn't realised lithium was a new element, we …
2 Lithium mining causes problems with freshwater supplies. However, it's likely that if there was a more sustainable way to produce lithium, companies …
3 Lithium is the lightest metal. This means lithium-ion batteries can store a lot of energy in proportion to their weight. If lithium was heavier, it …
4 Lithium-ion batteries can be recharged many times. If this characteristic hadn't been discovered by scientists in the 1970s and 80s, there …



A wouldn't have been possible to create high-energy, lightweight batteries.
B might not be so much demand for lithium today.
C might not have rechargeable batteries today.
D would have started using it already.

5 Rewrite the sentences using mixed conditionals and the words in brackets.

1 Oscar doesn't like hip-hop, so he didn't come to the concert with us. (if)
2 I'm not happy – the repair shop didn't manage to fix my laptop. (had)
3 My dad cares about the environment, so he bought an electric car. (wouldn't)
4 Dina decided to take a break from studying, so she isn't at university this year. (might)
5 Hannah didn't help me with my homework because she's so bad at maths. (wasn't)

6 5.05 Listen to three friends talking about the consequences of new inventions. Which three inventions do they discuss?

7 5.05 Listen again and answer the questions according to what they say. Use mixed conditionals.

1 What would life be like without the internet?
2 How would we communicate if rechargeable batteries hadn't been invented?
3 What is the environmental cost of new technology?
4 Why does one speaker think the most important recent development is antibiotics?
5 What is a negative point about the way we have used antibiotics?
6 What is the reality about the way humans have treated the planet?

8 THINK & SHARE Work in pairs. Talk about how life would have been different without the inventions below.

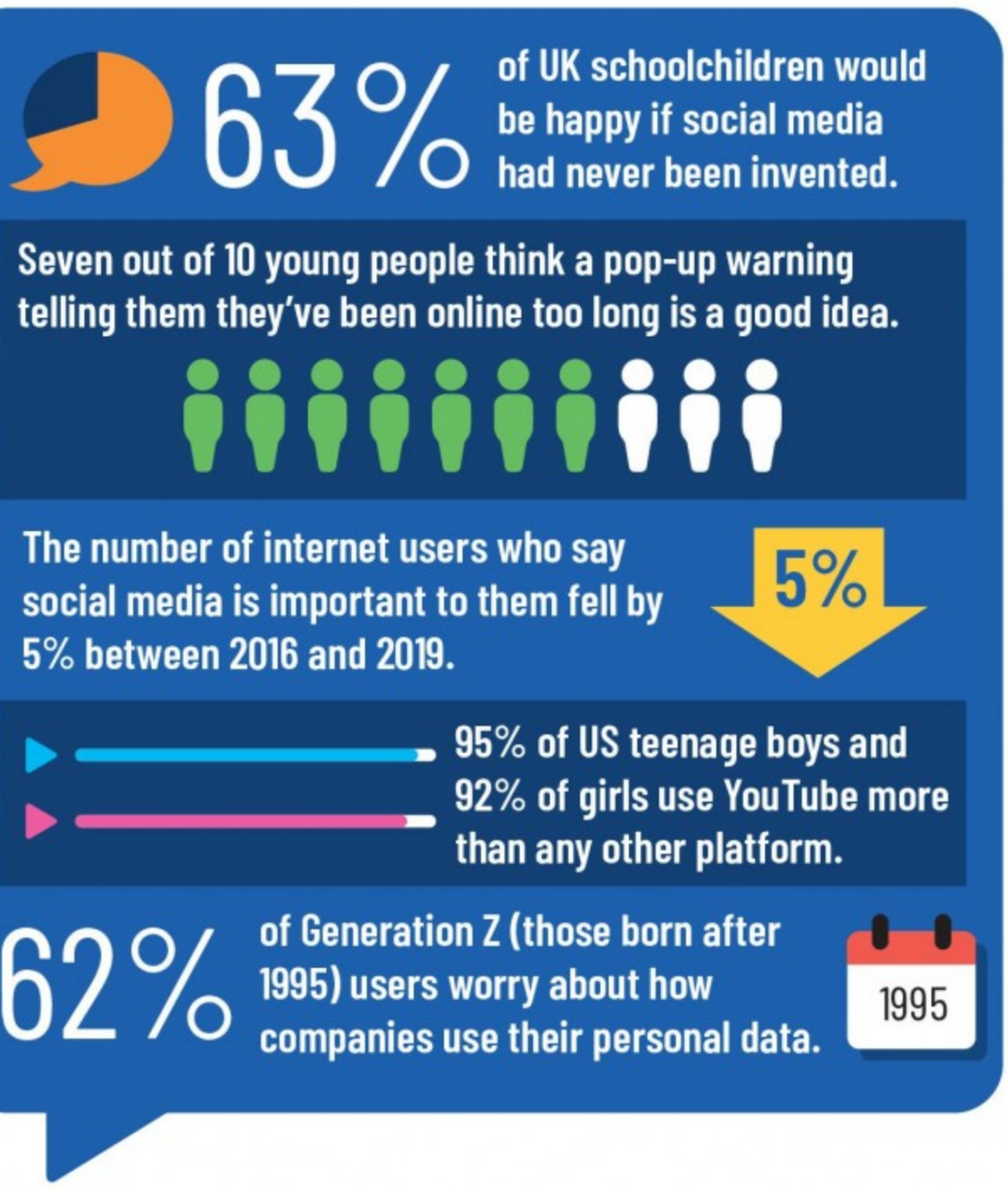
cars credit / debit cards microwaves planes plastic robots satellites televisions washing machines

Recognise and understand topic sentences in a text.

Quitting social media

1 Work in pairs. Discuss the questions.

1 Which social media platforms do you use (e.g. Twitter, Instagram)?
2 How much time do you spend on social media in a typical day?
3 Look at the social media facts. Do any of them surprise you? Why?



2 Read the article quickly, ignoring the gaps, and answer the questions.

1 What is the main purpose of the article?
2 What evidence does the writer provide to support her ideas?
3 Is the tone of the article mainly positive or negative about the idea of young people giving up social media?

STRATEGY Using topic sentences

Most paragraphs in a text or article have a topic sentence, which is usually the first or second sentence. The topic sentence provides an overview of the main idea in that paragraph. The following sentences contain more information to develop and support that main idea.

3 Read the strategy. Which is the topic sentence in paragraph A of the article?

4 Match topic sentences 1–6 to paragraphs B–F. There is one extra sentence.

1 One reason why people are quitting is the effect of social media use on mental well-being.
2 Then there is the need to protect privacy.
3 Social media is also an important tool for business.
4 Recent research into young people's attitudes to social media has found evidence of this growing trend.
5 When all your friends are using social media, it can be hard to break free.
6 There are also signs that users are concerned about time.

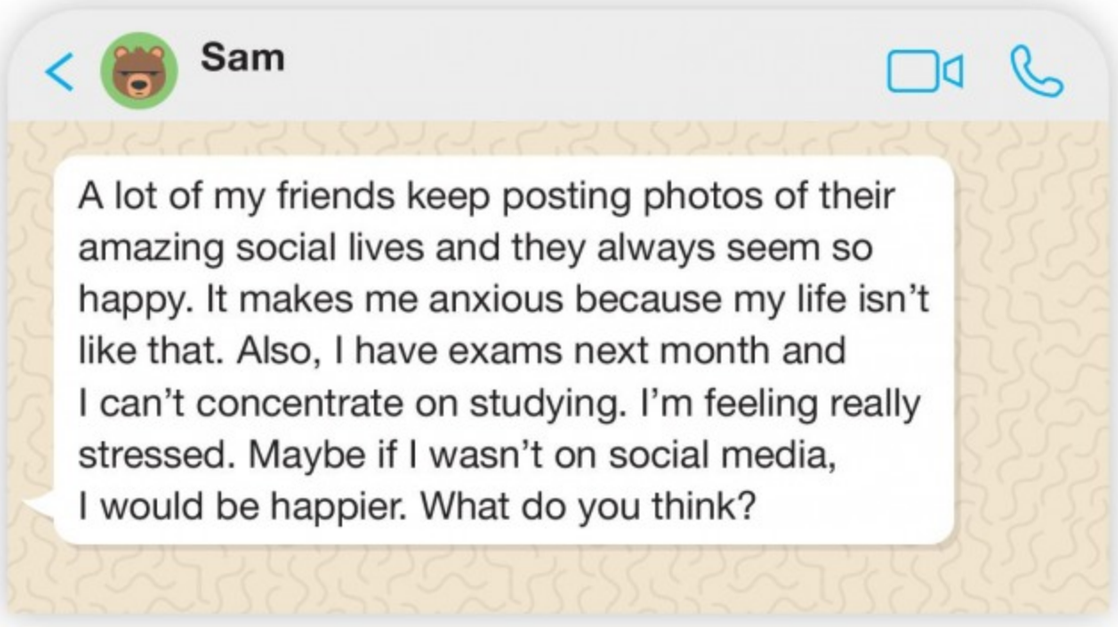
5 5.06 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 Generation Z have an automatic understanding of the internet and social media.
2 The writer of the article is uncertain as to why some people quit social media.
3 At least 50% of young people who took part in research had some doubts about social media.
4 Users of social media sometimes feel they have to exaggerate the positive things about themselves and their lives.
5 There's no proof that social media has a significant effect on users' mental health.
6 Some teenagers want to quit or take a break from social media in order to spend more time studying.
7 Social media companies and advertisers use our personal data without our permission.
8 Anastasia believes teenagers have nothing to lose by giving up social media.

6 VOCABULARY Find words and phrases in the article that mean …

1 changed their behaviour in order to deal with a new situation. (paragraph A)
2 thinking or talking about something all the time. (paragraph A)
3 keep information and photos about themselves up to date. (paragraph C)
4 the act of looking at information on screen by moving it up or down. (paragraph D)
5 the act of selecting someone or something for special attention. (paragraph E)
6 people of about the same age and with the same interests. (paragraph F)

7 Work in small groups. One of your friends has sent you the following message. Discuss what advice you would give them, using the information in the article.



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

1 Have you ever thought about quitting social media? What would make you do that?
2 Imagine spending a week without social media. What would you miss about it? What would you not miss? How would you spend your time?
3 What do you think our lives would be like if social media didn't exist? How would we communicate?
4 If you could change one thing about social media, what would it be? Why?

Why teenagers are turning their backs on social media

A If you asked most parents and teachers, they would probably agree that teenagers are addicted to communicating via social media on their phones. But there is now increasing evidence that some teenagers may be falling out of love with social media. Generation Z have never experienced a world without the internet. They have grown up with Facebook, Twitter, Instagram and Snapchat, and have adapted to each new platform as it came along. So, why are things changing? Is it because a friend is obsessed with getting likes on Instagram? Are they upset by online bullying? Or do they just want to have a normal conversation? Whatever the reason, it seems that, increasingly, teenagers are electing to quit social media.

B ___ In the UK, 63% of schoolchildren who participated in a study said they would be happy if social media had never been invented. A survey of social media users in the United States suggests that the number of people aged 18–24 who agree that social media is important to them is falling. And half of the interviewees in a study of Generation Z attitudes said they had stopped using some social media platforms, or were considering doing so. Simultaneously, research has also revealed that social media use amongst older people (aged 45+) is increasing.

C Social media has unquestionably become a measure of popularity – how many 'likes' or followers you have indicates how popular you are. ___ Users feel compelled to maintain their profile, posting photos and updates about their various activities. There's constant pressure to appear happy and successful at all times, and many users are starting to recognise that this is totally unrealistic. One student, eighteen-year-old Anastasia, explains, 'It's tempting to feel that everyone else is having a great time and you aren't.' But evidence from UK research shows that constantly comparing yourself with others can lead to increased levels of anxiety and depression.

D ___ Some teenagers I spoke to say they are considering leaving or taking a break from social media to concentrate on more fulfilling activities away from their screen. If you're studying for exams and your only free time is spent online, that simply isn't healthy. Increasingly, teenagers are coming to the conclusion that they would be better off going outdoors, playing sport or seeing actual friends face to face. As Anastasia puts it, 'If you had limited free time, why would you spend it scrolling through other people's profiles?'

E ___ Generation Z have lived their entire lives online, ever since their parents posted photos of them as young children. Now many want to escape from a situation in which everyone knows everything about them. There are concerns about the use of personal data by social media companies, targeting by advertisers and a lack of control over what happens to their information. Images, tweets and personal details can be shared, and some platforms have apps that allow friends to track each other. Schools are now educating teenagers on the potential risks of being on social media, and how to keep themselves safe online.

F ___ 'But,' Anastasia told us, 'it actually feels great!' She says that many in her peer group respect her for deleting her social media accounts and want to do the same, but are worried about negative reactions from their friends. The fear of missing out on social opportunities, or that people will stop contacting them, is very real. 'I tell them not to worry,' she says. 'Giving up social media is kind of cool!'

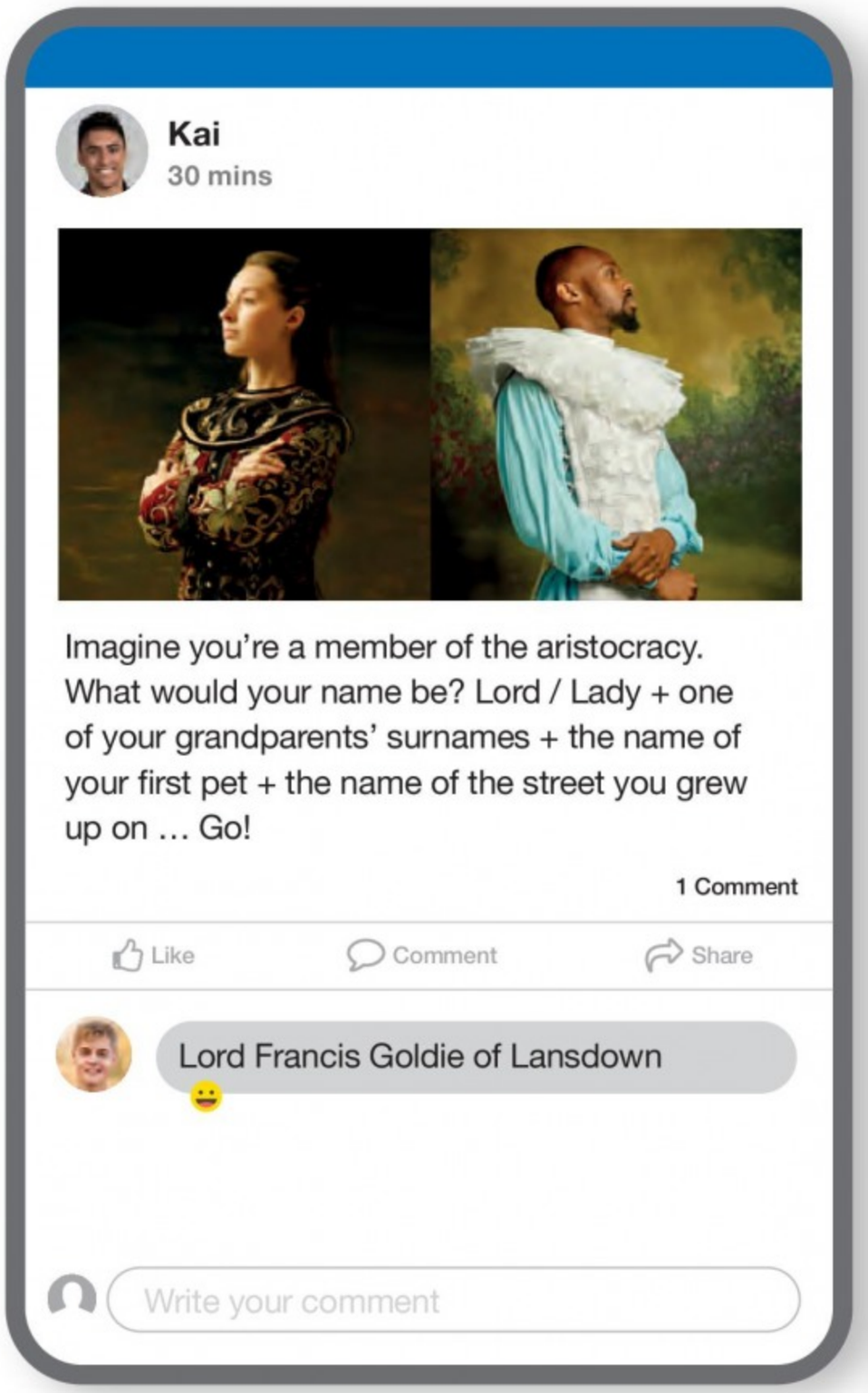


5.7 GLOBAL SKILLS

Explore ideas for creating a positive digital footprint.

Your digital footprint

1 Read the social media post. If you replied, what private information would you give away? Who might that be useful to, and why?



2 5.07 Listen to part of a podcast about our 'digital footprint'. How would you explain it? What is the difference between an *active* and a *passive* footprint?

3 5.07 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

1 If you don't use social media, you don't have a digital footprint.
2 Your passive footprint is added to every time you use the internet.
3 Information from your online activity is interesting to advertisers, criminals and employers.
4 Criminals can only steal your personal data if you actively share it online.
5 Old posts and photos only stay available online for a short time.

4 Work in pairs. Think of ways you can manage your digital footprint. Use information from the podcast and your own experience. Make three suggestions for the rest of the class.

5 VOCABULARY Complete the tips about managing your digital footprint with the words below. Do they include any of your ideas in Ex 4?

background check | hacking | inactive | privacy settings | required information | respectful | tag | traces | untag

NINE TIPS TO MANAGE YOUR DIGITAL FOOTPRINT

1 Google yourself! Type your name into search engines and look at the results. Make sure there are no surprises!

2 Check your [a] _____! If you don't want strangers to see your posts and photos, make sure they are protected.

3 Delete or close accounts that you don't use. [b] _____ accounts with weak passwords can be exposed to [c] _____ or may just contain information that you've forgotten was there.

4 Be aware of how much personal data you give away. Sometimes information like your date of birth is [d] _____. But if it isn't, don't fill it in!

5 Don't put your address or your mobile phone number on your blog. If you send anyone your number, do it by personal message.

6 Check your device for cookies and delete any unnecessary ones. Avoid leaving [e] _____ of your browsing history.

7 Be [f] _____ online. Don't say something now that you might regret tomorrow. And don't communicate online in a way that you wouldn't face to face.

8 Dispose of tags! If you don't want those embarrassing photos of you to reappear in a job [g] _____. Ask people not to [h] _____ you in memes and jokes online, and [i] _____ yourself in photos.

9 Build a positive footprint. If you know that future colleges and employers will be looking at your data, then there are things you can do to show your strengths and interests and make a positive impression.

6 Work in pairs. Write down the last five things you did online. Compare your lists and discuss your digital footprint using vocabulary from Ex 5.

7 MEDIATION Your younger cousin has recently got a smartphone and has started browsing the internet and using social media. However, you are concerned that they are not aware of the risks of leaving a digital footprint online. Write a short text message to them, explaining what a digital footprint is and how to manage it safely.

8 THINK & SHARE Work in small groups. Discuss how you could actively build a positive digital footprint that shows your strengths and interests and impacts your future in a good way. Then share your ideas with the class.

Giving a presentation

1 Work in pairs. Read the quote and discuss the questions.

> **Modern technology owes ecology an apology.**
> *Dr Alan M. Eddison, ecologist*

1 What do you think the quote means? Do you agree?
2 In what ways has technology harmed our environment?
3 How do you think technology can help to save the planet? Look at the photos and think about how our individual lifestyles are linked to energy use and wildlife protection.



2 5.08 Listen to the introduction to a student presentation about technology and the environment. Complete the notes.

Notes

Subject – how technology contributes to a more [1]_____ future for the planet

Part 1 – current and future ways in which we [2]_____ energy

Part 2 – protecting [3]_____ and the parts of the world they live in

Part 3 – how new technology supports more [4]_____ ways of living.

3 5.09 Listen to the rest of the presentation and answer the questions.

1 What three alternative sources of energy can be used to replace fossil fuels?
2 What three ways in which technology helps to protect wildlife does the speaker mention?
3 What are four examples of how technology allows people to change to a more sustainable lifestyle?

STRATEGY Organising a presentation

When giving a presentation, it's important to ensure that you have a clear structure: introduction, main body, conclusion. Use signposting phrases to explain the purpose and structure of your presentation and to join the different parts together. In particular, make it clear when you have finished discussing one point and are starting a new one. This will make it easier for your audience to follow what you are saying.

PHRASEBOOK Signposting a presentation

Introducing the topic
In this presentation, I'm going to talk about …
In my talk today, I'm going to tell you about …
The subject of my presentation is …
This presentation will be about …
Giving an outline of the structure
My talk will be in three parts.
I'll be looking at three areas.
Firstly, / In the first part, …
Secondly, / Then in the second part, …
Finally, / In the final section, (I'll talk about) …
Introducing a new point / section
To begin, …
I'd like to start by talking about …
Let's move on to …
Next, I want to discuss / turn to …
Finally, let's look at …
Summarising / Concluding
That concludes my talk.
To sum up, …
So, in conclusion, …
I'd like to finish by / with …

4 5.10 Read the strategy and the Phrasebook. Then listen to the whole presentation and tick (✓) the Phrasebook phrases the speaker uses.

PRONUNCIATION Linking

In spoken English, we often link words together, especially when we speak quickly. This means words in a sentence sometimes sound different from individual words. Typical examples include the following.

1 Consonant to vowel: The subject‿of my talk‿is technology and‿energy consumption.
2 A /j/ sound linking two vowels: We‿always consider the‿environment when we‿are buying a new gadget.
3 A /w/ sound linking two vowels: You‿are right not to‿allow people to contact you so‿easily.

5 5.11 PRONUNCIATION Read the Pronunciation box. Then listen to and repeat the example sentences 1–3.

6 Work in pairs. Choose one of the topics below and prepare a three-part presentation.

- How technology has changed the way we learn
- How to stay safe online
- The advantages and disadvantages of giving up social media

7 Work in small groups. Take turns to give your presentations. Make sure you use signposting phrases from the Phrasebook to organise your presentation clearly. When you listen to other presentations, make a note of a question to ask at the end.

8 REFLECT Work in the same groups. Discuss the questions.

1 Did you manage to communicate the information clearly?
2 Did your presentation have a clear structure: introduction, main body, conclusion?
3 Did you use signposting phrases from the Phrasebook?
4 Did you use vocabulary associated with technology from this unit?

Use a range of phrases to write a balanced review.

A website review

1 Work in pairs. Read the advert. If you wrote a review, which website would you write about, and why? What would you say?

What's your favourite website?

Write a review of a website you visit regularly. Tell us why you find it useful or enjoyable. And let us know what isn't so good about it. Send your review to editor@websitereviews.net.uk.

2 Which of these things A–I should a website review do?

A Give the name of the website.
B Give the URL or a link.
C Explain briefly what it is or does.
D Use technical language.
E Give a few examples of the content.
F Describe the content in lots of detail.
G Say what is good about the website.
H Say how it could be improved.
I Finish with a recommendation.

3 Read the review. Which of the things in Ex 2 does it include?

Home New View >>

A As a technology geek, one of my favourite websites is Quintekit, which I visit almost every day; it's where I get most of my information about tech subjects. It appeals to me because it's sophisticated, incredibly well designed, and I can always find something I want to watch.

B Quintekit is basically a video-sharing site. It has reviews and demos of the latest gadgets, news about innovations in technology, plus a whole range of online games to try out. Its main purpose is to allow users to post videos reviewing and comparing their own tech, and share clips they think other people might like. It also has a range of features that make it easy to navigate, so it's totally user-friendly.

C I'm particularly impressed by the variety of material. It's absolutely amazing, and you can always find what you want to watch really easily. What really stands out is that the platform's algorithms learn what you're interested in and suggest other videos you might enjoy. Another positive feature is the design – it looks extremely attractive and the way the videos are presented is clear and logical.

D On the negative side, there are often adverts before and during the videos. I know some people find these slightly annoying, but actually it's easy to skip them. Another slight drawback is that, for me personally, some of the video suggestions are not especially interesting or useful. Also, I'm not keen on the way some people use the 'comment' feature – rude or negative comments don't improve the user experience and seem somewhat pointless.

E If you're fascinated by technology, or want to understand more about it, I would definitely recommend visiting Quintekit. To be honest, I would like to see fewer adverts as I think this would make it a significantly more positive experience. Overall, though, Quintekit is an excellent website and I can't recommend it highly enough.

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

1 What Quintekit does
2 My personal criticisms
3 My recommendations
4 Introducing Quintekit
5 What I like about Quintekit

5 Complete the **Phrasebook** with the words below. Which phrases are used in the review?

appeals appreciate drawback enhance favourite feature impressed purpose range stands out

PHRASEBOOK Reviewing a website

Introduction and brief description
One of my [1]_____ websites is …
A website I really [2]_____ is …
(Quintekit) [3]_____ to me because …

Describing purpose and functions
(Quintekit) is basically a … site.
Its main [4]_____ is to allow users to …
It allows users to …
Not only that, but …
It also has a [5]_____ of … features.

Positive things about it
I'm particularly [6]_____ by …
What I like most about … is …
The good points include …
What really [7]_____ is …
Another positive [8]_____ is …
I especially enjoy …

Negative things about it
On the negative side, …
Another slight [9]_____ is …
I was a bit disappointed by …
I'm not keen on …

Recommendations
I would definitely recommend *-ing* …
One way to [10]_____ it would be to …
I would (perhaps) like to see …
I can't recommend … highly enough.

STRATEGY Using modifying adverbs

In a piece of writing, we often use adverbs to strengthen or emphasise a point, or to soften a negative statement.
I think this is an **absolutely** brilliant feature.
The design is **slightly** disappointing.

6 Read the **strategy**. Then look at the highlighted adverbs. Do they emphasise or soften the writer's opinion?

7 You are going to write a similar review of a website. Make notes about its function and features, what you like and do not like about it, and how you think it could be improved.

8 Write your review using the paragraph structure in Ex 4.

9 **CHECK YOUR WORK** Did you …

- use a five-part paragraph structure?
- include both positive and negative views, and recommendations?
- use phrases from the Phrasebook?
- use adverbs to emphasise or soften your comments?

Grammar

1 Choose the correct alternative.

1 If I **knew** / **had known** you were interested in nanotechnology, I'd have sent you that article.
2 I wouldn't give up my smartphone to help the planet **unless** / **provided that** everyone else did too.
3 Georgia would **have gone** / **go** to university if she hadn't been offered a great job with a new tech company.
4 **Unless** / **Supposing** you couldn't use social media for a week, how would you manage?
5 You couldn't have bought that gadget more cheaply, **even if** / **as long as** you'd spent hours searching online.
6 Would you **buy** / **have bought** fewer clothes if you knew it would reduce your carbon footprint?
7 If this gadget **wasn't** / **hadn't been** so user-friendly, a technophobe like me wouldn't be able to operate it.

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

1 If that company really _____ about the environment, they wouldn't have caused so much pollution. (care)
2 If I _____ my old phone last month, it could be in a landfill site by now. (not recycle)
3 I _____ to the latest smartphone model if it wasn't so expensive. (upgrade)
4 If our family _____ a subscription to Netflix, I probably wouldn't have seen that film. (not have)
5 We might still live in Brussels if my dad _____ a new job last year. (not get)
6 If humans _____ more careful about their consumption in the 20th century, we wouldn't have so many environmental problems now. (be)
7 If Daisy didn't love her old bike so much, she _____ a new one ages ago. (buy)

Vocabulary

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

1 Our lives and our cities were completely different after the invention of the car – as a new technology, it was …
A game-changing. **B** high-tech. **C** user-friendly.
2 Bill is a total … when it comes to technology – he knows everything about the history of computing.
A gadget **B** geek **C** technophobe
3 These smart glasses are like having a computer in front of your eyes – they're a great example of … technology.
A significant **B** wearable **C** artificial
4 The first version of this device was complicated and difficult to operate – this version is simpler and far more …
A sophisticated. **B** innovative. **C** user-friendly.
5 Freya often … different news websites to find out what is happening around the world.
A updates **B** browses **C** streams
6 It's important to allow automatic … on your phone, as this will keep it secure and working efficiently.
A advances **B** inputs **C** updates

4 Complete the sentences with the words and phrases below. There are two extra words or phrases.

alternative energy consumption deforestation
dispose of endanger global warming landfill
natural resources raw materials renewable reuse

1 Unless we reduce our energy _____, global warming will continue to increase.
2 Almost half of the UK's electricity is generated from wind, solar power and other _____ sources of energy.
3 China has more _____ than any other country, including coal, wood and valuable metals.
4 The need for more land for agriculture is the main cause of _____ around the world.
5 The main _____ needed to make computer chips are silicon, plastic and copper.
6 A rise in sea levels caused by _____ would threaten coastal towns and habitats and could _____ many bird and animal species.
7 If you can't recycle or _____ your old devices, it's important to _____ them in a way that doesn't harm the environment.

Cumulative review

5 Complete the text with one word in each gap.

The microwave oven is a popular kitchen [1]_____ – one of many modern inventions that were developed to make people's lives easier. But did you know that the microwave [2]_____ not exist today if World War II had not happened? This war saw the development of radar, an [3]_____ technology which used microwaves, and was employed to track the movement of ships and planes. [4]_____ it weren't for radar, some historians believe the war would have lasted much longer. After the war, scientists looked for [5]_____ non-military uses for radar technology. By accident, an American scientist called Percy Spencer found that radar equipment in his lab was able to [6]_____ heat when it melted a chocolate bar in his pocket. Realising this was a [7]_____ discovery, Spencer experimented with different kinds of food. [8]_____ that he had not done so, microwave ovens might never [9]_____ been developed. Some people think microwaves are more [10]_____ friendly than standard ovens, but that isn't necessarily true. [11]_____ if you used a microwave to cook all your food, the energy it consumed would still make a big contribution to your carbon [12]_____.

Think & share

6 Work in pairs. Discuss when and why the technologies in the box might have been invented and how life would be different if they did not exist.

compass laser telescope thermometer

VISION 360°

Learn about how technology is changing the way our brains work and create an app for young people.

Technology and us



Unit 5 360° hotspots

1 THINK & SHARE Read the statement. Do you agree? Why?

> **Technology is good for our brains.**

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the photo inside a taxi. What technologies do taxi drivers and customers use to improve their experience?

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

1 a negative effect of a particular piece of technology
2 a fact about the online habits of teenagers in the USA
3 technology that can have a positive effect
4 a job that can have a positive effect on the brain
5 a video about the effects on our brain of one particular technology

4 Read the article about taxi drivers' brains. Choose the correct answer to complete the sentence about the text.

London taxi drivers …

A have bigger brains because of the technology they use.
B can find their way around London better than a GPS.
C improved their memories after passing the test to qualify as official drivers.
D must have a brain scan before they can work as official drivers.

5 Watch the video about GPS and complete the summary with the words below.

brain memory obstacles route speed limit

When using a GPS, we are merely following instructions without the need to pay attention to the streets around us. The technology advises us on the quickest [1]_____, it warns us about [2]_____ on the road and even gives us information on the [3]_____ so we don't go too fast. However, if we don't use a GPS, we may be helping our [4]_____ to get bigger. Studies have shown that learning to find our way by ourselves improves brain areas linked to [5]_____, navigation, and planning.

6 Work in pairs.

Student A: Go online and open a maps application. Ask your partner for directions between two locations in your town or city. Check their answer using the map and give help if needed.

Student B: Try and give your partner directions without looking at the map. Then swap roles.



7 Read the statistics about technology addiction and the tips to beat it. Work in pairs and discuss the questions.

1 Do you find any of the statistics surprising? Why?
2 How many times a day do you think you look at your phone? Which app do you look at most?
3 What do you think of the tips to beat technology addiction? Can you think of any more?

8 Listen to a scientist talking about a problem with technology. How does she think we are becoming more like animals? Why is this happening?

9 Read about the different apps that can improve our health and well-being. Choose one to recommend to the people described in statements 1–4 below.

1 Marcia feels anxious and worried about her exams.
2 Tim often lacks energy and feels he's not getting enough vitamins and minerals in his diet.
3 Alisha wonders why she never feels rested when she wakes up each morning.
4 Carlos would like to get fitter but lacks motivation.

10 THINK & SHARE Work in pairs. Discuss the questions. Explain your answers.

1 Having studied this lesson, has your answer to Ex 1 changed?
2 Do you think technology can have both negative and positive effects on your health and well-being?
3 Should technology companies be made responsible for any negative effects their products have on people?

CREATE … a health or well-being app for young people

STEP 1

Work in groups. Talk about some of the typical health and well-being problems that young people have. Use the ideas below to help you. Then choose one problem to create an app for.

anxiety depression exercise family relationships
food and diet making friends stress studying

STEP 2 RESEARCH IT!

Go online and do some research into apps that address the problem you've chosen. Find out about:

- what the apps do
- who uses them
- their pros and cons

STEP 3

Brainstorm features that your app could have to help people with the problem you chose. Decide on three features to include on it. Make notes.

STEP 4

Think of a name for your app and a slogan or short sentence for it.

Then make a poster or digital presentation to promote it. Include the name, slogan, features and anything else you think is important.

STEP 5

Present your app to the class. Make sure each member of the group speaks.

Listen to the other presentations. Which app do you think is the most useful and interesting? Why?

6

VOCABULARY
Spending money
Online shopping

GRAMMAR
The passive: all tenses
Verbs with two objects in the passive
The passive: advanced forms

LISTENING
A podcast about minimalism

READING
Four texts about fast fashion

GLOBAL SKILLS
Understanding the small print

SPEAKING
Asserting your rights as a customer

WRITING
A for and against essay

DOCUMENTARY
Keeping it local

VOCABULARY BOOSTER P125
GRAMMAR BOOSTER P142–143

Money matters



No-spend challenge

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

1 What kind of things do you spend money on?
2 Do you think you're good with money?
3 In what ways do you ever waste money?

2 6.01 Watch or listen. Answer the questions. Write *Yasmin* or *Zaki*.

Who …

1 thinks the no-spend challenge means spending no money at all? _____
2 spends money on gaming each week? _____
3 tries to be careful with money? _____
4 is hopeless at managing money? _____
5 suggests having a saving competition? _____

3 6.01 Watch or listen again. Are the sentences true (T) or false (F)?

1 Yasmin and Zaki have been inspired by a documentary about minimalism to save money.
2 Zaki persuades Yasmin to give up gaming completely.
3 Zaki is going to change his eating habits.
4 Zaki is planning on getting his family involved in the challenge.
5 Zaki intends to continue taking the bus to school every day.
6 Yasmin has plans for how she'll limit how much she spends every day.
7 Zaki can't still stream films while he's on the challenge.
8 Yasmin would like to buy a new games console.

4 **REAL ENGLISH** Choose the correct meaning for the phrases in *italics*.

1 When we say something *won't break the bank*, it costs **a lot of** / **little** money.
2 *It all adds up* means that you will eventually spend a **large** / **small** amount of money.
3 If someone *spends money like water*, they spend money in **large** / **small** quantities.
4 If you are *strapped for cash*, you have **a lot of** / **little** money.
5 If you *save money for a rainy day*, you keep it to spend in **bad weather** / **unexpected situations**.
6 If you *have your eye on something*, you **are thinking about buying it** / **have already bought it**.

5 **VOCABULARY** Work in pairs. Check the meaning of the words and phrases below. Which things is Zaki going to stop spending money on for his challenge?

My lists

Things I (or my parents!) spend money on

accessories
bus fares
charity donations
everyday expenses
gaming
gym membership
second-hand stuff
takeaways
tuition fees

6 6.02 **PRONUNCIATION** Listen to the compound nouns in Ex 5. Does the main stress usually fall on the first or second part of the word? Which are the exceptions? Why? Practise saying the words with a partner.

7 Make a list of your top five expenses. Use the words in Ex 5 and your own ideas. Then discuss your list with a partner. Is it the same?

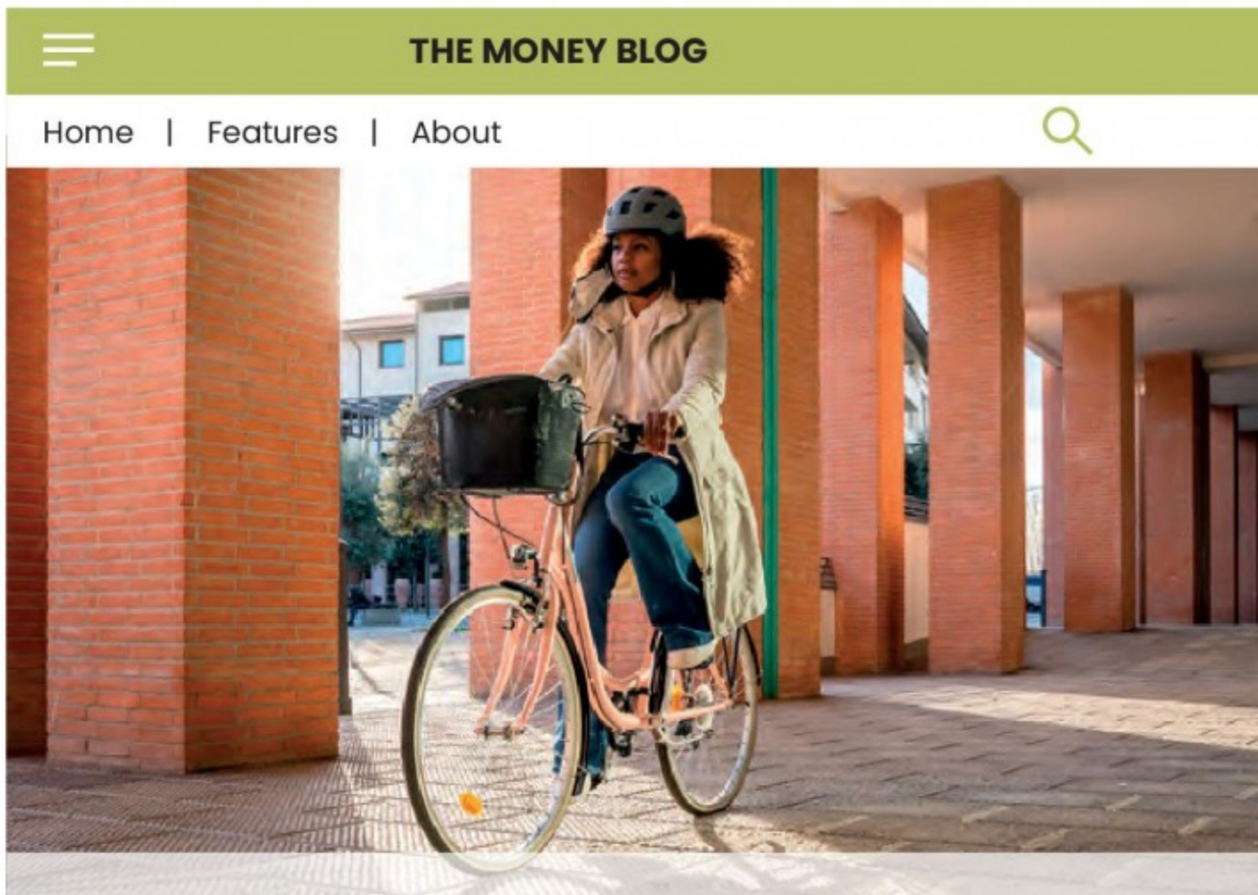
8 **VOCABULARY** Match the sentence halves.

1 I try to **spend**
2 I use an app to help me **keep**
3 I **owe**
4 Most students **are**
5 I'm trying to **build up**
6 I generally **use up**
7 If I were to **cut out**
8 I need to **get**

A **the things I already have** before buying new.
B **my savings account** so that I can buy something I have my eye on.
C **non-essentials**, I'd stop buying snacks.
D **my money wisely** so that I don't get into debt.
E **track of my finances** all the time.
F **my spending under control** as soon as possible.
G **a friend money** for some pizzas we bought.
H **on a limited budget** unless they work as well.

9 Work in pairs. Are any of the sentences in Ex 8 true, or nearly true, for you? Which ones? Give examples where possible.

10 Complete the blog post with one word in each gap.



Is a NO-SPEND challenge for you?

Are you always [1]_____ for cash? Do you find it hard to keep [2]_____ of your finances? Then it might be time for you to try a no-spend challenge for a month.

What do you have to do?

Before you start, you need to establish what is and isn't necessary. For example, do you really need to pay for bus [3]_____ when you could easily cycle or walk to school?

People usually allow themselves to spend money on …
✓ entertainment, such as film and music streaming services.
✓ exercise, such as an annual gym [4]_____.

They usually cut [5]_____ the non-essentials like …
✗ eating out and ordering [6]_____.
✗ shopping for new clothes and [7]_____.

What are the benefits?

A no-spend challenge has many benefits.

✓ You will save money. By not spending money, you will build [8]_____ your savings account and achieve your financial goals more quickly.
✓ You will identify your bad habits. Once you become aware of the amount you used to waste, you'll be determined to spend your money more [9]_____ in the future.
✓ You will find new ways to fill your time. Instead of wasting time browsing websites, you can check out your local charity shops for some unusual [10]_____ stuff.

A month is about long enough to get your spending [11]_____ control. The sooner you start, the better!

11 **THINK & SHARE** Work in pairs. Discuss the questions.

1 Would you or would anyone you know benefit from a no-spend challenge? Why?
2 If you were to cut out non-essentials, what would you stop spending money on?
3 Do you currently have any financial goals? What are they?

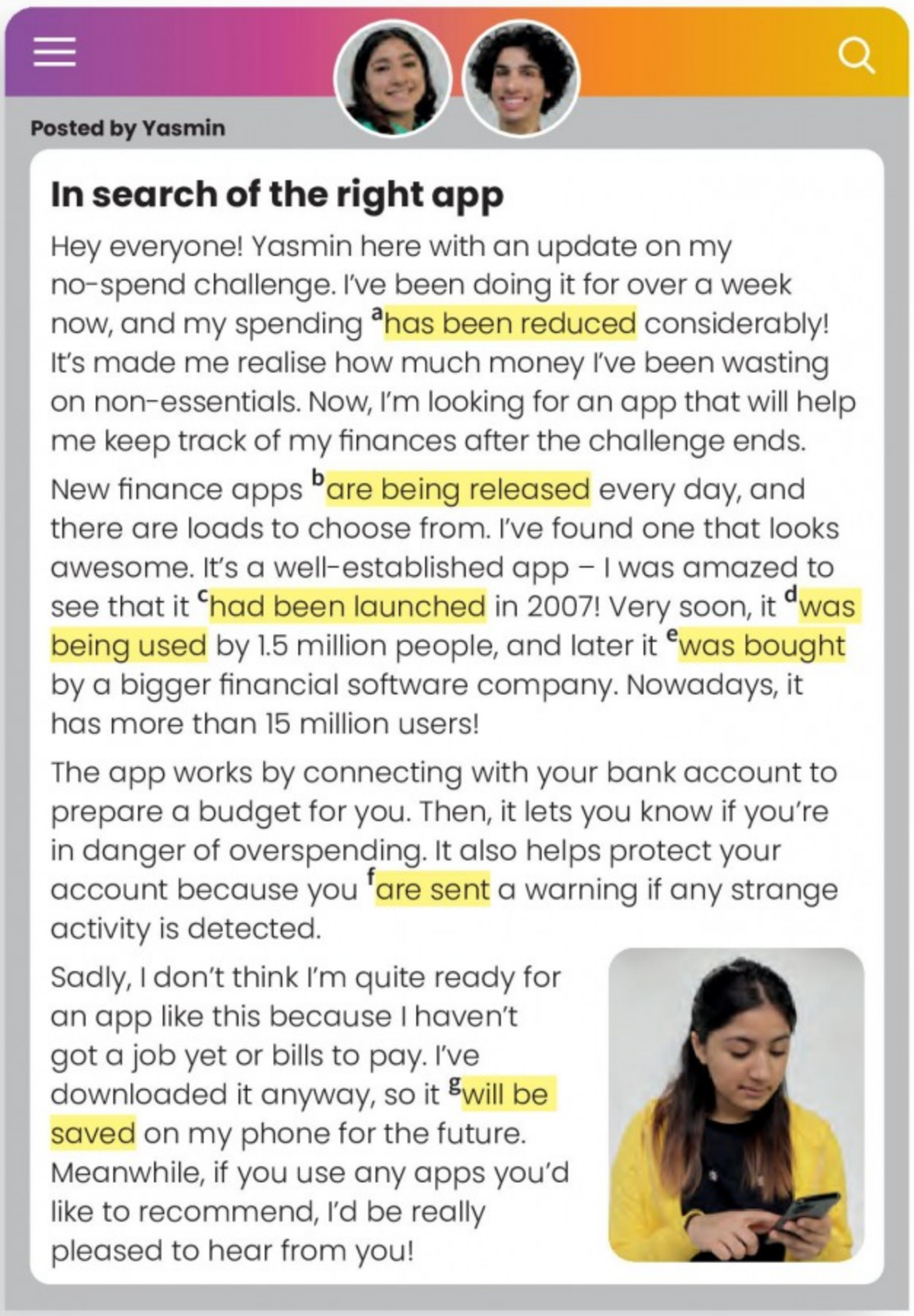
The passive: all tenses

1 Work in pairs. Discuss the questions.

1 Do you use apps to track your fitness / screen time, etc.? What apps do you use?
2 Do you think you would find a personal finance app useful? Why? / Why not?
3 What would you expect a finance app to do?

2 Read Yasmin's blog post about her progress in the no-spend challenge. Answer the questions.

1 How is she getting on?
2 What is she hoping to try next?
3 Why isn't she ready for the alternative she's found?



Posted by Yasmin

In search of the right app

Hey everyone! Yasmin here with an update on my no-spend challenge. I've been doing it for over a week now, and my spending [a]has been reduced considerably! It's made me realise how much money I've been wasting on non-essentials. Now, I'm looking for an app that will help me keep track of my finances after the challenge ends.

New finance apps [b]are being released every day, and there are loads to choose from. I've found one that looks awesome. It's a well-established app – I was amazed to see that it [c]had been launched in 2007! Very soon, it [d]was being used by 1.5 million people, and later it [e]was bought by a bigger financial software company. Nowadays, it has more than 15 million users!

The app works by connecting with your bank account to prepare a budget for you. Then, it lets you know if you're in danger of overspending. It also helps protect your account because you [f]are sent a warning if any strange activity is detected.

Sadly, I don't think I'm quite ready for an app like this because I haven't got a job yet or bills to pay. I've downloaded it anyway, so it [g]will be saved on my phone for the future. Meanwhile, if you use any apps you'd like to recommend, I'd be really pleased to hear from you!

3 Study the highlighted passive forms in Yasmin's blog post. Then complete the rules. Which tense do the highlighted passive forms use?

The passive

Grammar animation

1 We use the passive to focus on the action, not who or what performs it. If we want to mention who or what did the action, we use _____.
2 We form the passive with the correct form of the verb _____ and the past participle.
3 We can use the passive in most tenses, but the only continuous passive forms we use are the _____ continuous and the past continuous.

GRAMMAR BOOSTER P142

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

1 His credit card _____, so he had to pay in cash. (reject)
2 The money _____ by the end of the week. (transfer)
3 She couldn't take out any money because the cash machine _____. (repair)
4 They've cancelled my order, but the money _____ yet. (not refund)
5 My bank branch is closed because it _____. (modernise)
6 I checked my account to see if the payment _____. (make)
7 Contactless payments _____ in most places these days. (accept)

5 Read the rules. Then find an example of a passive sentence with two objects in Yasmin's blog.

Verbs with two objects in the passive

Some active verbs can have two objects, such as *bring*, *give*, *hand*, *lend*, *offer*, *owe*, *pay*, *send*, *show* and *teach*.

They offered us a wide range of services.

Both objects can become the subject in the passive, but it is more common to start the sentence with the person.

We were offered a wide range of services.
(OR A wide range of services was offered to us.)

GRAMMAR BOOSTER P142

6 Rewrite the sentences in the passive. Begin the sentence with the words in **bold**. You may have to use a different form of the word.

1 We'll send **you** your card in the next few days.
2 They've offered **him** a part-time job at the supermarket.
3 My aunt gave **us** some valuable financial advice.
4 The company had lent **them** the equipment free of charge.
5 My friends owe **me** quite a lot of money.
6 They were showing **us** a training video.
7 Her neighbours are paying **her** £20 to look after their children tonight.

7 6.03 Listen to an interview with a student about an app he uses. Answer the questions.

1 Who is the app aimed at?
2 What was he sent when he signed up for it?
3 What money can he spend?
4 What is the advantage of the card in an emergency?
5 What motivates him to save money?

8 Would you like to use a phone app like the one the student describes? Why? / Why not?

9 THINK & SHARE Work in pairs. Discuss the statements. Do you agree with them? Why? / Why not?

1 In the past, fewer non-essentials were bought by most families.
2 Young people aren't given enough money by their parents these days.
3 Nothing will be paid for in cash in the future.

Less is more

1 THINK & SHARE Work in pairs. Discuss what you think the quote means. Do you agree with it?

> **The consumption society has made us feel that happiness lies in having things, and has failed to teach us the happiness of not having things.**
> *Elise M. Boulding, Norwegian American sociologist*

2 6.04 Listen to a podcast about minimalism. Complete the notes with no more than three words in each gap.

Minimalism

Minimalists believe that having too much stuff stops us from [1] _____.

The solution is to remove all the things that aren't [2] _____ in our lives.

Minimalism evolved from the idea that people [3] _____ from living a simple life.

Henry David Thoreau had a much more [4] _____ understanding of simplicity than today's minimalists.

Joshua Fields Millburn and Ryan Nicodemus became minimalists when they were [5] _____.

Nicodemus held a [6] _____ to determine which possessions to keep, whereas Fields Millburn considered each item individually.

Today, the two friends promote minimalism on their [7] _____ as well as making documentaries.

Marie Kondo recommends the KonMari method for [8] _____.



3 6.04 Read the **strategy** and the statements below. Then listen again and tick (✓) the statements that can be inferred from the information you hear. Which information from the recording allows you to infer this?

1 In general, minimalists are not in favour of a consumer society.
2 Henry David Thoreau found somewhere to live in the woods by chance.
3 Minimalists don't usually spend a lot of money on the things they buy.
4 Joshua Fields Millburn and Ryan Nicodemus had collected a lot of stuff before they became minimalists.
5 Joshua and Ryan both gave up their original jobs in order to promote minimalism.
6 TV shows about minimalism are popular these days.

STRATEGY Drawing conclusions from what we hear

Listening texts contain information that is not directly stated but can be inferred from the information we are given. We can understand and draw conclusions from the information by thinking about the context and analysing what we have heard.

4 Work in pairs. Discuss the questions.

1 Are all your possessions important to you or do you have things you don't really need?
2 What do you think are the advantages of living in a cabin in the woods? Would you like to try it? Why? / Why not?
3 Which possessions do you think Joshua and Ryan got rid of? Which ones do you think they kept?
4 Do you think you would benefit from the KonMari method? Why? / Why not?

5 VOCABULARY Study the extracts from the podcast. What do you think the **bold** words and phrases mean?

1 How many **material possessions** do you own?
2 Minimalists believe that we all have too much stuff and they often blame **consumerism** for this.
3 Thoreau believed that by living in a simple way, he would … **lead a more meaningful life**.
4 The two friends … made the decision to **get rid of** most of their stuff.
5 Nicodemus … held a 'packing party' and determined in only three weeks what he could **do without**.
6 Today, each of them continues to **pursue their passion**.

6 Complete the sentences with the correct form of the words and phrases in Ex 5.

1 People with a purpose tend to _____.
2 I don't think I could _____ my phone, even for a day.
3 Some people believe it's better to _____ than to study something you aren't interested in.
4 _____ is the idea that it is good for people to buy and use a large quantity of goods and services.
5 Some people spend a fortune on _____, believing they will make them happy.
6 We _____ our old sofa before the new one was delivered.

7 Work in pairs. Imagine that a friend has asked you to explain minimalism to them. Prepare an explanation and then practise it with your partner. Think about …

- what minimalists believe.
- what they spend their money on.
- how to become a minimalist.

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

1 What's your opinion of consumerism? Why?
2 Would you like to become a minimalist? Why? / Why not?
3 If you had to get rid of most of your possessions, what would you definitely keep?
4 What do you understand by 'less is more'? What other areas do you think it might apply to, apart from lifestyle?

6.4 VOCABULARY

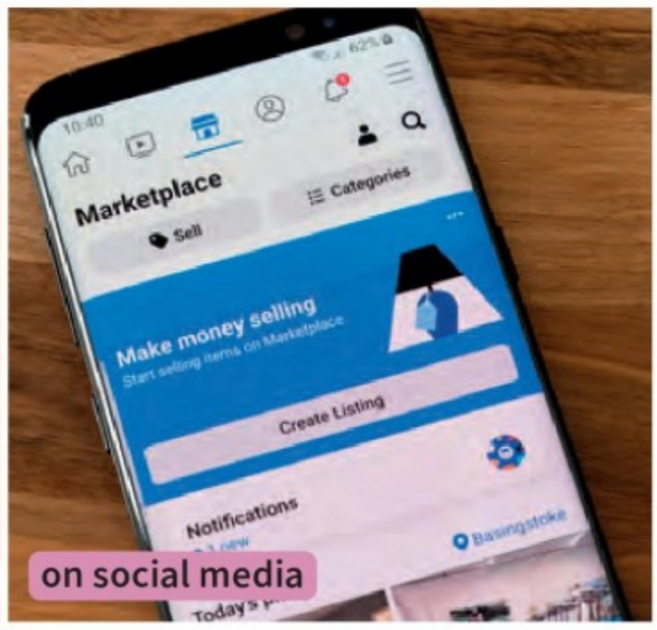
Talk about shopping trends.

Social commerce









1 Work in pairs. Look at the photos. What do you think are the advantages and disadvantages of each way of shopping?

2 VOCABULARY Check the meaning of the phrases below. Then complete the article about shopping on social media. What are the advantages for sellers?

confirmation email potential customers
reference number retail price shipping costs
special offer

The social media shopping experience

Most of us have purchased a product on the internet at one point or another, often because we have found a [1]_____ which saves us money. Sometimes, it's possible to get a huge reduction on the [2]_____ of a product! But what about social media – have you ever tried shopping on that?

Retail companies have started using social media to sell their products, as it enables them to reach such a wide audience. For [3]_____, the shopping process is much quicker, as they are presented with products that might interest them on their newsfeeds instead of having to browse websites. If they want to buy something, they simply click 'buy' to add the item to their baskets. Then they select the right quantity and proceed to the checkout where they choose a delivery option and pay. As with normal online shopping, they are immediately sent a [4]_____ and, once their items are dispatched, they receive a [5]_____ so that they can track their package.

As well as retail companies, private individuals have also started using social media to sell things to each other. Whether the product is a bracelet made by a jewellery maker or a second-hand item sold by an individual, social media users can often pick up a bargain. To cut out [6]_____, the seller often arranges to meet the buyer at an agreed location to hand over the item. In general, social media makes it much easier to carry out transactions like these, because sellers and buyers have direct contact with each other.

3 Work in pairs. Answer the questions.

1 What are the similarities and differences between purchasing a product from an online store and buying something on social media?

2 What might be the dangers of buying something on social media?

4 VOCABULARY Complete the tips with the highlighted verb phrases in the article. Change any words if necessary.

Shopping safely on social media

- If you're hoping to [1]_____, find out the normal retail price of the item first.
- Check the seller rating before you [2]_____ from them.
- When you [3]_____, make sure you have chosen the correct size and colour.
- Remember to [4]_____ or you may end up with more items than you had planned.
- Check the shipping costs carefully when you [5]_____.
- When you [6]_____, check your order before you confirm and pay.
- Don't [7]_____ involving money with sellers you don't trust.
- Save the reference number somewhere safe so you can [8]_____.

5 6.05 Listen to four speakers talking about social commerce. Make notes. Did the speakers have a positive or a negative experience of shopping on social media? Why?

6 MEDIATION Work in pairs. An English friend has asked you how to purchase a product on social media. Prepare an explanation about the process and give them some tips on what they should be careful about. Think about …

- prices
- the purchasing process
- delivery.

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

1 Have you, or has anyone you know, ever purchased a product on social media? What kind of experience did they have?

2 Do you generally prefer shopping online or at physical stores? Why?

3 What kind of products do you think would sell best on social media? Why?

The passive: advanced forms

1 Work in pairs. Read the statements about bitcoin below. Which do you think are true?

1 Bitcoin is the only digital currency available.
2 Bitcoin can be used to purchase products on the internet.
3 Using a digital currency can be risky.
4 Adults know more about bitcoin than teenagers.

2 Read the article and compare your answers in Ex 1. Were you right?

All you need to know about **bitcoin**

Bitcoin is a cryptocurrency – a digital currency which is used for buying and selling online without the need for a central bank.

How many cryptocurrencies are there?

Apart from bitcoin, there are more than a thousand different cryptocurrencies, including ether, XRP and litecoin, to name a few. [a]The first digital currency is thought to have emerged in the 1980s, but it failed to become widely accepted. Bitcoin was released in 2009 and has grown steadily in popularity since then.

What can be purchased with bitcoin?

[b]More than 100,000 companies are known to take bitcoin online, including Microsoft, which accepts it as online payment for games, apps and other digital content. Another way to spend bitcoin is to connect it to a debit card issued by a major credit card company like Visa or Mastercard. In this way, [c]it can be spent much like cash.

How safe is it to use bitcoin?

One disadvantage of using bitcoin is the possibility of losing your digital wallet. If the electronic device containing the wallet is stolen, you will no longer have access to your bitcoin. Some experts advise against buying bitcoin because [d]holders risk being exposed to cyberattacks. Others claim that bitcoin is quite safe as all transactions are put into a special code.

Who is best informed about bitcoin?

[e]It is said that teenagers always look to their parents for financial advice, but this may no longer be the case. Around [f]half of the parents who agreed to be interviewed for a recent study said their son or daughter knew more about bitcoin than they did. Some even admitted asking their teenage children for investment advice.

3 Read the rules. Then match sentences a–f in the article to rules 1–4. Three sentences match to one of the rules.

The passive: advanced forms

Grammar animation

1 We can use passive structures after modal verbs.
We use modal verb + *be* + past participle for a present situation.
We use modal verb + *have been* + past participle for a past situation.
2 We use *be* + past participle after verbs followed by the infinitive (e.g. *hope*, *need*, *want*, *would like*).
3 We use *being* + past participle after verbs followed by a gerund (e.g. *enjoy*, *like*, *hate*, *mind*, *prefer*).
We use the same form after prepositions.
4 We can use the passive form of the verbs *believe*, *say* and *think*, etc. to introduce ideas and opinions.
We can use the structures *It* + passive + *that* + clause OR subject + passive + present or perfect infinitive.

GRAMMAR BOOSTER P143

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

1 I _____ through my bank account. (would prefer / pay)
2 It _____ that internet banking began in the 1990s. (widely / understand)
3 You _____ some questions to check your identity. (may / ask)
4 I _____ in the street for a charity donation. (not mind / approach)
5 It _____ by statistics. (easy / deceive)
6 Most digital currencies _____ in value in the future. (expect / rise)
7 My gym membership _____ – I paid it last week! (can't / cancel)
8 We were _____ the chance to buy bitcoin. (surprised at / offer)

5 6.06 Listen to a podcast about digital currencies. Answer the questions.

1 According to Tina Price, why do young people expect money to be digitalised in the future?
2 Which step in the payment process is removed when bitcoin is used?
3 What argument in favour of buying bitcoin at a young age is mentioned?
4 What is known about cryptocurrencies like bitcoin, regarding their value?
5 Who is Erik Finman?
6 What is Tina's advice for people who want to buy bitcoin?

6 Write sentences with advanced passive structures.

1 it / rumour / cryptocurrencies / replace / cash / in the future
2 students / should / teach / personal finance at school
3 young people / prefer / give / money in cash
4 in the past / future generations / expect / be / wealthier than their parents
5 most people / don't like / tell / what to spend their money on

7 THINK & SHARE Work in pairs. Discuss the statements in Ex 6. Do you agree with them? Why? / Why not?

6.6 READING

Recognise functional language to identify purpose in four texts.

Fast fashion



1 Work in pairs. Read the text above. Then answer the questions.

1 How important is it for you to keep up with the latest fashions?
2 When you buy clothes and accessories, do you consider where they are made?
3 Do you ever buy fast-fashion items? Why? / Why not?

STRATEGY Recognising functional language to identify purpose

When you read a text for the first time, look out for fixed phrases that indicate the writer's reason for writing. For example, if the writer's purpose is to advise, the text will probably contain the phrase *You should …* Knowing the reason for writing will help you better understand the text.

2 Read the strategy. Then match fixed phrases 1–6 to purposes A–F.

1 Available in six colours, it is made out of …
2 You won't find anything better.
3 Another point in favour is …
4 The most hilarious thing happened …
5 It has been reported that …
6 To start with, you'll need …

A **to argue**: make the case for something
B **to describe**: give details about a person, place, event or thing
C **to entertain**: make the reader enjoy reading
D **to inform**: tell a reader about something
E **to instruct**: tell a reader how to do something
F **to persuade**: influence a reader's opinion

3 6.07 Read texts 1–4 about aspects of fast fashion. Then match each text to its purpose(s) A–F in Ex 2. There is one extra purpose. Which fixed phrase(s) in the text indicate the reason for writing?

Text 1 ___ Text 3 ___, ___
Text 2 ___, ___ Text 4 ___

1

The future of fast fashion

The most important reason for the existence of fast fashion is consumers' desire for new clothes to wear. In order to meet this demand, fast-fashion companies provide clothes at affordable prices and a huge variety of garments that reflect the latest trends. As a result, consumers purchase more and more items, putting a strain on the world's natural resources.

The clothes that are produced by fast-fashion companies are not made to last. Even if they are still wearable from one year to the next, last year's garments will be replaced by this year's new designs. In other words, retailers sell clothing that is expected to be thrown away after being worn only a few times. According to the not-for-profit movement Ellen MacArthur Foundation, around 92 million tonnes of textile waste is created globally each year. This is why some consumers and designers are demanding more sustainable fashion, which is putting pressure on fast-fashion companies to change their manufacturing and sales processes.



2



It's that time of the year again when football clubs release their shirts for the new season. Each team releases three shirts: one each for home and away matches, and a third in case the colour is too similar to their opponent's. This season's new shirts are better than ever, and there's an amazing selection for fans to choose from. Our favourite is a stylish home shirt inspired by the historic architecture in the club's home town. The base has a 3-D effect created from photographs of the old walls of buildings around the city. What's new this year is an attempt by some of the clubs to have a kit that raises awareness for charities and initiatives. Check our website to see what your team has come up with. Remember, by purchasing a new shirt, you'll be supporting your club and adding to your personal collection!

4 Read the texts again. Choose the correct answers from texts 1–4.

Which text …

A explains the theory behind a particular design?
B refers to a group of workers who aren't paid for doing a job?
C describes a way of obtaining clothes promptly and without having to leave the house?
D lists some of the negative effects that manufacturing clothes has on the planet?
E describes a place where customers can see the items for sale in person?
F refers to a major problem regarding clothes that are no longer wanted?
G mentions a set of clothes that is released every year with a new design?
H suggests an inexpensive way of looking the part on a day when something important happens?
I explains why a certain system exists?
J mentions what happens to the money from clothes that are sold?

5 Work in pairs. Discuss the questions.

1 Which stores or brands in your country do you associate with 'fast fashion'?
2 What are the advantages and disadvantages of releasing new football shirts each season?
3 To what extent do you think renting clothes is sustainable?
4 How common is it for people to buy second-hand clothes in your country?

6 VOCABULARY Match the highlighted words in the texts to the definitions.

1 sets of clothes that you wear together, usually for a special purpose or occasion
2 the name or symbol of a fashion company
3 to combine things in different ways for different purposes
4 items of clothing
5 aware of the latest trends and wanting to keep up with them
6 a set of clothes that you wear for a particular activity
7 wearing special clothes in order to look smarter than usual
8 fashionable and attractive

7 Complete the sentences with the correct form of words in Ex 6.

1 Chloe wore a long _____ dress to the awards ceremony.
2 The target market of that brand is _____ teenagers who love clothes.
3 Senyo is very particular about his appearance: he will only wear clothes with a _____.
4 I try to buy clothes that I can _____ to achieve lots of different looks.
5 I must remember my hockey _____ tomorrow as I have a match after school.
6 I'm going to wear jeans and a T-shirt to the party because I can't be bothered to _____.
7 I'm looking for a smart _____ for my sister's graduation ceremony: a suit with a nice shirt would be good.
8 The instructions on the label say that the _____ should be washed by hand.

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

1 Why do some people desire new clothes and follow fashion?
2 How much do you think is reasonable to pay for an outfit for a special occasion?
3 How do you feel about wearing a) rented clothes and b) second-hand clothes? Why?
4 Do you think fast fashion is a global problem? Why? / Why not?

3

Fashion on loan

Renting clothes is the perfect way to be able to wear a designer label without breaking the bank. We want you to take pleasure in getting dressed up for a day, a month or even a moment without the guilt. We'll lend you clothes for a special occasion, a job interview or just if you want to wear something different for a few days. This is how it works.

First, choose the service you require – daily or monthly rental – and the number of outfits you'd like to hire.

Then, select your size and take your time to browse our collection. When you're ready, make your selection – it will be delivered to you the following day.

Wear your chosen item on the day, or if you've rented more items for longer, mix and match with existing clothes to create a new look.

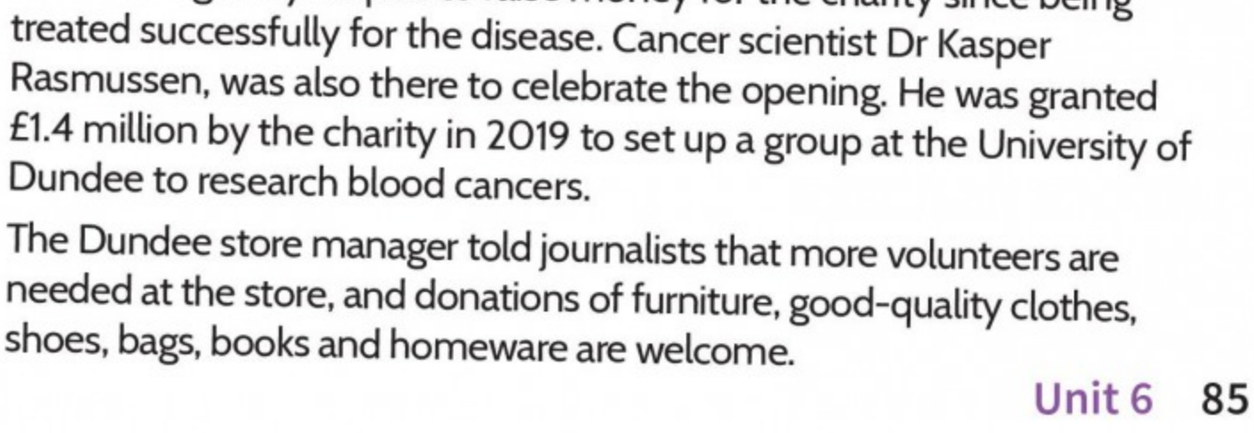
Finally, send the clothes back to us – we'll take care of the cleaning.

It couldn't be easier!



4

Topics > Lifestyle > Fashion



New second-hand superstore

The charity Cancer Research UK has just launched a huge new superstore in Dundee, Scotland, that will be open every day of the week. Fashion-conscious residents will be able to purchase a wide range of second-hand clothing at the store, which is more than five times the size of a normal Cancer Research shop. Profits go to fund life-saving research into the disease.

The Dundee superstore was opened by a local former cancer patient, who has regularly helped to raise money for the charity since being treated successfully for the disease. Cancer scientist Dr Kasper Rasmussen, was also there to celebrate the opening. He was granted £1.4 million by the charity in 2019 to set up a group at the University of Dundee to research blood cancers.

The Dundee store manager told journalists that more volunteers are needed at the store, and donations of furniture, good-quality clothes, shoes, bags, books and homeware are welcome.

Understand and discuss the importance of the small print.

The small print

A **Tick the box to agree to our terms and conditions.** ☐

B Read the contract and sign here: ☐

C Please tick the box to say you agree to share your details. ☐

1 Work in pairs. Look at A–C above. Answer the questions.
1 For each instruction, what do you need to do next?
2 What do you usually do when you read instructions like these?

2 6.08 Listen to the first part of a podcast giving advice on terms and conditions. Answer the questions.
1 Which product was being advertised?
2 How many people clicked to read the contract?
3 What had they all agreed to do?
4 Who was really behind the promotion?
5 What is the speaker encouraging us to do?

3 Work in pairs. Analyse the quiz. What might be the consequence of taking the action suggested in each answer? Which answer would a careful consumer choose?

Quiz

How careful a consumer are you?

1 You buy a new jumper, but you notice it's damaged. What do you do?
A You haven't got time to return it, so you try to mend it yourself.
B You know you can return faulty goods within 28 days for a refund and you have the receipt to prove where you bought it.
C Take it back to the shop next time you're in town and ask about their returns policy.

2 You buy a new electronic gadget. What's the first thing you do?
A Read the instructions, then put them somewhere safe.
B Start using it. Throw the box and leaflets in the bin.
C Read the instructions and the warranty information and put the proof of purchase in a folder.

3 You see a competition on social media for a round-the-world trip! You have to give your personal details online to enter. What do you do?
A Read the terms and conditions and make sure there isn't an obligation to buy something.
B Make sure it's a genuine promotion. Fill in the information but tick the boxes to limit the use of your data.
C Click on the post and tell them everything. How else are you going to win the big prize?

4 You often see adverts for credit cards and loan companies. You haven't got a credit card, but . . .
A you might get a store card for your favourite store. You wouldn't use a loan company – some have a bad reputation.
B you might consider getting one for emergencies. You are aware that the usual interest rate is about 20% but some short-term loan companies charge over 1,000%!
C if you could, you would sign up straight away. It's like getting stuff for free!

4 6.09 Listen to the second part of the podcast which discusses the quiz in Ex 3. Did you correctly guess a careful consumer's answers?

5 6.09 Listen again and answer the questions.
1 What should you always be aware of when you purchase a product?
2 Why is it important to keep the documentation when you buy an electronic gadget?
3 What might happen if you give your personal details to a company you don't know?
4 What is the potential problem with credit cards?

6 VOCABULARY Check the meaning of the highlighted words in the quiz in Ex 3. Then use them to complete the advice.

KNOW YOUR RIGHTS

Be very careful of [1]_____ companies who offer to solve all your financial problems! The [2]_____ may be very high.

If you enter a competition, check the [3]_____ carefully to make sure the company is [4]_____.

If you buy something expensive, read the [5]_____ and complete it to have the guarantees. Make sure you keep your [6]_____ – like the order confirmation.

If you order something online and it's damaged or [7]_____, take photos to [8]_____ it was like this before you used it. You should be entitled to a replacement or a [9]_____.

Whatever you buy, keep the [10]_____ the cashier gives you in case you change your mind. Check the company's website for their [11]_____.

7 Work in pairs. Make a list of three situations where it is important to read the small print. What might be the consequences of not reading the small print? Use the ideas below or your own ideas.
- products you buy
- services you use
- facilities you make use of

8 THINK & SHARE Work in pairs. Discuss the questions.
1 What was the most surprising fact that you learned?
2 How will you be a more careful consumer in future?
3 Why do you think so many people don't read the small print?



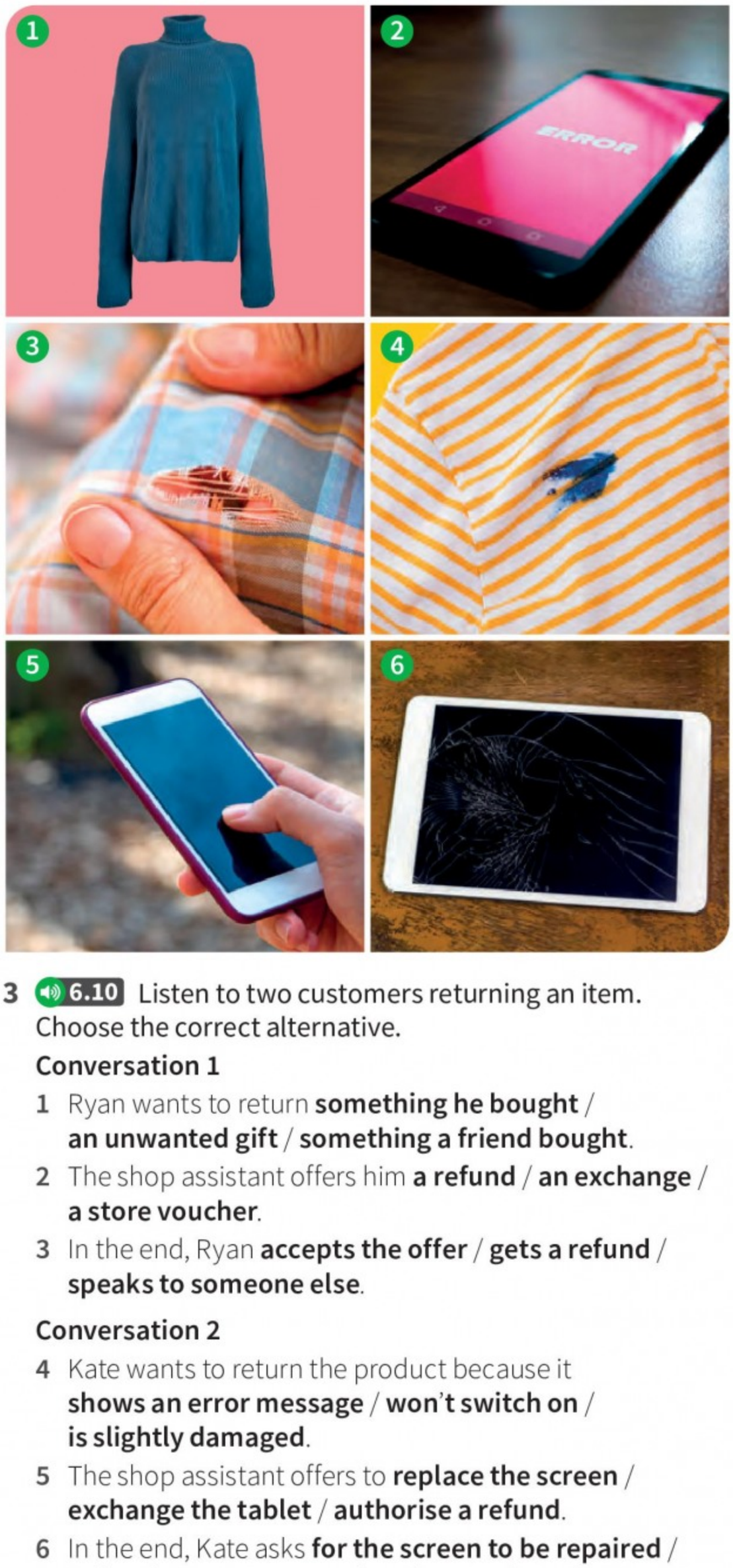
Asserting your rights as a customer

1 Work in pairs. Discuss the questions.

1 When was the last time you returned something?
2 Why did you return it?
3 What was the outcome?

2 VOCABULARY Work in pairs. Check the meaning of sentences A–F and match them to photos 1–6. Then think of at least three more reasons for returning a product.

A There's a mark on it.
B It's ripped.
C It won't switch on.
D It shows an error message.
E The screen is cracked.
F The sleeves are too long.



3 6.10 Listen to two customers returning an item. Choose the correct alternative.

Conversation 1

1 Ryan wants to return **something he bought** / **an unwanted gift** / **something a friend bought**.
2 The shop assistant offers him **a refund** / **an exchange** / **a store voucher**.
3 In the end, Ryan **accepts the offer** / **gets a refund** / **speaks to someone else**.

Conversation 2

4 Kate wants to return the product because it **shows an error message** / **won't switch on** / **is slightly damaged**.
5 The shop assistant offers to **replace the screen** / **exchange the tablet** / **authorise a refund**.
6 In the end, Kate asks **for the screen to be repaired** / **to be given a store voucher** / **to speak to the manager**.

4 6.10 Read the Phrasebook. Then listen again. Tick (✓) the phrases used by the customers.

PHRASEBOOK Consumer issues

Refunds and exchanges

I'd like to return this / these …
I'm afraid I don't have the receipt / proof of purchase.
Can I exchange it for another size / colour?
I don't really want a store voucher. I'd rather have a refund.
It's an unwanted gift. It was given to me for my …
I think it's still under warranty / guarantee.
Sorry, but I'd rather have a refund.
According to your returns policy …
I think I have the right to …
I should be entitled to …

Making a complaint

I'm afraid I'm not satisfied with the quality / service / solution I've been offered.
Can I speak to the manager, please?
Please can I speak to a more senior member of staff?
I'm disappointed by your customer service.
That isn't an acceptable solution.

STRATEGY Register

How we say something can be as important as what we say. Choosing the appropriate register for a situation can signal our respect and intention to be polite, even when we are making a complaint. Choosing the wrong register can appear rude. For example:

wrong register: *What did you say?*
right register: *Would you mind saying that again?*

wrong register: *No, I don't want that.*
right register: *I'm afraid that isn't acceptable.*

5 Read the strategy. Then rewrite these sentences that are in the wrong register with more appropriate phrases from the Phrasebook.

1 I want to bring this back.
2 I didn't want it in the first place. Someone gave it to me.
3 I can't show you the receipt.
4 I don't want a store voucher. Give me my money back.
5 That isn't what I want.
6 You haven't been very helpful.

6 Work in pairs. Choose an item A–F in Ex 2. Role-play a conversation in a shop. Follow the instructions. Then swap roles and choose a different item.

Student A: You are the customer. You want to return an item. You don't have the receipt. You would like a refund rather than an exchange.

Student B: You are the shop assistant. You cannot offer a refund without a proof of purchase. You can, however, offer an exchange or a store voucher.

7 Work in pairs. Turn to page 151 and follow the instructions.

8 REFLECT Work in the same pairs. Answer the questions.

1 Were your conversations successful? Why? / Why not?
2 Did you use the appropriate register?
3 Which phrases from the Phrasebook did you use?

Order points into a coherent argument in a for and against essay.

A for and against essay



1 Work in pairs. Discuss the questions.

1 Why might it be useful to have a bank account?
2 What do you think is the right age to get a bank account?

2 Read the task and the essay. How does the writer answer the question? Do you agree with the writer's opinion? Why? / Why not?

You've been talking in class about the potential benefits for teenagers of having a bank account. Now your teacher has asked you to write an essay exploring the arguments for and against teenagers having a bank account.

Is it a good idea for teenagers to have a bank account?

1 Most people open a bank account when they get their first job so that they can be paid their salary. If teenagers want a bank account, a parent usually has to open it for them. The question is whether having a bank account as a teenager is a good idea or not.

2 It cannot be denied that a bank account gives teenagers independence. They no longer have to keep reminding their parents for pocket money each week, as the money can be transferred directly to their account. Moreover, once they receive the money, they can decide for themselves how much to spend and how much to save. Teenagers with bank accounts learn earlier how to keep track of their finances, which puts them at an advantage when they finish their studies and enter the world of work. Learning how to manage money is one of life's most valuable skills and the sooner teenagers learn how to do it, the better.

3 On the other hand, there are also dangers to having a bank account. The card must be kept in a safe place, and the PIN (Personal Identification Number) memorised, so that it cannot be used by anyone else. If a card is lost, it is only possible to access money through a branch of the bank for a time, which can be inconvenient. Furthermore, if a card is used to purchase a product online, there is a chance that the account may be hacked. If somebody steals a person's identity, they may make payments in that person's name, and it can be difficult to get the money back if this happens.

4 To sum up, having a bank account comes with certain risks, especially if the account holder is not careful with their cards. When used responsibly, however, a bank account is extremely beneficial, as it helps teenagers become independent and teaches them how to manage their money.

3 Match paragraphs 1–4 in the essay to descriptions A–D.

A summarises the main arguments and draws a conclusion
B presents arguments against the topic
C introduces the topic and identifies the main issue
D presents arguments in favour of the topic

STRATEGY Ordering points into a coherent argument

After you have chosen the points that you are going to use to support and oppose the topic, you need to put them in order. Ask yourself these questions:

1 Which is the strongest point in each case? (You can use this point to start or finish the paragraph.)
2 Which points logically come after each other?
3 Could any of the points be joined into one sentence?

Ordering your points will make it easier for the reader to follow your argument.

4 Read the strategy. Then read paragraphs 2 and 3 of the essay again. Answer the questions.

1 Which points does the writer make to support the topic?
2 Which points does the writer make to oppose it?
3 Does the writer use the strongest point to start or finish the paragraph?

5 Complete the Phrasebook with the highlighted phrases in the essay.

PHRASEBOOK For and against essays

Introducing the topic
Everyone / Many (young) people / [1]_____ …

Presenting a supporting argument
It is true that … [2]_____ …
It is often said … On the one hand, …

Presenting an opposing argument
Having said that, … However, …
In contrast, … [3]_____, …

Making additional points
… as well as … besides, … [4]_____, …
In addition, … [5]_____, … What is more, …

Presenting your conclusion
In conclusion, … [6]_____, … To conclude, …

6 Work in pairs. Read the task. Discuss the questions.

You've been talking in class about the potential benefits of earning extra money over the summer by having a holiday job. Now your teacher has asked you to write an essay exploring the advantages and disadvantages of having a holiday job.

1 Do students in your country usually have holiday jobs? Why? / Why not?
2 What are the arguments in favour and against the topic? Think about the points below.

CV finances new skills well-being

3 What's your opinion about the topic? Why?

7 Now write your for and against essay. Use your notes to help you. Order your points into a coherent argument. Then use the paragraph plan in Ex 3 and the Phrasebook to write the essay.

8 CHECK YOUR WORK Did you …

- write four paragraphs?
- order your points into a coherent argument?
- include passive structures?
- check spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the correct passive form of the verbs below.

call give improve lend not deliver
not release offer use

1 Zach _____ a part-time job last week, but he turned it down.
2 I wonder where my order is – it _____ yet.
3 The euro _____ in most European countries.
4 She went back to the checkout because she _____ the wrong change.
5 Technology is always changing – it _____ all the time.
6 I had to answer my phone because I _____ by my bank.
7 The new model _____ until next year.
8 I _____ some money, so I can buy a ticket for the concert.

2 Complete the second sentence so that it has the same meaning as the first.

1 You must only use this card for emergencies.
This card _____.
2 They think the package has been lost.
It _____.
3 I love it when people give me surprise presents.
I love _____.
4 Police believe the hacker worked alone.
The hacker _____.
5 I expected them to send me a confirmation email.
I expected _____.
6 You were lucky that they gave you a refund without the receipt.
You were lucky _____.
7 The company estimated the project would take three years.
It _____.
8 They should have told me about the extra fee.
I should _____.

Vocabulary

3 Match the sentence halves.

1 I'll probably get a takeaway
2 I must remind my mum to pay my gym
3 They asked me for the reference
4 There's loads of second-hand
5 My only everyday
6 I still need to buy the accessories
7 We didn't have any money left for the bus

A fare, so we had to walk home.
B number when I called about my order.
C for dinner because my parents are away.
D expenses are the things I buy in video games.
E membership – it's due at the end of the week.
F to go with my outfit for the party.
G stuff I want at the charity shop.

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

cut out get keep proceed purchase
select track use up

1 It took me ages to _____ my spending under control after I went mad in the summer sale.
2 Make sure you _____ the right quantity before you place your order.
3 I think I'm quite good at _____ track of my finances.
4 When you have finished shopping, _____ to the checkout to pay.
5 Remember to _____ the things you already have before buying new ones.
6 The last product I _____ from that company was damaged when it arrived.
7 When I last _____ the package, it was with the delivery company.
8 The first thing to do if you want to save money is decide which non-essentials you can _____.

Cumulative review

5 Complete the text with one word in each gap.

Black Friday is the biggest shopping day of the year. Shoppers queue outside their favourite stores in the hope of picking up a [1]_____, and online retailers offer massive reductions. Popular products range from clothes to toys to tech gadgets. If you're into [2]_____, it's the ideal moment to purchase the latest console, as there are big savings on [3]_____ prices. It is estimated [4]_____ every year around £1.6 billion is spent online in the UK alone. A major credit card company reported that a record 998 transactions had been carried [5]_____ in one second during one hour of the day.

Black Friday [6]_____ always held on the same day: the fourth Friday of November. The tradition is understood to [7]_____ begun in the United States during the 1950s. The name is said [8]_____ refer to the moment stores saw their figures moving from the red (negative numbers) into the black (positive numbers) because of the profits they made during the sale.

As a potential [9]_____, it is easy to [10]_____ persuaded to purchase non-essentials on Black Friday. To avoid [11]_____ distracted by all the special [12]_____, it is best to plan exactly what you want to buy beforehand. Some people build [13]_____ their savings account to buy something special on the day, for example a new television.

Think & share

6 Work in pairs. Discuss the questions.

1 Do you agree with this statement? Why? / Why not?

'Money can't buy happiness.'

2 Do you think the advantages of fast fashion outweigh the disadvantages? Why? / Why not?

5–6 EXAM SKILLS

Listening

EXAM STRATEGY

When you do a multiple matching task, the recordings cover the same subject. Before you listen, read the sentences carefully and underline the key words so that you can see more clearly the differences between them.

1 Read the strategy above. Then read the exam task in Ex 2. Read the statements, underline the key words and think carefully about how the sentences differ. The first one has been done for you.

2 6.11 **You will hear five short extracts in which people are talking about their attitude to technology. 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 It's not worth getting upset about some of the things you see online. ___

B People are to blame for not using technological inventions responsibly. ___

C These days, most people take advances in technology for granted. ___

D The majority of young people would like more social media platforms. ___

E It's impossible to protect your personal information online completely. ___

F Being online encourages people to avoid human contact. ___

G Giving up social media has completely changed my life for the better. ___

H It's wise to combine technology with other aspects of your life. ___

Use of English

EXAM STRATEGY

In a word formation task, look at words around the gap to help you understand what part of speech you need to use.

3 Read the strategy above. Then read the first two sentences in the exam task in Ex 4. What part of speech do you need to use to complete the first gap? How do you know?

4 Complete the text, using the word given in brackets to form a word that fits in each gap (1–10).

Drones

A drone is an aircraft that does not have a pilot and is controlled by someone on the ground. As advances in drone technology take place, including the inclusion of greater artificial [1]_____ (INTELLIGENT), these aircraft are becoming more and more common. Already they are used for a variety of [2]_____ (INNOVATE) purposes, from spraying crops on farmland, to providing security at large events, to collecting data for weather prediction and aiding in the protection of wildlife. There is also talk of how they will become a popular method of [3]_____ (DELIVER) not only for commercial purposes but for emergency health care.

However, perhaps one of the most [4]_____ (SIGNIFY) achievements in the use of drones relates to the environment. The first 72 hours are vital when a [5]_____ (NATURE) disaster strikes. The more information about affected areas that officials can get, the more [6]_____ (BENEFIT) it is to everybody. Drones can be used to produce 3D maps and to gather information about the damage that has been done. This is essential to ensure the [7]_____ (SURVIVE) of as many people as possible.

In 2015, a deadly earthquake struck Nepal. The damage was clearly [8]_____ (EXTENT), but unlike in previous disasters, aid organisations were now able to use drones to gather images to assess exactly how bad the situation was. If they hadn't been able to use drones, rescue workers wouldn't have been able to react as [9]_____ (RAPID) as they did.

Similarly, in 2017 firefighters were able to use drones to help fight forest fires in Los Angeles. The drones identified the worst areas so that firefighters could target them [10]_____ (EFFECTIVE). It was the first time drones had been used in this way by the Los Angeles Fire Department. The use of drones to manage such fires in the US has increased since then.

Reading

EXAM STRATEGY

When you do a gapped sentence task, read the missing sentences and decide what the main topic of each is. This will help you match them to the relevant section in the text.

5 Read the strategy above. Then read the exam task in Ex 6. Focus on the sentences. What is the main topic of each?

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

Using technology to save the planet

The use of technology is responsible for endangering our planet in many ways including through deforestation, global warming and the pollution of our seas and oceans. [1]___ However, we all play a part in looking after the planet, and by changing our habits, we can work towards making our world a more sustainable place to live.

One trend that is becoming popular is the desire to eat greater quantities of plant-based food. [2]___ The fact is, beef production requires over 100 square metres of land to produce just 100 grams of meat, and is one of the major causes of deforestation in Central and South America. In addition, the animals produce huge quantities of greenhouse gas emissions and consume massive amounts of fresh water.

So, how can technology fight against this problem? Technological achievement and advanced food science has succeeded in producing alternatives to meat that people consider to be acceptable. As more and more people take up a vegan lifestyle, or simply want to cut down on their consumption, fake meat has become more available. [3]___ As a result, many consumers don't see the point of eating a potentially unhealthy meat alternative when they can eat plant-based food. Fake meat is popular, but if it was healthier, even more people might be willing to try it.

Another huge problem that technology has created is the production of single-use plastics, such as plastic bags, coffee cups, water bottles and food packaging. [4]___ This is very damaging to sea life, as creatures can swallow the plastic or become trapped.

So how can we change the public's addiction to plastic? [5]___ They have already banned or severely limited the use of packaging and plastic bags in supermarkets and shops. Another step forward has been the production of bio-plastic which uses natural resources to create plant-based plastics. However, these aren't perfect, because not all bio-plastics are eco-friendly. [6]___ Are they worse than the actual benefits of the product?

In conclusion, these types of new products are positive attempts to look after the environment, but unless they are improved, people won't necessarily want to try them.

A This is happening partly because people are becoming aware of how damaging meat production is for the environment.
B Technology plays no part in creating environmental problems.
C In addition, waste from factories often ends up in landfill sites.
D In addition, scientists have been questioning how far the production techniques of these products damage the environment.
E Everyone must take part in reducing their carbon footprint as a way to repair the damage.
F These items are used only once before they end up in a landfill site, or are dumped into the oceans.
G It's therefore crucial that scientists think of solutions to solve some of these environmental problems.
H The good news is that countries around the world have already acknowledged how bad these products are.
I However, many scientists have criticised this type of product, saying it contains too many additives.

Speaking

EXAM STRATEGY

When you are debating questions with your partner, remember you can choose to agree or disagree, but it's important to justify your opinion by giving examples.

7 Read the **strategy** above. Then read the exam task in Ex 8. Think of two examples of negative effects and two examples of positive effects from social media that you can use in your debate to justify your opinions.

8 Work in pairs. Imagine that your English teacher is organising a debate on social media and its effect on young people. Below are three statements your teacher wants you to discuss. Talk to each other and give your opinion of each. Agree or disagree and justify what you say with examples.

- There are more negative than positive effects on young people from social media.
- Social media platforms need to do more to protect young people from harm.
- Young people need to take more responsibility for balancing their social media use with other activities.

Writing

EXAM STRATEGY

When you are asked to respond to a text that requires you to suggest solutions, make sure you explain your ideas and suggestions fully. Don't just list them.

9 Read the **strategy** above. Then read the exam task in Ex 10. Write down the three pieces of advice that Lucy is asking for. Make notes giving your solutions.

10 Read this email from your English-speaking friend, Lucy. Write an email reply to Lucy, answering her questions.

FROM: Lucy
SUBJECT: social media

Hi

I'm worried because I spend too much time on social media. Do you think I should take a complete break or just cut down on the hours I spend?

The problem is I think I'm quite addicted and I don't know how to actually stop using it. Do you have any advice about how I can do that?

I'm also nervous my friends will stop speaking to me if I don't respond to them on social media. What do you think I can do about that?

7 All about art

- **VOCABULARY**
  Different art forms
  Interpreting art
- **GRAMMAR**
  Reported speech
  Reporting verbs
- **LISTENING**
  A podcast about film scores
- **READING**
  An article about art and travel
- **GLOBAL SKILLS**
  Copyright and plagiarism
- **SPEAKING**
  Selecting an option
- **WRITING**
  A formal letter
- **VISION 360°**
  The art and culture of Dublin

VOCABULARY BOOSTER P126
GRAMMAR BOOSTER P144–145



That sounds amazing!

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

1 Are the arts important for you or people you know?
2 Which is your favourite art form from the list below? Why? What famous artists do you know from each category?

architecture cinema literature music painting photography sculpture theatre

3 Imagine you were going on a day trip to see some art. What would you choose to do, and why?

2 7.01 Yasmin's family are hosting an exchange student and they are discussing things they could do with her while she is visiting. Watch or listen. Match the people to the cultural activity A–D they suggest.

1 Yasmin ___ 2 Joe ___ 3 Daisy ___ 4 Zaki ___









3 ▶ 7.01 Watch or listen again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Yasmin and Zaki have been brainstorming art exhibitions.
2 Yasmin's exchange student is interested in art.
3 The abstract art exhibition is in the town where Yasmin and Zaki live.
4 Yasmin and Zaki's town has a lot of excellent street art.
5 Joe recommends going to Liverpool to see street art.
6 Daisy attended an arts festival in London with her brother.
7 All of the actors in the immersive theatre experience are members of the audience.
8 *The War of the Worlds* first appeared as a book.

4 Work in pairs. Discuss which of the suggestions in the vlog appeal to you. Explain why.

5 REAL ENGLISH Match the **bold** phrases in 1–5 to the meanings A–E.

1 I'm not sure about abstract art. **It does nothing for me**.
2 Me neither. **I don't get it**.
3 How interesting! **That's my kind of thing.**
4 Street art is **well worth seeing**. It has gorgeous colours, and some of it can be quite amusing.
5 I went once to the Manchester International Festival, and **I was blown away**.

A I was extremely impressed.
B This isn't something that I like.
C This is something that I'm recommending.
D It's perfect for me because I'm very interested in it.
E I don't understand it.

6 VOCABULARY Replace the **bold** words in the sentences with the words and phrases below.

a masterpiece a spectacular piece of work art critics
give an outstanding performance gorgeous colours
on display stunning artworks view the exhibits

1 The bust of Nefertiti is currently **being shown** _____ at the Neues Museum in Berlin.
2 Frida Kahlo's painting *The Two Fridas* is regarded as **a work that was made with great skill** _____.
3 Gustav Klimt is famous for the **beautiful purples and golds** _____ he used in his paintings.
4 **Reviewers** _____ say that artist Georgia O'Keeffe produced her best work while she was living abroad.
5 The Louvre Museum in Paris houses **impressive paintings and sculptures** _____ from all over the world.
6 Ara Malikian is a world-famous violinist who never fails to **play brilliantly** _____.
7 The J. Paul Getty Museum offers art lovers the chance to **see the objects** _____ online as well as in the museum in Los Angeles.
8 The Hongyagu glass bridge in China is **an amazing structure** _____; it is made of over 1,000 panels of thick glass.

7 Work in pairs. Think of similar sentences with at least five of the words in Ex 6.

8 VOCABULARY Work in pairs. Check the meaning of any words you do not know in phrases 1–8. Then match them to the categories in Ex 1. You will need more than one art form in some of your answers.

1 abstract art
2 a live gig
3 a musical production
4 a new stage adaptation
5 a VR headset
6 contemporary dance
7 the performing arts
8 visual arts

9 Work in pairs. You are going to read about activities that Yasmin could do with her exchange student, Julia. Student A: Look at the activity on this page. Student B: Turn to page 151. Complete the texts with the words and phrases in Ex 6 and 8.

What's on

London Search cities

What to do . . . in the capital

If you're in London, try to catch *Alice: Curiouser and Curiouser* at the Victoria and Albert Museum (V&A). The exhibition explores Lewis Carroll's novel *Alice's Adventures in Wonderland* through the [1] _____, especially painting, drawing and photography. There are hundreds of different works [2] _____ in the exhibition, from the first illustrations of the novel to more [3] _____ where the connection isn't so clear. These [4] _____ – all impressive in their own way – have never been shown together before, so it's a luxury to be able to [5] _____ in one place. The highlight, however, is the chance to put on [6] _____ and enter 'Wonderland' yourself. Alice's imaginary world is full of [7] _____ and strange creatures, including an orange cat and a blue caterpillar. [8] _____ have awarded this exhibition five stars, so be sure not to miss it!



10 MEDIATION Work in pairs. Tell each other about your activity in Ex 9 in five sentences. Then decide together which of the two cultural activities you could suggest to Yasmin to do with Julia, and why.

11 Think of something arty you have done recently. Imagine you want to recommend it to Yasmin. Make notes on what to say in your recommendation. Use vocabulary from Ex 6 and 8.

12 Work in pairs. Give your recommendation to your partner. Which activity do you think Yasmin would like better? Why?

Reported speech

1 Read Yasmin's blog post about the immersive theatre experience. What is Yasmin going to do next? Why?



Posted by Yasmin

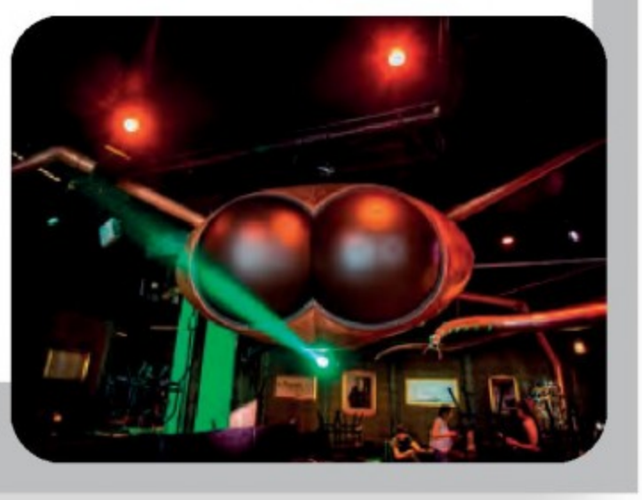
Inside *The War of the Worlds*

Just to let you know what we thought of the immersive theatre experience. [1]Zaki said he thought we'd love it, and he was right!

The production is based on both HG Wells's novel and the best-selling album it inspired: *Jeff Wayne's Musical Version of The War of the Worlds*. The music accompanies the action perfectly and adds to the excitement. [2]I told Julia I might buy the album.

The show is an adaptation, so the plot is slightly different from the book and focuses on a couple, rather than a family. The audience helps the couple win back the city of London following an invasion from Mars. Julia and I spent most of the show in VR headsets, running away from Martian fighting machines. [3]Julia said she'd never been so scared in all her life!

[4]People say that an adaptation can never be as good as the original, but I'm not so sure. That's why I'm going to read the novel to find out! Meanwhile, all I know is that it is the most exciting show I've ever experienced.



2 Study the underlined sentences 1–4 in Yasmin's blog post. Then complete the rules with the words below.

modal verbs past simple possessive adjectives present simple

Reported statements: tenses and other changes

Grammar animation

1 In reported speech, we say what someone else has told us. When we use the _____ form of *say* and *tell* to introduce reported statements, we also change the tense of the verbs in the direct speech.

2 As well as changing pronouns and _____ when we report statements in the past, we also change time and place references.
last night → the night before / the previous night
tomorrow → the day after / the following day
today → that day; *now → then*; *here → there*

3 _____ don't usually change when we report statements in the past. Exceptions: *can → could*, *may → might*, *must → had to*, *will → would*.

4 We can use the _____ form of *say* or *tell* to introduce reported statements if the original words are still true at the time of reporting.

GRAMMAR BOOSTER P144

3 Rewrite reported speech 1–4 in the blog post as direct speech.

1 Zaki said, '_____.'
2 I told Julia, '_____.'
3 Julia said, '_____.'
4 People say, '_____.'

4 Complete the reported dialogue below with the underlined direct speech 1–5 as reported speech.

Zaki Did you enjoy the immersive theatre, Julia?
Julia Yes, I did. [1]The show is well worth seeing. [2]I'm going to recommend it to all my friends. You've already been, haven't you?
Zaki No, I haven't. How much do the tickets cost?
Julia [3]They're expensive, but you should go. [4]You'll regret it if you miss it.
Zaki [5]I'll ask Joe this evening if he wants to go with me.

Zaki asked Julia if she had enjoyed the immersive theatre, and **she said she had**. She says [1]_____. She told Zaki [2]_____. Then, **she asked Zaki whether he had already been**. Zaki said he hadn't, and **he asked her how much the tickets cost**. Julia told him [3]_____. She also said [4]_____. Zaki said [5]_____.

5 Compare the direct speech and **bold** reported questions and short answers in Ex 4. Read the rules and choose the correct alternative.

Reported questions

1 We use the same tense changes in reported questions as in reported statements. However, the word order changes to statement word order, so we **need** / **don't need** the auxiliary verb *do* / *did*.
2 We use *if* or *whether* to report **short answers** / ***yes*/*no* questions**.
3 We use the auxiliary or modal verb to report **question tags** / **short answers**.
4 We don't include **question tags** / ***yes*/*no* questions** in reported questions.

GRAMMAR BOOSTER P144

6 7.02 Listen to Darius talking to Josy about a novel and the film adaptation. Which does Josy prefer? Why?

7 7.02 Report Darius's questions that he asked Josy. Then listen again and report Josy's answers.

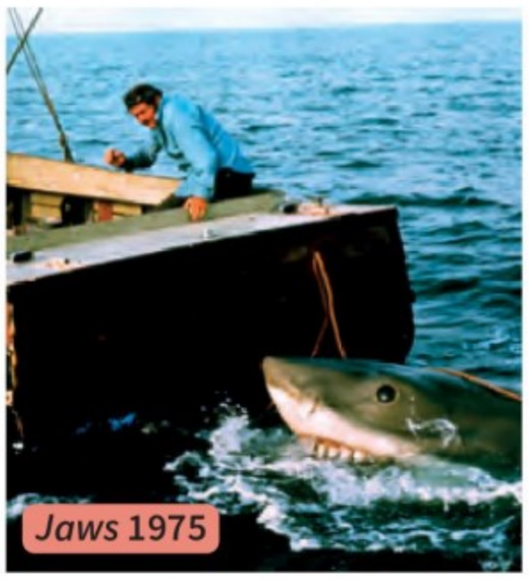
1 You've read *The Call of the Wild*, haven't you?
2 Did you enjoy it?
3 What did you like about it?
4 Have you seen any of the film adaptations of the book?
5 Where did you see it?
6 Would you recommend it?

8 Work in pairs. Think of a book that has been made into a film. Discuss it using the questions in Ex 7 to help you. Then report your conversation to a new partner.

9 THINK & SHARE Work in pairs. Discuss the questions. Then report your partner's opinion to the class.

1 Why do some people think the book version is always better?
2 Which do you think is usually better: the book or the film? Why?

What a great score!


Jaws 1975


Star Wars 1977


The Lord of the Rings 2001


Black Panther 2018

1 Work in pairs. Read the definitions. Then look at the photos above from films that have won an Oscar for Best Original Score. Answer the questions.

score – the music written specifically for a film or play
soundtrack – the selection of songs chosen to feature in a film

1 Do you know which music is associated with each film?
2 Do you know the music from any other films?
3 In general, do you notice the score or the soundtrack of films?

2 7.03 Listen to a podcast about film scores. Number the topics in the order you hear them.

___ how the score is developed
___ the first film with a score
___ how the writing process has changed
___ when film scores began
___ how long it takes to write a film score
___ one of the most popular songs from a soundtrack

3 7.03 Listen again. Are the sentences true (T), false (F) or not given (NG)?

1 One of the reasons why the first films were accompanied by music was to make the experience more pleasant for audiences.
2 Live musicians were paid a set fee for playing along with silent films in cinemas.
3 Max Steiner won an Oscar for the film score he wrote for *King Kong*.
4 During the 'spotting' stage, the director instructs the composer about the lengths of the pieces of music required.
5 The aim of the research carried out by composers is to come up with a sound that hasn't been used in a film before.
6 The composer's job is to send a written version of the score to the director.
7 Today, fewer film scores are recorded using live orchestras.
8 The music from action films is much more popular than from any other film genre.

STRATEGY Recognising the new meaning of a known word

Many words in English have more than one meaning. You probably knew the more familiar meaning of the word 'score' (i.e. *the number of points, goals, etc. gained by each player or team in a game*), but you may not have known the less familiar one (i.e. *the music written for a film or play*). When you are listening, pay attention to the context to help you identify words with a different meaning. Then use the context to work out the new meaning of the word.

4 VOCABULARY Read the strategy. Then work in pairs. What is the more familiar meaning of the words below?

artist country mix note release shoot track

5 7.04 Complete the extracts from the podcast with the correct form of the words in Ex 4. Think about the new meaning of the words. Then listen and check.

1 It was the very first version of *King Kong*, which was _____ in 1933.
2 The process of writing the score begins when the film has already been _____.
3 After that, the new score is recorded and _____ in the studio.
4 Many rely on electronic machines, like synthesisers, to produce the _____ and sounds they want.
5 Many of today's films contain collections of songs performed by famous _____.
6 This particular _____ has been streamed more than four billion times!
7 These days, film scores contain a much wider variety of music genres, everything from _____ to hard rock.

6 VOCABULARY Work in pairs. Which music genres below would be most suitable for the film genres 1–6? Why? Can you suggest a specific song? You can use the music genres more than once.

blues classical country electronic hard rock hip-hop pop rap reggae salsa soul

1 action
2 comedy
3 fantasy
4 drama
5 science-fiction
6 western

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

1 Think of a film you have watched recently. In what way did the music enhance the story?
2 What do you think makes a great film score or soundtrack?
3 Some people say that film scores are an art form, but others disagree. What do you think?

Updated masterpieces

1 Work in pairs. Look at the photos in Ex 2 and answer the questions.

1 What are the similarities and differences between the two pictures?
2 Why do you think street artists choose to update masterpieces?
3 Do you think they should be allowed to do this? Why? / Why not?

2 Read the article quickly. Check your answers to question 1 in Ex 1.



Girl with a Pearl Earring?

One autumn morning, the residents of Bristol's Harbourside district were delighted to find a striking new painting on the wall of a building. The reason for their enthusiasm was that the picture was the work of Banksy, the British artist who is famous all over the world for his thought-provoking street art. The new piece [a]was inspired by Johannes Vermeer's stunning masterpiece *Girl with a Pearl Earring*.

The Dutch painter's work [b]portrays a young woman who is turning to face the viewer. She is wearing colourful clothes and a large pearl earring. The artist's clever use of light [c]draws attention to the woman's face. The picture is incredibly detailed which makes her look remarkably realistic. The painting is regarded as a masterpiece because the artist manages to [d]capture the woman's innocent expression.

Banksy's artwork does not [e]convey a sense of timeless beauty as Vermeer's does, but it is still impressive. It may be less vivid than Vermeer's painting, but its large size makes it just as dramatic. As usual, Banksy adds a humorous touch by using the security alarm already in place on the wall to replace the girl's pearl earring.

Not everyone in Bristol [f]was passionate about the new piece, however, and just 24 hours after it appeared, vandals threw black paint at it. The artist removed some of it but left the rest because it [g]added a new dimension to the work. In spring 2020, the girl was given a face mask to coincide with the start of the Covid-19 pandemic. Nobody knows who added the mask, but it may well have been Banksy himself.

3 VOCABULARY Complete the comments on works of art with the highlighted adjectives in the article. Use the words in brackets to help you.

1 It's a very _____ piece of work. (showing all the tiny parts very clearly)
2 It's a very _____ scene. (composed of reds, greens, blues, etc.)
3 The figure in the picture is remarkably _____. (seeming to exist)
4 It takes a _____ look at people's attitude to shopping. (amusing)
5 It's a _____ portrait that catches everyone's attention. (stands out and causes people to notice)
6 The colours are remarkably _____. (clear and bright)
7 It's a _____ image. (causing me to consider the issue more carefully)
8 The book tells the _____ story of her battle to follow her dreams. (very exciting and impressive)

4 VOCABULARY Match the underlined phrases a–g in Ex 2 with gaps 1–7 in the text. Why did Banksy update Monet's masterpiece *Bridge over a Pond of Water Lilies*?

Banksy's picture *Show Me the Monet* [1]_____ Claude Monet's *Bridge over a Pond of Water Lilies*. The original [2]_____ the bridge over the lily pond in Monet's garden. Monet [3]_____ his garden, and he aimed to [4]_____ its beauty in his paintings. Banksy has [5]_____ to Monet's work by adding shopping trollies and a traffic cone to the pond.



These items of rubbish [6]_____ disorder to the scene. Banksy's idea was to [7]_____ society's lack of consideration for the environment. The original Monet work has an estimated value of around £35 million while Banksy's updated version sold at auction recently for just over £7.5 million.



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

1 What do you think the artists' reactions would be to Banksy's versions of their work?
2 What is your opinion of a) the original work and b) Banksy's versions?
3 How do you think street art might benefit an area?
4 Why do you think people are prepared to pay so much for a) a painting by Monet and b) a work by Banksy?

Reporting verbs

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

1 When visiting a gallery, why do some people want to take selfies with the art rather than capturing the art on its own?
2 Photography is prohibited in some museums and galleries? Do you think this is justified? Why? / Why not?

2 Read the news article about an accident at a gallery. What were the consequences of the accident?

NEWS Art and culutre > Stories •••

When taking a selfie goes wrong

Taking selfies beside an artwork can be risky, as one visitor to a recent exhibition found out. The work on display was a sculpture made of different e-waste materials. While attempting to take a selfie, the visitor lost his balance and knocked over part of the sculpture.

After the incident, the artist explained that the young man hadn't caused much damage, but that it would take her a while to repair the sculpture. She agreed not to take the incident any further because he was a student. She said that posters around the exhibition warned people to be careful while they were viewing the exhibits, but they were allowed to take photos. She criticised some of the staff for not paying proper attention to the visitors.

The artist proposed that people should focus on the exhibition as a whole, which had several other pieces, instead of only the damaged sculpture. She complained about facing many challenges to show her work and said that the incident hadn't been so serious. In fact, she admitted being extremely grateful for the publicity it had generated on social media.

3 Study the highlighted reporting verbs in Ex 2 and the structures that follow them. Complete the rules with the infinitive of the reporting verbs. Which reporting verbs can be followed by more than one structure?

Reporting verbs

Grammar animation

We can report speech with neutral verbs like *say* or *tell*, or we can use more descriptive reporting verbs. Each reporting verb is followed by one of several different structures.

1 verb + *that* + reported statement
add, complain, _____, insist, recommend, suggest
2 verb + (*not*) *to* + infinitive
_____, offer, promise, refuse, threaten
3 verb + object + (*not*) *to* + infinitive
advise, beg, encourage, remind, urge, _____
4 verb + (*not*) *-ing*
_____, deny, propose, recommend, suggest
5 verb + preposition + (*not*) *-ing*
apologise for, boast about, _____, insist on
6 verb + object + preposition + (*not*) *-ing*
accuse sb of, blame sb for, _____
7 verb + *that* + *should* clause
insist, _____ recommend, request, suggest

GRAMMAR BOOSTER P145

4 7.05 PRONUNCIATION Look at the reporting verbs in the grammar box. In the past form, which *-ed* endings are pronounced as an extra syllable? Listen and check.

5 Complete the sentences with the correct form of the verbs in brackets. Add any extra words necessary.

1 Some people accused _____ the accident to attract more visitors to the exhibition. (the artist / organise)
2 The artist denied _____ the incident herself. (plan)
3 The gallery refused _____ whether the exhibit was insured or not. (say)
4 The gallery added _____ responsible for the video that was posted on YouTube. (it / not be)
5 The person who posted the video encouraged _____ the exhibition. (viewers / visit)
6 Several viewers suggested _____ her work more stable in the future. (the artist / make)
7 The artist insisted on _____ the damaged sculpture herself. (repair)

6 Read the rule. Then rewrite reported sentences 1–4 using *that* + subjunctive and the words in brackets.

Reporting verb + *that* + subjunctive

In formal English, we can use reporting verbs like *insist*, *propose*, *recommend*, *request* and *suggest* with *that* + subjunctive (= subject + infinitive).

A friend **proposed that we get** some tickets for the arts festival next month.

GRAMMAR BOOSTER P145

1 Stay for dinner. (they / insist)
2 You should see a lawyer. (she / recommend)
3 Please can you call back later? (he / request)
4 Why don't you get a new computer? (we / suggest)

7 7.06 Listen to Jay's anecdote about an accident. How did the accident happen? What did Jay and his brother do to try to make things better?

8 Work in pairs. Retell Jay's anecdote using the verbs below in this order.

insisted reminded apologised blamed
refused suggested thanked asked

9 Work in groups. You are going to tell your group about an accident you had (real or imagined) that could have been avoided. Think about …

- what people told you before the accident.
- how the accident happened.
- what people said after the accident.

you broke something (e.g. a window) while playing sport
you dropped something while helping out at home
you knocked something off a shelf in a shop

10 Tell your group your anecdote. Use at least five reporting verbs from Ex 3. Which anecdote did you like best? Why?

7.6 READING

Use the introduction and conclusion to understand the gist of an article.

Art and travel

1 Work in pairs. Answer the questions.

1 Look at the photos below of popular tourist destinations. Which would you most like to visit? Why?
2 How often do you take photos of the places you visit?
3 What do you think of photo-sharing sites like Instagram?

STRATEGY Using the introduction and conclusion to understand the gist

Articles are clearly organised with an introduction and a conclusion. The introduction gives us an idea of what the article will be about, and the conclusion confirms this and often leaves us with something to think about. We can get a good idea of the general meaning of a text by reading the first and last paragraphs first.

2 Read the strategy. Then read the first and last paragraphs of the article and choose the best summary: A, B or C.

A The article examines the importance of travel photography for the tourist industry.
B The article tracks the evolution of the relationship between art and travel from its beginnings to the present day.
C The article explores the development of travel painting as a new genre of art.

3 Discuss in pairs. What do you expect to read about in the middle paragraphs? Make a list of at least three points.

4 Read the whole article quickly. Which of your ideas in Ex 3 were correct?

WHERE ART IS TAKING US

In many ways, art and travel go hand in hand. We are often inspired by a picture to visit a certain location, whether it is the picture itself that we want to see or the place that it portrays. These days, the picture tends to be a digital photo on a social media site. But it hasn't always been that way.

The first people inspired by art to travel were the sons of upper-class families who went on a three-year-long Grand Tour of important cultural spots to finish their education. This custom began in Europe in the mid 17th century and later spread to North and South America. These wealthy young men – and later women too – were encouraged to visit world-famous museums and galleries such as the Louvre in Paris and the Uffizi in Florence to view the masterpieces on display. At the time, these portrayed primarily religious figures or imaginary scenes from literature, especially poetry.

The first realistic pictures of distant lands were those drawn by early explorers in their diaries. The idea was to use the images to help them describe the unfamiliar scenes they had witnessed to the people back home. Travel painting as such did not emerge until passenger transport improved towards the end of the 19th century, and artists could go abroad to find new environments to paint. One of the first painters to hit the road was Paul Gauguin, who left France for the island of Tahiti, where he spent a total of ten years painting the local people and different scenes on the island.

Meanwhile, during the 1820s, photography was invented. The first cameras were rather large, and a lot of equipment was required, as the photographs had to be processed immediately after they had been taken. Developments the following decade made it possible for travellers to take a camera with them when they set off to see the world. The first travel photographs were shots of the Egyptian pyramids and the Acropolis in Greece, and images like these played an important role in educating and inspiring others to travel.

Jump forward to the present, and photography has changed completely. Photographers now have digital cameras that enable them to share their travel pictures on social media sites. Freelance photographers have Instagram accounts that are full of pictures taken in the four corners of the world. Their photos are instantly recognisable from each photographer's particular style, for example, the dreamlike tone achieved by capturing the light at sunset. The most successful of these photographers have worldwide followings of over a million, making them mega influencers – a category usually reserved for celebrities.

Instagram influencers have caused ordinary people all over the world to get itchy feet. Tourism in Iceland multiplied by four in the decade after the first Instagrammers shared their photos of the stunning scenery. The number of sightseers at the Seljalandsfoss waterfall, one of the country's main attractions, increased from 66,000 to 900,000 between 2008 and 2018. A similar rise occurred in New Zealand when, in 2015, the Lake Wanaka Tourism board invited the most influential Instagrammers to share their photos of the region. A tree growing in the middle of the lake was the subject of so many shared pictures that it became known as #ThatWanakaTree.

While large groups help to boost local economies by providing jobs and extra income, they also contribute to an effect known as overtourism. People hoping to get away from it all on the Greek island of Santorini now find it impossible to get a shot of the sunset in Oia that doesn't feature crowds of people. Places previously off the beaten track like Machu Picchu in Peru have had to limit the number of visitors because of overcrowding and environmental damage.

Art has had an increasingly significant effect on travel over the years to the point that there are now too many tourists. If we don't start travelling more responsibly soon, there will be no more stunning landscapes to paint and no more spectacular views to photograph.



Giza pyramid complex, Egypt



Lake Wanaka, New Zealand

5 7.07 Read the article again. Choose the correct answer: A, B, C or D.

1 The main reason why young people used to go on a Grand Tour was to …
- **A** experience living away from home.
- **B** gain a better understanding of art and culture.
- **C** continue their studies at an important university.
- **D** learn how to paint with a respected artist.

2 The painter Paul Gauguin is mentioned because …
- **A** he was the first person in his profession to travel around the world.
- **B** he was forced to leave his homeland because he could find no inspiration there.
- **C** he developed a new painting technique at the turn of the century.
- **D** he produced some of the first artworks that reflected life in a foreign country.

3 Travellers weren't keen on the first cameras because …
- **A** they didn't take very good pictures.
- **B** it took too long to set up a photo.
- **C** it was impractical to carry them around.
- **D** they were too advanced for ordinary people to use.

4 The most remarkable thing about today's freelance photographers is that …
- **A** they use Instagram as a marketing tool.
- **B** their images of nature are popular with Instagrammers.
- **C** their travel photos have been shared multiple times.
- **D** they have the same kind of fan base as top actors and musicians.

5 The writer uses Iceland as an example to show …
- **A** how certain Instagram users can affect the popularity of a country.
- **B** how natural wonders can become tourist attractions.
- **C** how holidays in Northern Europe have taken off recently.
- **D** how influencers can have a negative impact on the environment.

6 In places like Santorini and Machu Picchu …
- **A** local people have lost their traditional means of earning a living.
- **B** tourism is now doing more harm than good.
- **C** travellers are no longer welcome.
- **D** the views have been spoiled by new constructions.

6 Work in pairs. Why does the writer mention the places in the photos?

7 VOCABULARY Match the highlighted idioms in the article to the definitions.

1 every part of the planet
2 start a journey
3 travel widely and gain experience
4 far away from other people and their houses
5 have a holiday in order to relax
6 want to travel

8 Complete the sentences with the idioms in Ex 7.

1 If your accommodation is _____, you may not have an internet connection.
2 As a travel writer, my uncle has been to _____.
3 Looking at other people's holiday photos makes me _____.
4 They're going to _____ as soon as it stops raining.
5 The best place to _____ is my grandparents' village.
6 Once she's finished her studies, her plan is to take a year off to _____.

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

1 Why do you think people are inspired to travel by pictures of places in foreign countries?
2 Imagine you went on a Grand Tour in the past. What do you think you would have learned?
3 What other famous Instagram places can you think of apart from #ThatWanakaTree?
4 Which other tourist destinations do you know of that are suffering from overtourism?
5 How do you think the problem of overtourism can be solved?



Louvre Museum, France



Santorini, Greece

Understand issues of copyright and plagiarism.

Copyright and plagiarism

1 Check the meaning of the words below. Then complete the text.

plagiarism trademark copyright

Article

Who do ideas belong to?

Far from being free to use, there are laws to protect people's work and ideas.

[1]_____ is a legal term used to describe the rights that creators have over their literary and artistic works. If a person or an organisation holds the rights to a piece of work, they are the only people who have the legal right to publish, or perform it, and other people must ask their permission to use it or any part of it.

[2]_____ occurs when someone copies another person's ideas and pretends that they are their own.

A [3]_____ is a name, symbol or design that a company uses for its products. Once it is registered, it cannot be used by anyone else.



2 Work in pairs. Answer the questions.

1 Which works are protected by copyright?
2 Why do companies use trademarks?
3 What has someone accused of plagiarism done?

3 Work in pairs. Do the quiz.

4 7.08 Listen and check your answers. Which answer surprised you most?

5 7.09 VOCABULARY Check the meaning of the copyright and plagiarism words. Listen and repeat.

1 copyright trademark
2 piracy plagiarism
3 slogan logo
4 licence attribution citation
5 direct quotation paraphrase reference an idea

6 Work in pairs. Explain the difference between the words in each group in Ex 5.

7 Choose the correct alternative.

Five tips about essay writing for students

- When you start writing essays at university level, it is really important to be aware of [1]**piracy** / **plagiarism** and make sure that you follow the rules. Universities take this issue very seriously.
- If you use a [2]**direct quotation** / **slogan**, use quotation marks, and say who said it! If you see a phrase or sentence when you're researching, write it down immediately (with the source) so you don't forget whose idea it is.
- It's fine to [3]**copyright** / **paraphrase** someone else's words, but if it's their idea, make sure you include a [4]**trademark** / **reference** to where you found it.
- Learn how to include proper [5]**citations** / **licences** and proofread your work to make sure you have included them where necessary.
- Don't be tempted to use essay websites! Instead, hand in your own work with author [6]**attributions** / **logos**. You will be much less likely to fail, or worse – get thrown out – if you write your essays yourself!

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

1 Look again at the quiz in Ex 3. Have you come across any of these issues? What did you do?
2 In general, would you say that you are a responsible digital citizen? Why? / Why not?

©opyright 101

1 You want to go to the cinema to watch a new release, but your friend said you could stream it for free and watch it at home. Is this legal?
A It must be! Everybody does it.
B No, it's definitely illegal. It's called **piracy**.
C It's illegal to host the site, but it's OK to use it.

2 You've made a cool video for your vlog, and you want to use a song as the background music. You don't have copyright. What should you do? There are two possible answers.
A Check an online music library and see if there's a song you can use for free.
B Just use it. No one will check.
C Pay for a **licence** to use the song and make sure you include an **attribution**.

3 You've taken inspiration from a well-known band to design the logo for your own band. Can you put your **logo** on T-shirts to sell at your next live gig?
A The style of the letters is the same, but the name of your band is different, so it won't be a problem.
B The well-known band owns the trademark of their logo, so nobody else can use any aspect of it to make money.
C It's a great idea as your logo will encourage people to buy more T-shirts.



4 You love the clothes from a popular brand, but they are expensive. You find some on the internet with the same logo or **slogans**, but they are much cheaper. Are they a good deal?
A Yes! You're just a clever bargain hunter.
B At best, they might be last season's stock, at worst they might be stolen.
C They might be illegal copies, and the quality will likely be low.

5 You read a really interesting article and you want to **reference the ideas** in your essay. Can you do this?
A Yes, just **paraphrase** the ideas and say you came up with them.
B Yes, as long as you say where they came from and use standard **citation**.
C Yes, but if you use a **direct quotation**, you must make this clear.

Selecting an option

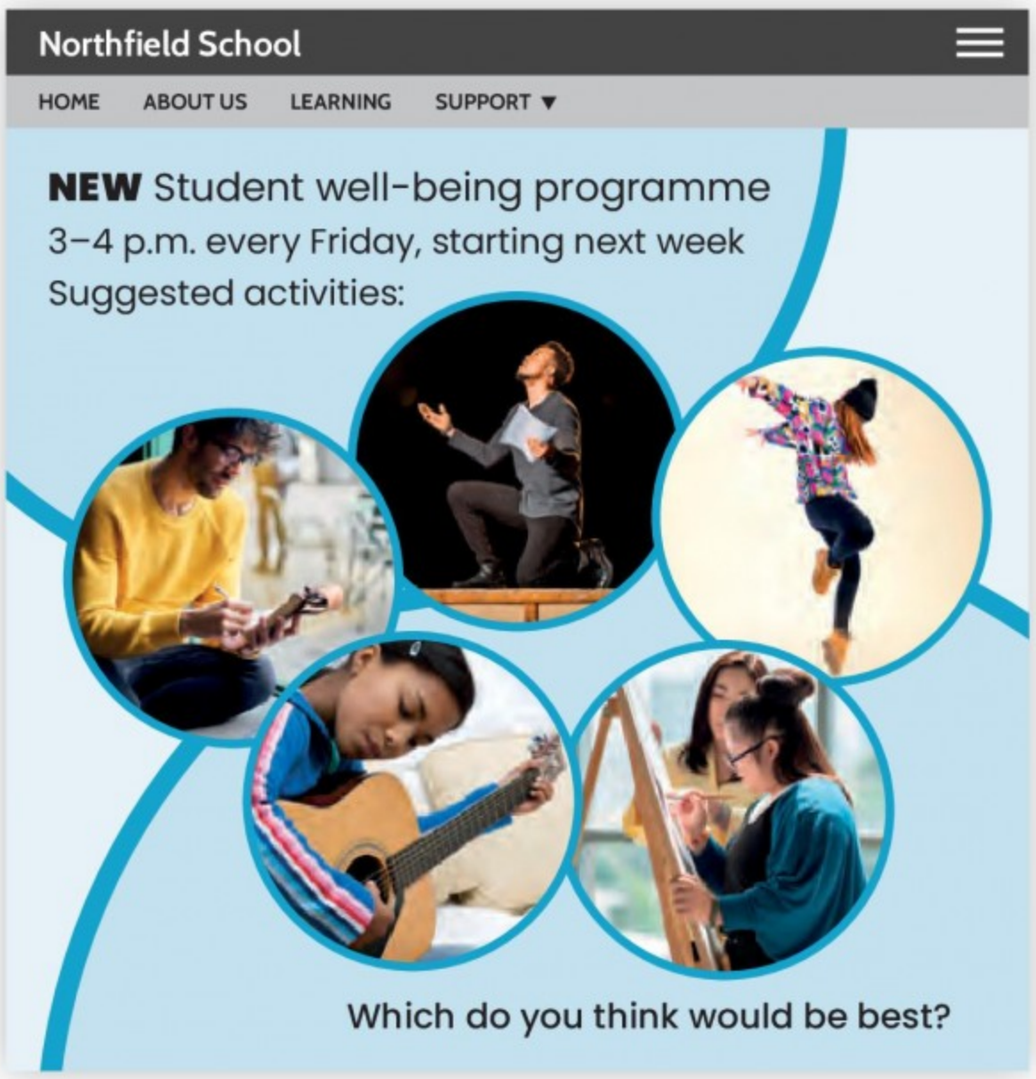
1 Work in pairs. Read the proverb and answer the questions.

> **All work and no play makes Jack a dull boy.**

1 Do you agree with the proverb? Why? / Why not?
2 Which activities do you do to take your mind off your studies?

2 7.10 Read the announcement. Then listen to the first part of a discussion between two students. Answer the questions.

1 Which activities do they discuss?
2 Which one do they both consider suitable for the programme? Why?



3 7.10 Listen again and complete the Phrasebook.

PHRASEBOOK Discussing options

Talking about advantages and disadvantages
One [1]_____ benefit / drawback is …
The [2]_____ (dis)advantage is …
For me, it's a plus / [3]_____ …
What are the pros and [4]_____ of that?
It would have a [5]_____ / negative effect on …

Adding an opinion
Absolutely. Not [6]_____ that, but …
Good [7]_____. And I also believe that …
Yes, and [8]_____ thing is, …

4 Work in groups of four. Form two pairs, A and B. Think about the well-being programme in Ex 2.

Pair A: Make a list of …
A the benefits of including street dance.
B the drawbacks of including playing the guitar.

Pair B: Make a list of …
A the drawbacks of including street dance.
B the benefits of including playing the guitar.

5 Work in the same groups of four. Form two new pairs, with one student from Pair A and one student from Pair B. Discuss the advantages and disadvantages of the two activities. Use the phrases in Ex 3.

STRATEGY Using a range of vocabulary to avoid repetition

When you are speaking, try to use a range of vocabulary to avoid repeating key words. For example, you could use *get a shot*, *take a picture* or *capture an image* to avoid repeating *take a photo*.

6 Read the strategy and match the phrases below to the activities 1–3. Some phrases match more than one activity.

act capture an image compose a poem create a picture
do drama find the right words portray a scene
produce a piece of work rehearse a play

1 writing poetry 2 painting 3 doing theatre

7 Work in pairs. Think of at least two phrases you could use to avoid repeating the phrases below.

1 street dancing 2 playing the guitar

8 7.11 Listen to the second part of the discussion between the two students. Answer the questions.

1 Do they mention any of your phrases in Ex 7? Which ones?
2 Which other phrases do they mention?
3 Which art activity in the announcement do they choose?
4 Do you agree with their choice? Why? / Why not?

9 7.11 Read the Phrasebook. Then listen again. Tick (✓) the phrases the students use.

PHRASEBOOK Making a decision

Justifying an opinion
I would definitely opt for …
I strongly believe that … is the best.
The main reason is because …
The reason I think that is …
For one thing, …
Another thing is …

Concluding the discussion
We need to come to a decision.
Which one are we going for?
Let's go with …, shall we?
So, that's settled, then.

10 Work in pairs. Discuss the five activities below. How suitable are they for the student well-being programme in Ex 2? Use the phrases in Ex 3 and try not to repeat the key words. Talk for about two minutes.

choir creative writing film-making photography pottery

11 Work in pairs. Discuss which of the ten activities would be best for the programme? Talk for about a minute and try not to repeat the key words.

12 REFLECT Work in pairs. Discuss the questions.

1 Did you do the tasks successfully? Why? / Why not?
2 Which phrases from the Phrasebooks did you use?
3 Did you succeed in not repeating key words? Why? / Why not?

7.9 WRITING

Use persuasive language to write a formal letter.

A formal letter

1 Work in pairs. Answer the questions.

1 What cultural opportunities are available at your school?
2 Have you ever taken part in any of them? If so, which one, and what was your experience of it?

2 Read the task. What is the aim of the letter? Why should it be written in a formal style?



The head teacher of your school has announced that there will be no drama group next year because the teacher who currently runs it is leaving. Write a letter in which you explain why you think the drama group is important and request that a new group leader is found.

3 Read Charlotte's letter to the head teacher. Answer the questions.

1 How does the drama group feel about the announcement?
2 Which arguments does Charlotte give to explain the importance of the group?
3 Which argument does she use to support her request?

Dear Ms Collins,

(1) I have been asked by the drama group to write to you regarding your announcement that the group will not be continuing next year. We were all extremely disappointed to learn that Mr Hall will not be replaced when he leaves at the end of this year. We all believe that the drama group should not be allowed to close on any account.

(2) We would like to point out that the vast majority of us have been members of the drama group since we began attending this school. It is a fundamental part of our lives, and the place where we go to take our minds off our studies, as well as to improve our acting skills. Eighty per cent of our members agree that closing the group would have a negative effect not only on our own academic performance but also on the school itself.

(3) In our view, this is the worst decision that could have been made regarding the drama group. For this reason, we would like a new leader to be found so that the group can remain open. If another teacher cannot be persuaded to take over, we suggest asking a parent. A number of parents have already offered to help on a temporary basis.

(4) We urge you to reconsider your decision so that our school does not lose one of its most valuable assets.

Yours sincerely,

Charlotte Simpson

4 Match paragraphs 1–4 to their purpose A–D.

A Develop the first point in the task. ___
B Strongly recommend what should be done. ___
C Explain why you are writing. ___
D Develop the second point in the task. ___

STRATEGY Using persuasive language

We use persuasive language in a formal letter or email to convince the reader to agree with a certain opinion or idea. Persuasive techniques include …

- presenting a personal viewpoint as if it were fact.
- using emotive language to make the reader feel a particular emotion.
- using statistics and figures in a persuasive way.

5 Read the **strategy** and the **Phrasebook**. Then complete the **Phrasebook** with the highlighted words, phrases and sentences in the letter in Ex 3.

PHRASEBOOK Persuasive language

Presenting a personal viewpoint as fact
In my opinion / I believe this is the solution to all our problems.
[1] _____

Using adjectives and structures emphasising importance
essential / vital / [2] _____ /
under any circumstances / no matter what / [3] _____

Using emotive language
seriously concerned / terribly upset / [4] _____

Using modal verbs of obligation
This must not be treated lightly.
[5] _____

Using statistics and figures in a persuasive way
Seventy-five per cent of people believe … /
[6] _____ …

Using verbs recommending action
propose / recommend / [7] _____ / [8] _____

6 Rewrite the sentences to make them more persuasive. Use a phrase or technique from the **Phrasebook**.

1 The choir could meet in the school hall.
2 Students need a place where they can practise together.
3 This is the best thing to have ever happened.
4 Please don't cancel the show.

7 Work in pairs. Read the task and discuss the questions.

The regional school board is considering reducing the number of art classes students receive in favour of more academic subjects. Write a letter to the school board in which you explain why you think art classes are important and request that the number of classes isn't changed.

1 Why do you think art classes are important for students?
2 What argument can you use to support your request?

8 Write to the school board based on your answers in Ex 7. Use the paragraph plan in Ex 4 and the phrases in Ex 5.

9 CHECK YOUR WORK Did you …

- write your letter in a formal register?
- start and finish your letter correctly?
- write four paragraphs?
- use persuasive language?

Grammar

1 Rewrite the direct speech as reported speech.

1 'What do you think of the new drama series?'
Ada asked me _____.
2 'I lent the game to a friend last week.'
Emily told me _____.
3 'It's the best exhibition I've ever seen.'
My sister says _____.
4 'When will your new album be released?'
The journalist asked the band _____.
5 'I may get a new guitar next year.'
Zach said _____.
6 'You've already bought the tickets, haven't you?
I asked Sophie _____.
7 'I'm nervous about playing my first gig tonight.'
You said _____.
8 'Did you enjoy the show?' 'Yes, I did.'
Dan asked Jamie _____.

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

1 She threatened _____ the remote control if I didn't stop changing the TV channel. (hide)
2 I admitted _____ in the middle of the performance. (fall asleep)
3 My brother blamed _____ his photos. (me / delete)
4 John insisted _____ in the front row of the concert we went to together. (stand)
5 He advised _____ in advance if I wanted to get a good seat. (book)
6 My friends complained _____ the music. (they / can't hear)
7 His teacher recommended _____ drama. (take up)
8 Rosie apologised _____ my favourite pen. (lose)

Vocabulary

3 Complete the sentences with the words below.

artworks contemporary dramatic gorgeous inspired passionate production thought-provoking

1 These photos by Richard Tuschman were _____ by a series of paintings by Edward Hopper.
2 It was a _____ play that prompted a lot of discussion afterwards.
3 Turner's painting *Fishermen at Sea* portrays the _____ scene of a fishing boat caught in a storm.
4 _____ dance often focuses on emotions and can be performed with or without music.
5 Da Vinci was _____ about science as well as art.
6 What I like most about the paintings of Georgia O'Keeffe is the _____ colours she uses.
7 The musical _____ *Hamilton* features songs from hip-hop, R&B, pop and soul.
8 It takes hours to see all the stunning _____ in the Louvre Museum in Paris.

4 Complete the sentences with one word.

1 The Reina Sofia Museum in Madrid houses Picasso's _____ *Guernica*.
2 Have you seen the new stage _____ of Hilary Mantel's novel *The Mirror and the Light*?
3 The Guangzhou Opera House, designed by Zaha Hadid Architects is a remarkable _____ of work.
4 Yayoi Kusama's latest exhibition has been praised by art _____ from the four corners of the world.
5 In the *Meet van Gogh Experience*, visitors put on a VR _____ to explore the artist's work.
6 If you're going to their _____ gig, don't stand near the speakers – it's sure to be very loud!

Cumulative review

5 Read the text about a damaged painting. Choose the correct answer: A, B or C.

A gallery at the Lotte World Mall in Seoul, South Korea, had a problem with one of its experimental pieces, *Untitled*, by graffiti artist JonOne. One of the most [1]___ things about this painting is its size: It measures 7 metres by 2.4 metres. The work, a combination of [2]___ and street art, was on [3]___ with the paint cans and brushes used by the artist.

A couple visiting the gallery thought that the equipment was for the use of people who were [4]___ the exhibits. They picked up the paint and brushes and added their own touch to the picture. Staff only noticed the damage because of the contrast between the dark green paint applied by the couple and the [5]___ colours around it. After checking the security camera, they called the police, who arrested the couple and accused them [6]___ the painting. The couple denied [7]___ the damage on purpose. They [8]___ that they had made a mistake and were soon released. Since then, the gallery has put a barrier around the display with signs [9]___ visitors not to touch it.

1	**A** colourful	**B** humorous	**C** striking
2	**A** abstract art	**B** the performing arts	**C** VR headsets
3	**A** adaptation	**B** display	**C** production
4	**A** capturing	**B** portraying	**C** viewing
5	**A** detailed	**B** realistic	**C** vivid
6	**A** of vandalising	**B** for vandalising	**C** to vandalise
7	**A** cause	**B** causing	**C** to cause
8	**A** apologised	**B** begged	**C** explained
9	**A** suggesting	**B** threatening	**C** warning

Think & share

6 Work in pairs. Discuss the questions.

1 Do you agree with this statement? Why? / Why not?

> **'A picture is worth a thousand words.'**

2 Do you think all music is art? Why? / Why not?

VISION 360°

Learn about the art, literature, music and cinema of Dublin, and create a video script.

The art and culture of Dublin



Unit 7 360° hotspots

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

1 What do you know about Dublin? Think about …
- where it is.
- languages they speak there.
- what it is famous for.

2 Do you know any Irish actors, singers, writers or artists? What do you know about them?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Explore the photo of Dublin. What can you see? Where can people experience art, music and culture in a city?

3 ALL HOTSPOTS Explore the hotspots. What type of art form or artist are the following things?

1 Dracula
2 Molly Malone
3 A Breezy Day, Howth
4 Riverdance
5 Van Morrison
6 Once

4 Watch the video about Irish popular music. Answer the questions.

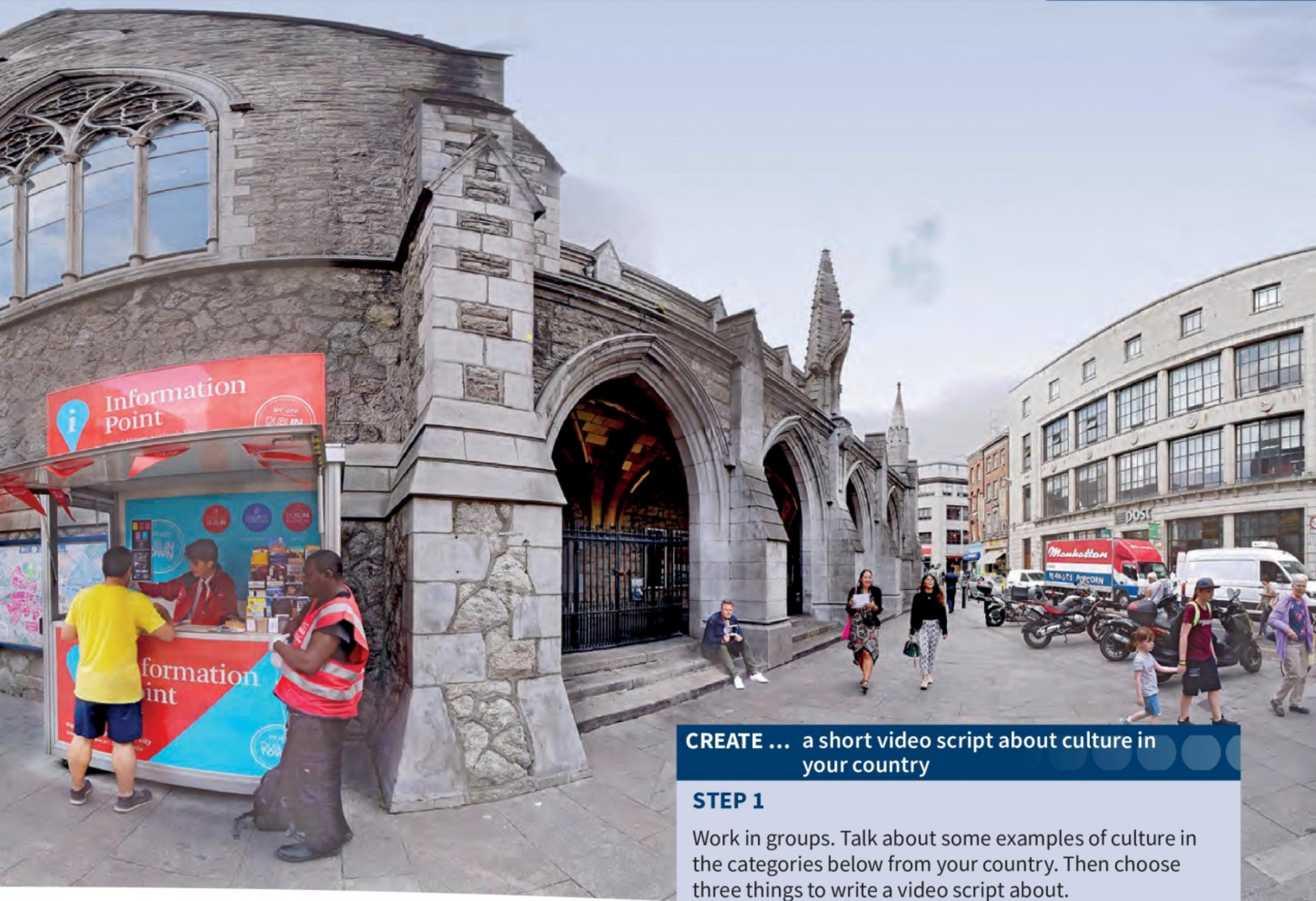
1 What type of Irish music is over 2,000 years old?
2 Where did many Irish people move to in the 19th century?
3 Name two Irish acts who had international success in the 1970s and 80s.
4 Which Irish band had 14 number one hits in the UK?
5 What reasons are suggested in the video for Ireland producing so many famous musicians?

5 Now listen to the story of a famous Irish song. Are the sentences true or false? Correct the false sentence(s).

1 In Ireland, people have traditionally told stories through songs.
2 Molly Malone is a modern pop song.
3 It is the story of a girl who sold fish on the streets of Dublin.
4 The song features words that Molly sang in the streets.
5 Molly lived a long life.

6 Work in pairs. Go online and research a famous Irish musician or band. Make notes about:
- where they are from
- when they became famous
- some of their biggest hits

Then tell the rest of the class about them.



7 Listen to the audio guide about *A Breezy Day, Howth*. Answer questions 1–3 with information from the audio guide. Then discuss your answers to questions 4–5 with your partner.

1 When did Sir William Orpen paint *A Breezy Day, Howth*?
2 Who is the woman in the painting?
3 What is the name of another painting Orpen completed in Howth?
4 Why do you think Orpen painted this picture?
5 What do you think of the painting? How does it make you feel?

8 Look at these three hotspots. Which film(s), show or novel are these comments about?

1 'Although this is over 100 years old, it is still popular.'
2 'The two main characters meet on the streets of Dublin.'
3 'Their movements can express ideas and feelings just as well as words or pictures.'
4 'Today, the main character would use emails and text messages.'
5 'My favourite thing about this was seeing the group come together to play music.'

9 THINK & SHARE Which of the examples of Irish culture in this lesson would you be most interested in? Which would you be least interested in? Why?

CREATE … a short video script about culture in your country

STEP 1

Work in groups. Talk about some examples of culture in the categories below from your country. Then choose three things to write a video script about.

architecture cinema literature
music painting theatre

STEP 2 RESEARCH IT!

Go online and do some research into the three examples you have chosen. Find out and make notes about:

- when and where they were made/written/built
- who created them
- why they are good examples of your country's culture

STEP 3

Decide who is going to talk about each example. Then write a short presentation about them. Think about how you would film each section and what images you need.

Then write a short introduction to the video.

The video should be 2–3 minutes long.

STEP 4

Plan the stages of your video and write a script. Decide who will take each role. Rehearse the video and correct any mistakes in the script.

STEP 5

Present your video on culture in your country to the class.

Watch the other video presentations. Whose presentation did you like the best? Was there anything mentioned in the other presentations that:

- you hadn't heard about before?
- you would be interested in seeing?

8

VOCABULARY
Volunteering in the community
Responding to a humanitarian crisis

GRAMMAR
Verb patterns
Verb + object + infinitive / *-ing* form
Participle clauses

LISTENING
People talking about their support for charities.

READING
An article about science future-proofing the world

GLOBAL SKILLS
Disagreeing diplomatically

SPEAKING
A debate

WRITING
A discursive essay

DOCUMENTARY
Chelsie's vlog: What working in a hospital is like

VOCABULARY BOOSTER P127
GRAMMAR BOOSTER P146–147

Local and global citizenship



Lending a helping hand

1 Look at the photos of different kinds of volunteering. What activities do they show? Have you done any of these activities? Which would you like to do, and why?

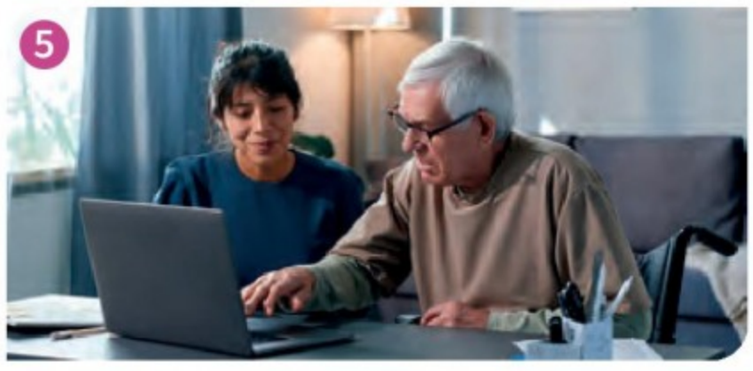
2 8.01 Watch or listen. Which of the volunteering activities in the photos are mentioned? Match Daisy, Joe and Zaki to three of the activities they do or are considering.













3 VOCABULARY ▶ 8.01 Check the meaning of the **bold** words. Then watch or listen again. Answer the questions.

1 What kind of things are sold in the **charity shop** where Zaki's grandmother volunteers?
2 How does Yasmin's mum support children with **learning disabilities**?
3 What kind of **local initiative** is On The Street?
4 What does a **refuge** offer people living on the streets?
5 How is **community service** different from work?
6 What does the local community service help **elderly people** to do?
7 In what way does George experience **social isolation**?
8 How is **one-to-one tuition** different from attending a class?

4 VOCABULARY Match the sentence halves.

1 Young people these days are keen to **engage**
2 Pria would be an excellent campaigner if she didn't **lack**
3 Volunteering is a good way to **make**
4 The charity wants to **retain**
5 Kyle is running a marathon to **raise**
6 Poor people often **suffer**
7 The charity was set up to **provide**
8 Many young people **become**

A **a contribution** to the local community.
B **assistance** to people starting their own business.
C **funds** for a children's charity.
D **with the issues** affecting others in society.
E **hardship** in winter.
F **homeless** as a result of family problems.
G **confidence** in her own abilities.
H **its independence** so it only accepts personal donations.

5 Complete the comments with words from Ex 3 and 4.

Forum

Comments (4)

Andy I know what it's like to suffer [1]_____ – to be cold and hungry with nowhere to stay. I became [2]_____ a couple of years ago after I lost my job. When you're on the streets, it's difficult to [3]_____ your independence – you need to accept support from other people. Some charity volunteers helped me get a place in a [4]_____.

Zahra My parents have always encouraged me to do some kind of [5]_____ service. They think it's important for young people to [6]_____ with the issues that are important to society. I volunteer at a local centre for people with [7]_____, who have issues with reading, for example.

Sarfraz When I first moved to the UK, I didn't know anyone, and I experienced some social [8]_____. I couldn't speak English that well, and I lacked [9]_____ in my ability to make friends or find a job. But thanks to the amazing volunteers at a local [10]_____, I got some [11]_____ tuition. I now have a job and a great group of friends.

Caroline Even though I'm retired, like many [12]_____, I like to feel I can still make a [13]_____. I volunteer in a [14]_____ selling second-hand goods.

6 REAL ENGLISH Complete the conversation with the phrases below.

for a good cause give something back keep an eye on
lend a hand real eye-opener safety net

Joe

Joe I heard you're doing some volunteering.

Eva Well, I wanted to [1]_____ to the local community. I'm helping look after kids with disabilities at the day centre.

Joe That place must be such a [2]_____ for their families. I guess some of them have difficult lives.

Eva Yes, they do. It's been a [3]_____ for me – I've learned a lot.

Joe What do you have to do?

Eva Basically, I just [4]_____ the kids during the activities and help them if they need it.

Joe Do you enjoy it?

Eva Definitely. The kids are so much fun.

Joe It sounds great.

Eva It is! You could [5]_____ if you like. We always need more volunteers.

Joe Maybe I will – it's [6]_____, after all.

7 Work in pairs. Complete the sentences in at least two different ways.

1 You can make a contribution to your community by …
2 I could provide assistance with …
3 One local initiative in my home town …
4 Elderly people can retain their independence by …
5 I'd really like one-to-one tuition in …
6 We should raise funds to …
7 One way to deal with social isolation is …

8 Compare your ideas with another pair. What similarities and differences are there between your sentences?

9 THINK & SHARE Work in pairs or small groups. Discuss the questions.

1 Which of the social issues mentioned in the vlog most concerns you?
2 Are there other local issues that concern you?
3 How could you make a contribution to solving them?
4 What kind of community service might you be willing to do to help other people?

Use different verb patterns to talk about community service.

Verb patterns

1 Read the three posts responding to Yasmin and Zaki's vlog. What kind of community service has each person done and how do they feel about it?



2 Complete the rules with the underlined verbs from the posts in Ex 1.

Verb patterns

Grammar animation

Some verbs can be followed by …

A an infinitive with *to* (e.g. *agree*, _____, *hope*, _____, _____, *plan*, *refuse*, *seem*, *want*).

B an *-ing* form (e.g. *avoid*, _____, *describe*, *discuss*, *dislike*, _____, _____, *practise*, *recommend*, *suggest*).

C an infinitive or *-ing* form with no difference in meaning (e.g. *begin*, *continue*, _____, _____).

D an infinitive or *-ing* form with a change in meaning (e.g. *forget*, *go on*, *mean*, *regret*, *remember*, *try*, *stop*).

GRAMMAR BOOSTER P146

3 8.02 Listen to the dialogues. Choose the correct meaning for each sentence: A or B.

1 Let's **stop thinking** about the different options.
   - **A** Let's take a moment to consider all the options.
   - **B** Let's do something else now.

2 I can **go on to study** economics next year.
   - **A** I can study economics for the first time next year.
   - **B** I study economics and I can continue next year.

3 I **remembered to book** the tickets.
   - **A** The tickets have been booked.
   - **B** I have a memory of booking the tickets.

4 I **won't forget meeting** your brother for the first time.
   - **A** It's important that I meet your brother.
   - **B** Your brother made a big impression on me when I met him.

4 Complete the sentences with the correct form of the verbs in brackets. Which sentence can be completed with either form?

1 He refuses _____ with the issue. (engage)
2 Elderly people should continue _____ independently for as long as possible. (live)
3 Gorka is considering _____ some one-to-one tuition. (do)
4 We've agreed _____ £500 for a local charity. (raise)
5 She wants to go on _____ a contribution to society as long as she can. (make)

5 Read the rules. Find at least two examples of each pattern in Ex 1.

Verb + object + infinitive / *-ing* form

Sometimes, verbs are followed by an object and then by another verb in the infinitive with *to* or the *-ing* form.

A object + infinitive with *to*
allow, *encourage*, *expect*, *inspire*, *permit*, *persuade*, *use*

B object + *-ing* form
discover, *find*, *hear*, *listen to*, *notice*, *see*, *spend*, *watch*

GRAMMAR BOOSTER P146

6 Complete the sentences with the words and verbs in brackets.

1 My parents always encouraged _____ the piano. (me / practise)
2 Layla spends _____ her elderly neighbour. (a lot of time / help)
3 Roberta's aunt inspired _____ a doctor. (her / become)

7 8.03 Listen to Sam's two-minute podcast. What is 'virtual volunteering'?

8 8.03 Work in pairs. Listen again, then discuss what Sam says about the following.

1 why and how he got involved in volunteering
2 his first meeting with Marcus
3 technology during the Covid-19 pandemic
4 why Zoom has been beneficial
5 his message to people who want to make a contribution

9 THINK & SHARE Make notes for a one-minute presentation about something you have done (or plan to do) to make a contribution to your community. Practise your presentation using verb patterns from the lesson, then share it with a partner.

Different kinds of volunteering

1 THINK & SHARE Work in pairs. Read the comments from people whose first language is not English. Do you ever encounter similar difficulties? What things can you do to address these issues?

1 'People often speak too quickly for me to follow what they are saying.'
2 'I try to understand every word, but sometimes it's hard to tell where one word ends and another begins.'
3 'I find some people's accents difficult to understand.'
4 'Native speakers often use informal or idiomatic phrases that I'm not familiar with.'

2 8.04 Listen to five people talking about their support for charities and initiatives in the UK and abroad. Match them to groups A–H. There are three extra groups.

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

A kids in developing countries who are excluded from education
B people who play wheelchair sports like basketball
C kids living in cities who don't have access to a garden
D women who want to develop their computing skills
E people who don't have basic skills like reading and writing
F kids in developing countries who don't have access to sports facilities
G people with disabilities who can sometimes feel excluded
H women who need financial help to start and run a business



3 Work in pairs. Discuss how easy or difficult you found the speakers to understand. Give reasons for your answers.

STRATEGY Recognising features of informal English

Recognising common features of connected speech will help you understand informal English spoken at natural speed. Be aware of the following points.

1 When people speak quickly, the sounds at the beginning and end of some words may run together.
   A A consonant at the end of a word can change its sound if the next word starts with a consonant: *I don't know* → *I dunno*. Some consonants can 'disappear' in common phrases: *I'm going to* → *I'm gonna*.
   B Unstressed vowels at the beginning and end of words like *of* and *to* often have a schwa sound: /əv/, /tə/.
2 Speakers often use 'filler' words phrases (e.g. *basically, I mean, kind of, like, or whatever, really, sort of, to be honest, well, you know*).
3 Speakers often use informal phrases, whereas in more formal situations they might use a neutral phrase or word with a similar meaning.

4 8.05 PRONUNCIATION Read the strategy. Then listen and complete the extracts with up to four words. Which features of connected speech (A and B) in point 1 does each extract include? Listen again and repeat the extracts.

1 … I've decided _____ crew on Ben's next voyage.
2 I'd like _____ helping people like this after I leave school.
3 … anyone can _____ to charity, …
4 … but sometimes _____ give people the opportunity to help themselves.
5 He _____ the streets and then teaching local kids how to skate.
6 Obviously, _____ give them an idea of where their food actually comes from.

5 VOCABULARY Match the informal phrases in **bold** in 1–5 to the more neutral words or phrases with the same meaning A–F. There is one extra word or phrase.

1 We'll work together as a team and have **a real laugh**!
2 So, it's my job to show them that it actually **isn't that hard**.
3 And I **said to myself**, that's so important.
4 **Check out** the website – you can read more about what they do …
5 We encourage the kids to **have a go at** planting and growing their own fruit and vegetables.

A look at
B try
C great fun
D enjoy
E is quite easy
F thought

6 8.04 Listen to the five speakers from Ex 2 again and answer the questions.

1 What does Speaker 1 say is great about the Jubilee Sailing Trust? What example does she give to support her view?
2 What does Speaker 2 teach at the day centre? What reasons does he give for why his help is necessary?
3 Why did Speaker 3 ask her family for microfinance loans for her birthday? What has she done with one of the loans, and why?
4 How does Speaker 4 say that Skateistan started? What is the charity's main purpose, and why does the speaker describe it as 'brilliant'?
5 According to Speaker 5, what is the purpose of the community garden? What is sometimes the kids' first reaction to getting involved in gardening?

7 Work in pairs. Discuss the questions.

1 Would you consider getting involved in projects like these? Why? / Why not?
2 What kind of project would you be willing to give your time to?

8 THINK & SHARE Work in pairs. Choose an issue that you think is important. Then explain your ideas to a partner. Think about . . .

- why the issue is important.
- what people can do to help address the issue.
- how you could encourage people to get involved.

Talk about responding to a humanitarian crisis.

Crisis mapping

1 THINK & SHARE Read the definition of *humanitarian crisis*. What examples of a humanitarian crisis can you think of? How do they happen, and what kind of problems are faced by the people trying to help?

humanitarian crisis /hjuːˌmænɪˈteərɪən ˈkraɪsɪs/ *noun* an event or situation that involves a lot of difficulty, fear and pain for ordinary people, especially one that requires aid to be provided to a large number of people

2 Read the article and answer the questions.

1 What is the main issue affecting the relief effort in a humanitarian crisis?
2 What does crisis mapping involve and who does it help?
3 In what way does crisis mapping help people after a disaster?

Crisis mapping

Around the world, natural and man-made disasters, like earthquakes, hurricanes or armed conflict damage buildings, leave people homeless and **threaten** lives. They are often followed by a humanitarian crisis, especially when the survivors have to move to a completely different area, becoming refugees in the process.

Rescuers and medical teams often **encounter** serious difficulties when trying to **co-ordinate** the relief effort. Of course, their priority is to **preserve** lives and reduce people's suffering. However, the local infrastructure may have been damaged or destroyed, and it is often difficult to transport and **distribute** emergency supplies, or to find the people who need them. But the biggest obstacle they have to overcome is often lack of information.

One way to **eliminate** this obstacle is a new approach called crisis mapping. It involves collecting and organising data that could be helpful to the relief effort. This work is done by teams of volunteers working online. They use drones to **assess** the damage and collect information from social media platforms to build up a detailed picture of the overall situation. Aid agencies such as Oxfam or the Red Cross, who are co-ordinating the response, then **process** this information and communicate it to rescuers on the ground. This helps them to reach the worst-affected people quickly and allows them to target their resources more effectively.

3 VOCABULARY Find the nouns below in the article and match them to the definitions.

1 armed conflict
2 survivors
3 refugees
4 relief effort
5 priority
6 suffering
7 infrastructure
8 aid agencies

A people who have been forced to leave their country
B feelings of physical or mental pain
C providing help to people affected by a disaster
D organisations that provide supplies after a disaster
E the basic systems needed for a country to run smoothly
F people who continue to live after being in great danger
G the most important thing to do or consider
H a period of fighting, with weapons

4 VOCABULARY Check the meaning of the **bold** verbs in the article. Then use them to complete the sentences.

1 The first job of aid workers is to _____ the situation and then to _____ the relief effort.
2 Although it isn't possible to _____ all danger, it's important not to take risks that could _____ the safety of the rescue teams.
3 Aid workers are under pressure to _____ the information they receive quickly, as their most important task is to _____ lives.
4 One of the biggest problems relief workers _____ when trying to _____ food and other supplies is a lack of the necessary infrastructure.

5 Complete the article about Patrick Meier with the correct form of words from Ex 3 and 4.

Crisis mapper: Dr Patrick Meier

In 2010, Patrick Meier was a PhD student when news of the Haiti earthquake [1]_____ to change his life forever. His fiancée Christine was in Haiti doing research and, unable to contact her, he did not know if she was one of the [2]_____.

The earthquake had caused serious damage to the island's [3]_____ and Patrick realised that the [4]_____ working on the ground would [5]_____ serious difficulties in getting help to the people who needed it. He decided to create an online map of the earthquake damage which could be shared with aid workers to help [6]_____ their response.

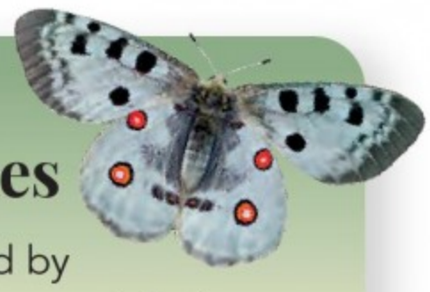
He quickly established a team of volunteers who collected and [7]_____ data from different social media and other internet sources. Adding this to a basic map, they created an online map of the constantly changing situation in Haiti. All the rescue teams were given access to this map, and they used it to [8]_____ where and how their resources should best be [9]_____.

There is no doubt that the map speeded up the [10]_____ and helped to [11]_____ many lives. During all this activity, though, Patrick's main [12]_____ was still to find out if Christine was safe. Happily, she was, and three years later they were married.

6 Work in pairs. Imagine you are volunteers who have been asked to help with crisis mapping after a major disaster. Decide what kind of disaster it was. Then use the information in the article to discuss what you will need to do.

Participle clauses

1 Read the article, ignoring the gaps. According to the text, what is an example of citizen science?



Citizen science helps to protect Europe's butterflies

Globally, insect populations have declined by around 25% since 1990. In Europe, this is especially true of butterflies. [1]_____ by habitat loss, the use of chemicals and climate change, many species of butterfly are increasingly at risk.

[2]_____ the scientific data, you may think there is not much individuals can do. But this is where 'citizen scientists' can help – volunteers who assist actual scientists with their research by collecting data. An initiative in Austria has developed a free app which volunteers can download and use to identify butterflies they see. [3]_____ a sighting, the app sends the information to a database. In a very short time after its launch in Austria, more than 380,000 sightings had been entered on the database of nearly 200 species. [4]_____ more widely, scientists believe the app could be a powerful tool for preserving insect species across Europe.

Protecting certain butterflies has wider benefits for the environment too. One example is the Apollo butterfly, an endangered species in much of central Europe and a so-called 'umbrella species'. Preserving its habitat can also benefit many other species. A project to do just that is managed by conservation groups from Austria, Poland and the Czech Republic [5]_____ together. The Apollo needs south-facing areas of open grassland where the right plants grow. [6]_____ an umbrella species, protecting these important areas for the Apollo could ensure the survival of entire ecosystems.



2 Complete the article with the verb participles below. Then read the rules and match each participle clause you have created to rules A–F.

being having recorded looking at
threatened used working

Participle clauses

Grammar animation

A participle clause contains a present participle (e.g. *looking*, *working*), a past participle (e.g. *threatened*, *used*) or a perfect participle (e.g. *having recorded*). We use them …

A instead of a relative clause, with a present participle replacing an active tense.
B instead of a relative clause, with a past participle replacing a passive tense.
C to show that two things are happening at the same time, using a present participle.
D to show a sequence of events, using a perfect participle.
E to express a reason or cause using a present participle.
F to express a condition, using a past participle.

GRAMMAR BOOSTER P147

3 Rewrite the sentences using participle clauses.

1 The project was helped by citizen scientists to gather large amounts of data.
2 Because we live in the city centre, we don't see many butterflies.
3 As I was reading the article, I began to feel more optimistic about the future.
4 After they had mapped one species, they started to look at others.
5 If young people are encouraged to get involved, they can make a real difference.
6 Volunteers who are helping to protect the butterflies' habitat use the app.

Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions (e.g. *after*, *before*, *despite*, *when*, *while*).

Since releasing the app, scientists have received over 380,000 sightings.

On hearing about the conservation project, the European Commission decided to support it.

GRAMMAR BOOSTER P147

4 Read the rules. Then complete the second sentence so that it means the same as the first.

1 We joined the relief effort a year ago and have restored much of the region's infrastructure.
Since _____ a year ago, we have restored much of the region's infrastructure.
2 After they had assessed the situation carefully, they allowed aid workers into the area.
Before _____ into the area, they assessed the situation carefully.
3 I downloaded the app successfully, but it wouldn't work.
Despite _____, it wouldn't work.

5 8.06 Listen to Kiara talking about a citizen science project. What was she doing, and what did it involve?

6 8.06 Listen again. Complete the sentences with participle clauses using the words in brackets.

1 (live / Cornwall)
_____, Kiara has always loved the ocean.
2 (after / attend / talk)
_____, Kiara decided to take part in the survey.
3 (threaten / human activity)
_____, many species of sea mammals are decreasing in numbers.
4 (see / dolphin or whale)
_____, you need to try to identify it.
5 (since / work / the survey)
_____, Kiara has decided to volunteer for more projects in future.

7 THINK & SHARE Complete the sentences. Then work in pairs and share your ideas.

1 Reading the article, I began to understand …
2 Having listened to Kiara's experience, I would like to …
3 Used more widely, citizen science could …

Recognise facts, opinions and speculation in a text.

Future-proofing the world

1 Read the infographic and match sentences 1–3 to the photos in A–C.

1 **50%**

The world has lost half of its coral reefs and many more are believed to be in danger.

2 **2 *out of* 5**

Scientists estimate that 40% of the world's plant species are in danger of extinction.

3 **94%**

Malaria is a life-threatening disease transmitted by mosquitoes – 94% of infections occur in Africa.

2 Read the introduction text on the website. What do you understand by 'future-proofing'?

Home | About | **Articles** | Contact us

HOW is science future-proofing the world?

We know that science has caused some of the most serious problems we face today – especially damage to the environment. But science can also help get us out of this mess. Every day, scientists are working to reverse the damage and coming up with incredible innovations to secure the future of life on Earth – and not just human life!

Tell us what you think. Which scientific innovation has made an important contribution to future-proofing our world?

A Laura, UK



Recently our science teacher organised a visit to the Millennium Seed Bank (MSB). It's a modern underground building complex in the countryside quite near where I live. And it could well safeguard the future of plant life on Earth. Scientists are worried about the extinction of plants in the wild. So, the purpose of the MSB is to protect future biodiversity by preserving the seeds of as many plants as possible. It was a fascinating visit. The MSB houses over 2.4billion seeds from 39,000 different species of plant from around the world. They're collected from countries on all of the five main continents. On arriving at the MSB, the seeds are carefully dried and cleaned, a process taking months, which can extend a seed's viable life by up to 40 times. The seeds are stored in special rooms at a temperature of -20 degrees Celsius – you have to wear a special suit to visit this area. The MSB is an incredibly important resource – but it isn't the only one. There's an island in the Arctic Ocean, called Spitsbergen, where the Svalbard Global Seed Vault is. It holds the seeds of over 1 million varieties of food crops, including wheat, rice and soya . . . but it's thought to have the capacity to store four times as many. So, obviously, its main purpose is to protect the world's future food supply.



B Femi, Nigeria



In West Africa, where I live, one of the most serious diseases is malaria. According to the World Health Organization (WHO), there are 229 million cases of malaria every year. Over 90% of these are right here in Africa. And, sadly, a huge number of them are children. We know malaria is caused by a parasite transmitted by mosquitoes. It has a complicated life cycle which has made it difficult for scientists to develop an effective vaccine. But now we have one! The WHO has approved the RTS,S vaccine for use across sub-Saharan Africa. This is a fantastic achievement. It is believed that the vaccine will reduce the number of cases by 40%, and the number of serious cases by 30%. That could save thousands of lives! Whilst we are a long way from eliminating malaria completely, it is possible to eradicate serious diseases. One of the worst infectious diseases, smallpox, was eradicated through vaccination programmes in 1980. It is likely that another disease, polio, will soon follow. Recent events have shown that we can create and distribute new vaccines really fast when we need to. This gives me hope that in future, scientists will be able to deal with serious outbreaks of disease that threaten our species.



3 8.07 Read the three texts A–C. According to each text, how are scientists contributing to future-proofing the world?

STRATEGY Recognising fact, opinion and speculation

To understand a text fully, it helps to be able to recognise when the writer is presenting a fact, expressing their opinion or speculating.

Facts are usually supported by a reference to statistics, numbers or other sources, such as books, articles or reports (*Over 50%*, *around 5 million*, *According to the CNN report* …).

To identify the writer's **opinion**, look for adjectives and adverbs that express their opinion (*It's brilliant that … Unfortunately, we cannot* …) and phrases that connect the reader and writer (*Who doesn't like … ? We all know* …).

A **speculation** is an idea about what could be true rather than what is objectively true. Look for language such as *could*, *might*, *may*, … *is believed to be*, *it's likely that* …

C Aidan, Australia



We know that our oceans are under threat from things like plastic waste and over-fishing. We should also be worried about the destruction of coral reefs like the Great Barrier Reef here in Australia. As a report on the One Earth website shows, we've already lost half of the world's coral reefs. If nothing is done, many more could be destroyed within the next 20–30 years. Coral reefs are incredibly important ecosystems. They support a range of marine life, they protect coastal areas by reducing wave power and they're an important source of income for millions of people. Unfortunately, they're dying because of rising sea temperatures and increasing acidity. But an organisation called Coral Vita may offer a lifeline. Coral Vita uses high-tech scientific methods to grow small pieces of living coral in laboratory conditions to replace the reefs which are dying. By the time they're ready to be put back into the ocean, they're much bigger and have become more resistant to the effects of climate change. Coral Vita's methods enable coral to develop at up to 50 times the natural speed, and they're now able to carry out large-scale efforts to restore coral reefs globally. Thanks to science, there's real hope that these amazing ecosystems could have a future.



4 Read the strategy. Do these sentences from the texts express a fact (F), an opinion (O) or a speculation (S)? Which words or phrases helped you decide?

1 And it could well safeguard the future of plant life on Earth. (lines 5–6)
2 The MSB houses over 2.4 billion seeds from 39,000 different species of plant from around the world. (lines 9–11)
3 The MSB is an incredibly important resource. (lines 16–17)
4 According to the World Health Organization, there are 229 million cases of malaria every year. (lines 25–27)
5 This is a fantastic achievement. (line 34)
6 It is likely that another disease, polio, will soon follow. (lines 41–42)
7 As a report on the One Earth website shows, we've already lost half of the world's coral reefs. (lines 50–52)
8 But an organisation called Coral Vita may offer a lifeline. (lines 58–59)

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

1 Preparing seeds for storage at the Millennium Seed Bank takes a long time.
2 Laura was surprised to learn that the MSB is not the only facility of its kind.
3 The Svalbard Global Seed Vault is completely different from the Millennium Seed Bank.
4 Scientists have been trying to develop an effective vaccine for malaria for many years.
5 It has been scientifically proven that the vaccine will reduce malaria cases by 40%.
6 Femi is optimistic about possible future outbreaks of disease.
7 Aidan thinks everyone recognises that our oceans are in danger.
8 It is probably too late to save coral reefs from further destruction in the future.
9 Two of the main benefits of growing coral in a laboratory are speed and resilience.

6 VOCABULARY Check the meaning of the highlighted words in the texts. Then use them to complete the sentences.

1 The World Health Organization has a list of diseases which it hopes to _____ in the near future.
2 A small animal or plant that lives on or inside another type of animal or plant and feeds on it is a _____.
3 Some farmers use products which change the chemical balance of the soil and reduce its _____.
4 The widespread use of antibiotics means that some bacteria have become _____ to their effects.
5 There are very few rhinos left in the wild, and the species is now threatened with _____.
6 With more plant, bird and animal species than any other country, Brazil leads the world in terms of _____.

7 THINK & SHARE Work in pairs. Choose two of these global issues and discuss what we could do to future-proof the world against them. Include your ideas about whose responsibility it is to do this.

- rising sea levels
- drug-resistant bacteria
- food poverty
- plastic waste
- earthquakes
- financial crises

8.7 GLOBAL SKILLS

Discuss issues with people who have a different opinion.

Disagreeing diplomatically



1 Work in pairs and read the comments. Check you understand the phrases in **bold**. Do you agree with the comments? Why? / Why not?

1 Before discussing a difficult topic, it's useful to **get your head around** the important issues.
2 It's important to know when to speak and when to **hold your tongue**.
3 If someone challenges your opinion, **stand your ground** and don't give in.
4 If you disagree with someone, try to **look for common ground** that you both share.

2 **VOCABULARY** Read the post on a student advice website and the adviser's response. Complete the phrases in **bold** with the words below.

compromise confrontation differences informed position judgements perspectives prejudice respect values

STUDENT ADVICE

25 June 18.05 **Amy M.**

Some students in my study group have very strong opinions and we disagree about a lot of things. They argue about everything and can be quite rude. It makes working together difficult, but our teacher says I can't change groups. What can I do?

25 June 19.45 **Adviser ↱ Amy M.**

You're always going to meet people with different opinions from yours. If someone's views **go against your** [1]_____, or if the ideas they express are offensive, then it can be difficult to know how to react. But in any discussion, it's best to be diplomatic. If you have to work with someone you disagree with, try to **set aside your** [2]_____.

If possible, **avoid** [3]_____ – it doesn't help. If the conversation gets difficult, look for common ground and try to **find a** [4]_____ – or change the subject.

But remember: It's also important to engage with new ideas and **acknowledge different** [5]_____. If someone expresses an opinion you disagree with, try not to **make** [6]_____. Ask them why they think like that. Also, do some research – read about the subject, so that you can **speak from an** [7]_____.

Having said that, we do have a responsibility to **challenge** [8]_____ **or discrimination**. If you feel strongly about a topic, try to convince the other person with better arguments, not insults. **Show** [9]_____ for the person, even if you disagree with their views.

3 Check the meaning of the phrases you completed in the posts in Ex 2.

4 Work in pairs or small groups. Read the scenarios and discuss how you would respond to each one.

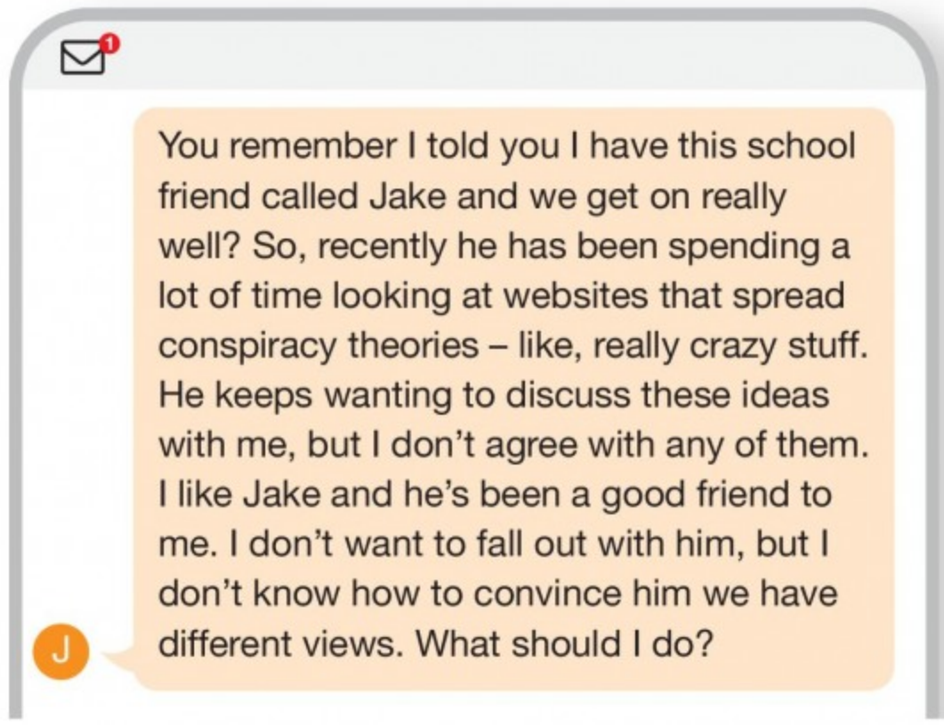
1 Someone at school has started a social media campaign against the coach of their sports team. You don't agree with their actions.
2 Your friend has recently become a vegan. She is now criticising all her friends for their eating habits.

5 **8.08** Listen to two conversations about the situations in Ex 4. In which conversation does someone …

- try to avoid confrontation?
- acknowledge a different perspective?
- make judgements?
- try to find a compromise?
- change the subject?
- stand their ground?
- show respect for the other person?

6 Work in pairs. Do you think each person responded in the best way according to the advice in Ex 2? Would you have responded differently?

7 **MEDIATION** Your friend in the USA has sent you the following message. Write a short reply suggesting how they might deal with the situation. Try to use phrases from Ex 1 and 2.



8 **THINK & SHARE** Work in pairs. Discuss the questions. Then share your ideas with another pair.

1 What are the most important things you have learned about discussing issues with people whose values and opinions are different from yours?
2 In what circumstances is it important to avoid annoying or upsetting anyone?
3 Can you think of situations when it would be important to challenge an opinion?

A debate

1 Work in pairs. Read the extract from a news story and discuss the questions.

1 What reasons might the government have for reducing the aid budget?
2 What are the advantages of providing aid to developing countries?

NEWS

Government reduces foreign aid budget by 0.5%



The government today announced a 0.5% reduction in its foreign aid budget, starting next year. They believe it is necessary in order to save money in the current economic climate. Aid agencies say this will have serious consequences for many people living in developing countries.

2 8.09 Listen to an extract from a school debate. Jack and Alba, two students, are discussing the issue of reducing foreign aid. Answer the questions.

1 What arguments does Jack use to support his views?
2 What arguments does Alba use to support her views?
3 In general, do they mostly agree or mostly disagree?
4 How would you describe the tone of the debate (e.g. friendly, polite, angry, confrontational)?

STRATEGY Listening actively

In a debate or formal discussion, it is important to show the other speakers that you are listening, and that you have understood and respect their ideas. You can do this by listening 'actively'.

1 Use body language to show you are paying attention. Keep an upright posture, maintain eye contact and nod your head occasionally.
2 Show that you are listening by expressing interest and engagement (e.g. *Really?*, *That's interesting*, *OK*, *right*, *I see*.).
3 Ask follow-up questions (e.g. *Why is that? What makes you say that*).

3 8.09 Read the strategy and study the Phrasebook. Then listen again and tick (✓) the phrases you hear.

PHRASEBOOK Engaging with ideas

Acknowledging a different perspective
I respect your point of view, but …
I hadn't considered that aspect.
I hear what you're saying, but …
That's an interesting perspective, but …

Finding common ground
I think we share the view that …
What if we look at it from another angle?
Let's try to see it through their eyes …
Let's accept that we don't agree about …

Emphasising your position
I'm quite clear about that / this.
There's no question about that for me.
This is something I feel strongly about.
I'm afraid I'm really passionate about this.

4 Work in pairs. Read the opinions. Take turns to express and respond to each one using a phrase to show interest and ask a follow-up question.

- We should stop using planes for domestic travel.
- The government should pay everyone a basic wage.
- Social media companies should be responsible for the content on their sites.

5 Work in pairs. Choose one of the issues below to debate, or use your own idea. Make a list of all the arguments for and against the issue.

1 The government plans to develop a space programme to send people to the moon for the first time in over 50 years. This will be followed by plans for a mission to Mars.

2 Over the next five years, the government intends to move to a cashless society. They will gradually reduce the amount of cash, and everyone will have to use cards, phone payments or bank transfer.

6 In pairs, hold your debate.

- Take turns to introduce and explain your arguments.
- Engage with and respond to each other's ideas.
- Be respectful and try to find common ground.
- Use phrases to show that you are listening actively.

7 REFLECT Think about the debate. Did you …

- explain your arguments clearly?
- engage with the other person's ideas?
- try to find common ground?

8 THINK & SHARE Work in pairs or small groups. Discuss the questions. Give reasons for your answers.

1 Is it always a good idea to challenge an opinion?
2 What are the advantages of staying calm and polite in a discussion?
3 Should we be more concerned about people's feelings in online discussions?

8.9 WRITING

Write a well-structured discursive essay using nominalisation.

A discursive essay

1 Work in pairs. Read the essay task and discuss the questions.

> 'Future food security is one of the most important global challenges of the 21st century.' Discuss.

1 What do you understand by the term 'food security'?
2 Do you agree with the statement in the essay task? Why? / Why not?
3 Which of the following do you think would most improve food security in future?
- reducing population growth
- changing food production methods
- changing to a vegan diet

2 Read the essay. What is the writer's position in relation to the statement in the essay task? Which of the points in Ex 1 do they mention as a possible solution?

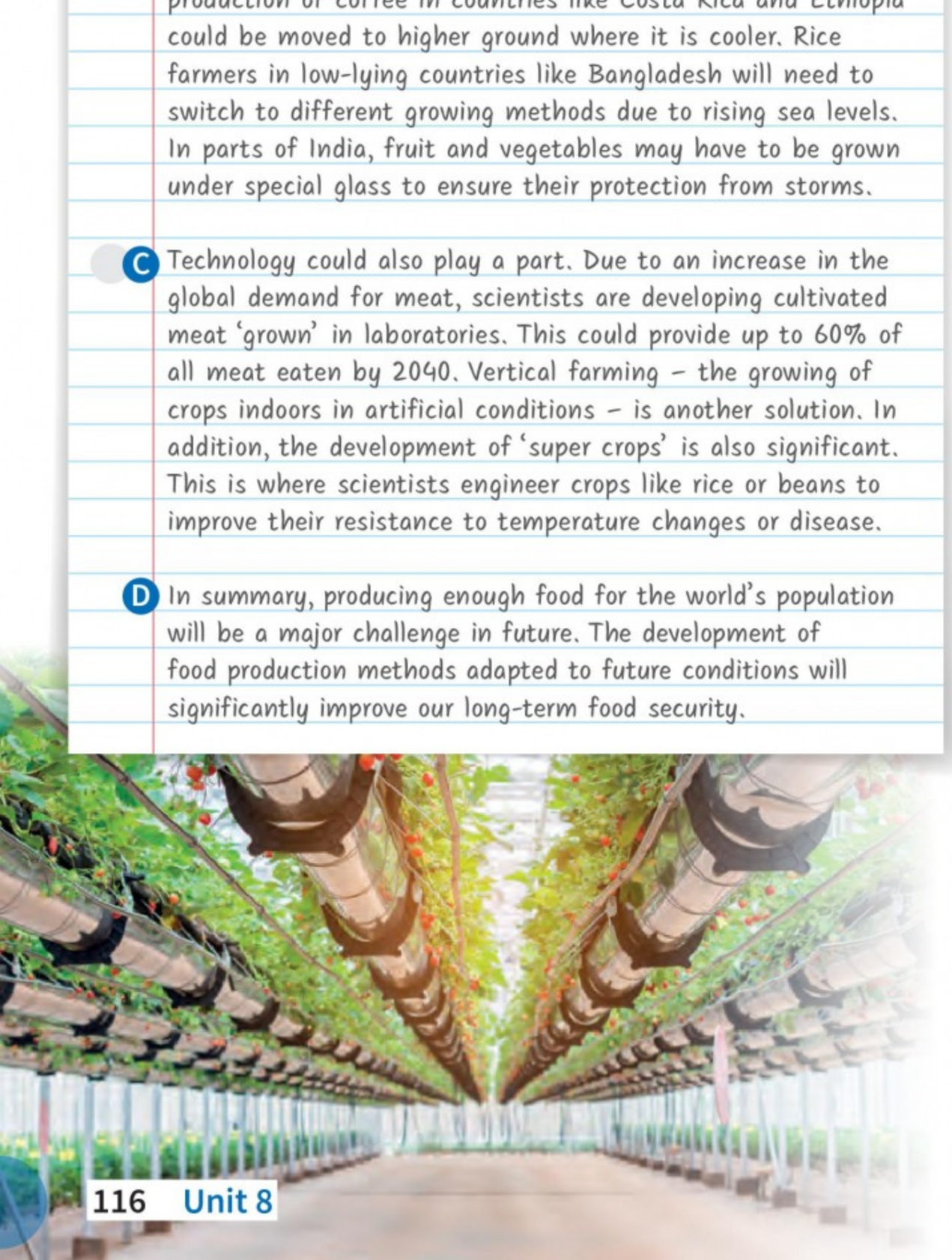
Food security in the 21st century

A The world's population is predicted to reach almost 10 billion by 2050. It will be a major challenge to ensure that all these people have enough to eat. How do we go on feeding a growing population and deal with the effects of climate change, which are a serious threat to food-producing areas around the world? In my view, there is a necessity to change how we produce our food in order to ensure the continuation of an adequate supply.

B According to a report by the World Resources Institute, the cultivation of crops in many parts of the world will need to adapt to rising temperatures. As the planet warms, the production of coffee in countries like Costa Rica and Ethiopia could be moved to higher ground where it is cooler. Rice farmers in low-lying countries like Bangladesh will need to switch to different growing methods due to rising sea levels. In parts of India, fruit and vegetables may have to be grown under special glass to ensure their protection from storms.

C Technology could also play a part. Due to an increase in the global demand for meat, scientists are developing cultivated meat 'grown' in laboratories. This could provide up to 60% of all meat eaten by 2040. Vertical farming – the growing of crops indoors in artificial conditions – is another solution. In addition, the development of 'super crops' is also significant. This is where scientists engineer crops like rice or beans to improve their resistance to temperature changes or disease.

D In summary, producing enough food for the world's population will be a major challenge in future. The development of food production methods adapted to future conditions will significantly improve our long-term food security.



3 Read the guidelines for writing a discursive essay. Identify where in the essay the writer does each of these things.

WRITING A DISCURSIVE ESSAY

In a discursive essay, you will need to discuss a particular topic and present one or more arguments related to it. You should . . .

1 write an introduction which will catch the attention of the reader – if possible, include a key fact or an unusual idea.
2 present your main arguments in separate paragraphs.
3 start each paragraph with a topic sentence to introduce the argument.
4 support each argument with evidence and/or examples.
5 write a conclusion that summarises the arguments and any possible solutions.

STRATEGY Using nominalisation

Nominalisation is the use of nouns and noun phrases instead of verbs and verb phrases. It is a common feature of certain kinds of writing, especially essays. Using nominalisation will make your writing sound more formal and objective.

For example, instead of …

__Developing__ the technology took two years.
This data enables us __to understand__ the problem better.

we can write …

__The development of__ the technology took two years.
This data enables __a__ better __understanding of__ the problem.

4 Read the strategy. Then identify examples of nominalisation in the essay.

5 Rewrite the sentences using nominalisation. Change the words in **bold**.

1 It's really important **to preserve** endangered species.
The preservation of endangered species is really important.
2 **Co-ordinating** the relief effort was a difficult job.
_____ of the relief effort was a difficult job.
3 **They agreed** about all the questions, which was a relief.
_____ about all the questions was a relief.
4 **Using** crisis mapping has made a big difference.
_____ of crisis mapping has made a big difference.

6 Read the essay task. Then make a list of arguments to support your position. What evidence and/or examples could you include to support your arguments?

> 'Everyone's actions can make a contribution to future-proofing the world.' Discuss.

7 Plan your essay. Organise your ideas in Ex 6 into clear paragraphs. Use the guidelines in Ex 3 to help you.

8 Write your essay based on your plan in Ex 7.

9 CHECK YOUR WORK Did you …
- follow the plan: introduction, arguments with supporting evidence / examples, conclusion?
- start each paragraph with a topic sentence?
- use nominalisation to make your writing sound more formal?
- include grammar and vocabulary related to the topic?
- check your spelling, grammar and punctuation?

Grammar

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

1 It's better to avoid … any contact details on social media.
A putting **B** to put **C** you putting

2 Don't forget … me a text when you arrive.
A sending **B** to send **C** you to send

3 Our science teacher encourages … questions in class.
A to ask us **B** us to ask **C** us asking

4 Passing the music studio, I heard … for her exam.
A practise **B** her to practise **C** her practising

5 My dad was really into maths at school – later, he went on … computer science.
A to study **B** studying **C** study

6 Would you allow … for you on a voluntary basis?
A to work **B** me to work **C** me working

2 Complete the sentences with one of the participles from each pair below.

being / having been founded / founding
giving / given left / leaving walked / walking

1 _____ the opportunity, I would study abroad.
2 _____ through the city earlier this morning, I was surprised by the amount of litter.
3 _____ in 1961, the WWF exists to protect wildlife and preserve the environment.
4 _____ a refugee himself when he was younger, he understands how difficult it is for other people.
5 After _____ school, I volunteered as a citizen scientist.

Vocabulary

3 Complete the sentences with the words below. There are three extra words.

assistance charity shop contribution elderly
funds hardship homeless independence
initiative isolation issues refuge service tuition

1 He became _____ because he lost his job and couldn't pay the rent – fortunately, he has a room in a local _____.
2 Most _____ people, like my grandparents, want to retain their _____ for as long as possible.
3 At my school we spend two afternoons a month doing community _____ – I give one-to-one _____ in computer skills at a local care home.
4 Older people often experience feelings of social _____ – especially if they live alone and don't have family nearby.
5 Volunteering with a charity is a good way to engage with the _____ affecting your local community – it's also a good way to make a positive _____.
6 They've recently started a local _____ to improve the environment – they provide _____ with planting trees and picking up rubbish.

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

1 Following the storm, a number of a_____ a_____ entered the country to help with the r_____ e_____.
2 Rescue workers' first job after the earthquake was to a_____ the damage and p_____ lives.
3 We need someone in charge who can c_____ the work of the volunteers and get the i_____ working as soon as possible.
4 This disease t_____ the lives of children in developing countries, but with a vaccine we may e_____ it from many parts of the world.
5 During a humanitarian crisis, it's important to d_____ food and shelter quickly to avoid any further s_____.
6 We need volunteers to p_____ all the data and pass it to the rescue teams who are searching for s_____.

Cumulative review

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

Do you think of yourself as a good citizen? We'd like to know about your experience of voluntary work or community service. Tell us who or what inspired you [1]___ involved.

Alexa D I've recently started volunteering at a day centre for adults with a [2]___ disability. I hadn't really considered [3]___ anything like this before, but it's really rewarding. [4]___ an art student at school, I decided [5]___ a painting class. I strongly believe that, [6]___ the right encouragement, everyone has some artistic talent. Sometimes they just lack [7]___ in their own ability. We're planning an exhibition of their work. I have [8]___ a few challenges trying to organise this, but I'm determined to do it.

1	**A** get	**B** getting	**C** to get
2	**A** social	**B** learning	**C** community
3	**A** do	**B** to do	**C** doing
4	**A** Having been	**B** Have been	**C** On being
5	**A** starting	**B** to start	**C** start
6	**A** given	**B** giving	**C** having given
7	**A** assistance	**B** independence	**C** confidence
8	**A** distributed	**B** encountered	**C** processed

Think & share

6 Work in pairs. Discuss the questions.

1 What would inspire you to volunteer with a charity?
2 What have your parents encouraged you to do outside of school?
3 What local initiatives could you provide assistance with or raise funds for?

7–8 EXAM SKILLS

Listening

EXAM STRATEGY

When you do a multiple-choice task, read the questions and options carefully. Sometimes an option may include two pieces of information. Remember, both pieces of information need to be accurate in order for the option to be correct.

1 Read the strategy above. Then read the first question and set of options in the exam task in Ex 2. What two pieces of information need to be correct in each statement?

Example:

A Marco speaks three languages. He speaks them fluently.

2 8.10 You will hear an interview with an artist and author. For each question 1–5, choose the correct answer: A, B or C.

1 What is true about Marco?
- **A** He speaks three languages fluently.
- **B** He has written more than one book.
- **C** He moved to Europe when he was ten.

2 What does Marco say about going to Australia?
- **A** He wanted to display his art in an exhibition there.
- **B** He had always wanted to live in Alice Springs.
- **C** He was keen to explore new artistic styles.

3 What does Marco say about his first experience of Indigenous Australian art in Alice Springs?
- **A** It was more impressive than previous paintings he had seen.
- **B** He worked out the meaning of the art based on his previous knowledge.
- **C** He wasn't keen on the art to begin with because he didn't understand it.

4 Why did Indigenous Australian art suddenly become noticed?
- **A** Indigenous Australian artists travelled to different parts of the world.
- **B** Indigenous Australian artists started to paint on modern materials.
- **C** There was a rise in the number of Indigenous Australian artists.

5 What does Marco say about his book?
- **A** He has written several chapters on the meaning of Indigenous Australian art.
- **B** He has only focused on local artists and their work.
- **C** The money he makes will fund young artists around the world.

Use of English

EXAM STRATEGY

When you do a multiple-choice cloze task, try to think of the missing word in a gapped sentence before you look at the options. Look at the words before and after the gap, consider the topic of the sentence and decide whether the missing word is lexical or grammatical.

3 Read the strategy above. Then read the first gapped sentence in the exam task in Ex 4. Without looking at the options, can you guess the missing word?

4 Read the text below and for each gap (1–10) choose the correct answer: A, B, C or D.

Famous auction houses

Christie's has made many impressive art sales, including a painting by Gustav Klimt which [1]___ for the incredible sum of $135 million dollars. The painting was *Adele Bloch-Bauer I*, [2]___ was one of two paintings commissioned by the sitter's husband and shows a lady dressed in gold. The [3]___ was bought by billionaire Ronald Lauder. Some people might question the auction house [4]___ selling the painting to a private buyer, however, Lauder exhibited the painting in a museum in New York. The painting is well [5]___ seeing if you have the opportunity.

In 2018, Sotheby's sold a copy of the graffiti artist Banksy's famous work, *Girl with Balloon*, for £18.5 million. Yet while it was still [6]___ display, the painting fell apart, cutting itself into small pieces in front of onlookers. In a video, Banksy admitted [7]___ a device into the frame in order to destroy it. He quoted Picasso, who once [8]___ that the urge to destroy is also a creative urge. Later, it was suggested that the painting [9]___ be sold in its new form and with a new title: *Love is in the Bin*. This version sold for £16.5 million. A spokesperson for Sotheby's said [10]___ it was the first time something like this had happened.

1	**A** had sold	**B** sold	**C** is sold	**D** was selling
2	**A** whose	**B** where	**C** who	**D** which
3	**A** masterpiece	**B** performance	**C** exhibition	**D** structure
4	**A** at	**B** for	**C** by	**D** to
5	**A** value	**B** means	**C** worth	**D** rate
6	**A** on	**B** in	**C** for	**D** next
7	**A** install	**B** to install	**C** installing	**D** installed
8	**A** told	**B** talked	**C** asked	**D** said
9	**A** ought	**B** should	**C** have	**D** would
10	**A** that	**B** so	**C** it	**D** to

Reading

EXAM STRATEGY

When you match paragraphs to headings, it can be helpful to look for the same or similar words and ideas. However, it is also important to read through both the paragraph and heading, and think carefully about the whole meaning.

5 Read the strategy above. Then read the exam task in Ex 6. Read the first paragraph carefully. Then look at the headings (A–J) below the text. Which is the correct heading for the first paragraph? Which word appears in both the heading and the paragraph in the same or similar form?

6 Read the article about Vincent van Gogh. Choose the most appropriate heading (A–J) for each paragraph (1–7). There are three extra headings that you do not need. Which words appear in both the headings and the paragraphs in the same or similar form?

Vincent van Gogh

1 ___

The artist Vincent van Gogh is known for his original style and interesting and bold technique. Sadly, his artistic genius was dominated by a tragic life in which his paintings were unrecognised by art critics and failed to be accepted by the art-buying public at the time.

2 ___

Van Gogh was born in Holland in 1853 and began his career as an artist relatively late. When he was sixteen, he worked for his uncle who was an art dealer in Paris. The position involved travel and van Gogh learned a lot about contemporary art. During these early years, he also worked for the church, and briefly as a bookseller, before producing his first painting.

3 ___

He began drawing seriously while he was staying at his parents' home in Holland. He learned through studying books on the human body and artistic technique, and initially preferred drawing in black and white, focusing on shadow and light. He believed it was important to master these skills before attempting works in colour.

4 ___

By 1883, van Gogh had started painting, and in 1885 he attended an art school in Antwerp where he became interested in Japanese prints and the work of Rubens. On his return to Paris in 1886 he met artists such as Degas, Gauguin and Seurat, and began to change the way he used colour.

5 ___

In 1888, van Gogh settled in Arles in Provence and painted his now famous series of *Sunflowers*. At the same time, van Gogh seemed to suffer from mental illness. Eventually, he went to a hospital in St Remy where he painted his famous painting *A Wheatfield, with Cypresses*. He died in 1890 at the age of thirty-seven.

6 ___

Although van Gogh did not receive the recognition he deserved at the time, it's now understood how incredible his paintings are and what an important influence he had. Today, his paintings are exhibited in art galleries around the world, and books and films have been written about him.

7 ___

One spectacular exhibition took place in London in 2021. *Van Gogh: The Immersive Experience* is a virtual reality show. Through light and sound, and using large visual displays, the viewers are invited to travel through some of the artist's most exciting works.

A Human figures and landscapes
B A varied path to becoming an artist
C A group of unsuccessful artists
D Artistic influences on Van Gogh
E A failure to recover
F Studying in Paris
G Lack of recognition
H A digital experience
I Attention to detail
J Success at the end of a lifetime

Speaking

EXAM STRATEGY

When you talk to your partner, use language which is typical for spoken interaction. Learn phrases such as discourse markers (e.g. *actually*), phrasal verbs (e.g. *turn up*) and colloquial expressions (e.g. *That's my kind of thing*).

7 Read the strategy above. Then add at least two more phrases to each of the categories: discourse markers, phrasal verbs, colloquial expressions.

8 Work in pairs. Imagine the following situation. Your teacher has asked you to make suggestions for an art trip. Talk to your partner about the benefits of each of the ideas below and try to agree on one of them.

- a trip to the local art gallery
- a weekend trip to a famous art gallery in another city
- a workshop with a local artist

Writing

EXAM STRATEGY

When you write a review, think of both positive and negative points you can make, and make sure you give examples and reasons to support your ideas.

9 Read the strategy above. Then think of one positive and one negative point to describe your opinion of each of these:

1 the last book you read
2 a film you saw recently

10 Write a review of an art gallery or a museum you have visited or researched. Include …

- a description of the art gallery or museum.
- what kind of art or items it displays.
- your opinion of the place.
- why you would / wouldn't recommend it.

Live and learn

1 GET STARTED 1.15 Look at the qualities below. Which do you think are positive? Which are negative? How could you make the negative qualities sound positive in a sentence? Listen and check.

be determined to succeed be easy-going
be open-minded be self-confident be selfish
cope well with stress feel awkward in social situations
get upset easily have good people skills
tend to complain a lot

2 Complete the sentences with the correct form of the phrases in Ex 1. There are four phrases that you do not need.

1 You need to be able to _____ if you work in the emergency services, like the ambulance or fire service.
2 I think you _____. You only think about yourself, never about what other people might need.
3 You need to be a bit gentle with him because he _____. Don't shout, or he'll cry!
4 'My brother is really hard-working and ambitious. He _____. He wants to be the best at everything.'
5 We are looking for someone who _____ and can build good relationships with our customers.
6 Juan is really _____. Nothing worries him and he never gets angry or upset about anything.

3 Work in pairs. Which of the qualities in Ex 1 would you use to describe yourself? Why? Choose five. Compare in pairs.

I think I cope well with stress. I take time to write down a list of things to do.

Really? I often worry too much and can't think clearly when I'm stressed. I need to be more like you!

4 PRACTISE Match 1–8 to A–H to make complete sentences.

1 I was determined to
2 You can learn to play the guitar by watching
3 I'm not an expert at sewing, but I picked up
4 Andy wants to be an actor. I hope he'll fulfil his
5 A lack of experience meant Mina had to overcome
6 Luis has the potential
7 I've read about baking, but now I need to put theory
8 We didn't know if Marek would be capable of

A into practice and make some bread.
B dream of getting into drama school.
C succeed and made sure I'd revised properly before the exam.
D remembering all the rules, but he didn't forget any.
E the basics from my grandmother.
F to be a brilliant swimmer, but he needs to practise more.
G online tutorials.
H a lot of problems before getting her first job.

5 Complete the text about the best age to learn new skills. The first letter of the words has been given.

Most people think that the best time to learn something new is when you're young. It's true that some skills, like swimming or cycling, are best learned before you reach [1]a_____. When it comes to learning a foreign language, many children start young and then continue at secondary school when they are in their [2]t_____. But it's never too late to learn. In early [3]a_____, when people start working, they often find that they have to learn new skills, including learning a language. However, in [4]m_____ [5]a_____, when they are in their 40s and 50s, people are often too busy with work and family life to study. But when they are close to [6]r_____, many people start learning new skills again. Some even decide to go back to university. Sometimes the [7]o_____ [8]g_____ works harder and does better than younger students. Maybe it's because older students are [9]w_____ with years of experience and [10]m_____. Or perhaps it's just because they have more time!

6 EXTEND 1.16 Match the phrases to the definitions. Listen and check.

be a natural build rapport capitalise on something
have strict self-control push your boundaries
think outside the box

1 gain a further advantage for yourself from a situation; to take advantage of something
2 attempt to go beyond what is allowed or thought to be possible
3 think about something, or how to do something, in a way that is new, different or shows imagination
4 be a person who is very good at something without having to learn how to do it.
5 have the ability to remain calm and not show the strong emotions you are feeling
6 form a friendly relationship in which people understand each other very well

7 Read the tips below. Choose the correct alternative.

How to achieve your goals and
[1]capitalise on your abilities / have strict self-control

- When applying for a job, **[2]be a natural / capitalise on your strengths**, not your weaknesses.
- If you're outgoing and never feel awkward in social situations, and if you're good at **[3]building rapport / thinking outside the box**, go for a job that means you spend time with other people.
- It's also important to **[4]have strict self-control / push your boundaries** when you start a new job. You can't allow yourself to get upset or angry if things get challenging.
- Originality is a great quality. Get into the habit of **[5]building rapport / thinking outside the box** and coming up with innovative ideas.
- Finally, get out of your comfort zone, take risks and try new things, go to new places, meet new people. **[6]Push your boundaries / Be a natural**!

8 Work in pairs. Which of the tips in Ex 7 do you think is the most important? Why?

Highs and lows

1 GET STARTED Choose the correct definition (A or B) of the words in **bold**.

1 Isabelle was **charmed** by Paul's good looks and humour.
- **A** Isabelle found Paul very attractive.
- **B** Isabelle thought Paul was dangerous.

2 My aunt was **amused** by what had happened.
- **A** She thought it was exciting.
- **B** She thought it was funny.

3 Hasan was **anxious** about his final exams.
- **A** Hasan was confident he'd do well.
- **B** Hasan was worried he'd do badly.

4 You should be **grateful** that I helped you.
- **A** You should thank me.
- **B** You should be sorry.

5 Don't be **alarmed**. Nothing terrible will happen.
- **A** Don't be afraid.
- **B** Don't be unhappy.

6 Kaya was **exasperated** when she got home to find the house in a mess again.
- **A** Kaya was extremely annoyed.
- **B** Kaya was very tired.

7 Darius was **stunned** by the bad news.
- **A** Darius was extremely angry.
- **B** Darius was shocked and surprised.

8 Rita only ever wants to watch **upbeat** films.
- **A** Rita prefers films that make her feel good.
- **B** Rita doesn't mind watching depressing films.

2 2.15 Which words in Ex 1 describe a positive feeling? Which are more negative? Are any neutral (can be positive or negative)? Listen and check.

3 Write five questions using the words in bold in Ex 1. Ask and answer the questions in pairs.

Are you anxious about anything at the moment?

Yes, I'm anxious about my maths test.

4 PRACTISE Complete the sentences with the missing adjectives. The first letters have already been given.

1 Sarah was very p_____ when I asked her if she was better, as she hadn't been unwell. I must have got her mixed up with someone else.
2 Fabio wasn't just surprised by the news, he was a_____. He couldn't believe it!
3 Luis hated going to school when he was small. It made him quite m_____.
4 Lucy wasn't just angry about the mess in the kitchen, she was absolutely f_____.
5 Lisa was o_____ when Charlie said her new haircut was odd. He really hurt her feelings.
6 You shouldn't clean up after everyone else. Everyone knows it's unfair and it will only make you feel r_____.
7 Don't shout! Ashok gets i_____ if we wake him up in the middle of the night.
8 Pete was getting very f_____ because he couldn't log on to his account.

5 Read the texts about weekend courses and complete them with the correct form of the phrases below.

be mindful be on the go build self-confidence
chill out develop a positive mindset get on top of you
thrive on stress



Last weekend, I went on a mindfulness course because my friends say I rush around and put too much pressure on myself. I didn't want to go because I think I [1]_____. The busier I am, the happier I am. I really like [2]_____. But everyone said I need to learn how to [3]_____ and take it easy, so I agreed to go. It was fantastic! I realised that [4]_____ is a great way to enjoy the world around me. I'll definitely keep it up.



My teacher suggested I go on a weekend course to help me [5]_____. I was a bit offended that she thought I needed this, but it's true that I often find myself lacking confidence. Things also tend to [6]_____, like homework and exams. Sometimes I feel so stressed I can't do anything. I also worry everything will go badly, like I'll fail my exams. I need to [7]_____ and be optimistic. I'm trying to look forward to the course.

6 EXTEND 2.16 Complete the sentences with the adjectives below. Listen and check.

competent considerate proactive resilient
self-critical tactful vulnerable worthless

1 You need to be _____ if you want to be a nurse. It's a tough job and you need to carry on even when a situation is stressful and upsetting.
2 We need to protect the very young and the very old as they are the most _____ members of society.
3 I always feel safe when George is driving. He's a very _____ driver.
4 Lucinda is such a _____ person. She's always careful not to say anything to annoy or upset people.
5 Freddy is always thinking about other people. He's so _____ and kind.
6 Having no qualifications makes Camilla lack self-confidence and feel _____ in the job market.
7 Stop being so _____! You have lots of brilliant qualities and you shouldn't put yourself down.
8 Geeta is the most _____ person I know. She doesn't wait for things to happen, she gets things done.

7 Which three qualities from Ex 6 would you consider most useful when trying to get a job? Why? Compare your answers with a partner.

An active life

1 GET STARTED 3.12 Complete the phrases in the text with the words below. Listen and check.

focus on get hate individual stamina
strength take on team



Fitness tips

One of the best ways to [1]_____ **fit** is to join a gym. If you want to exercise for longer without getting tired, you can [2]**increase your** _____ by going on rowing or running machines. And you can [3]**build** _____ by lifting weights. Boredom is a problem for many people. Doing a sport can be much more enjoyable and equally good for you. Whether you choose an [4]_____ **sport** like swimming or running or a [5]_____ **sport** like football or basketball, you'll be increasing your fitness and having fun at the same time. You might not win that often, but even if you [6]_____ **losing**, the exercise will benefit you. Some people need to [7]_____ **a challenge** to keep up their fitness programmes, like training to run a marathon for charity. It also helps to be determined to achieve your goal and if things go wrong, you should always [8]_____ **the positives**. You got out there, you tried your best and now you are much fitter!

2 Write five questions about fitness using the phrases in Ex 1. Ask and answer in pairs.

How can you increase your stamina?

I could take up running.

3 PRACTISE Correct the underlined parts of the sentences using the underlined phrases from other sentences.

1 To avoid injury, you should always work up a sweat before you go for a run.
2 Exercises like running and cycling that maintain your health and make you breathe hard will help you get fit.
3 Cycling uphill makes me have a positive impact so I need to shower when I get home.
4 The problem with swimming is that it can fit in with your daily routine, unlike going for a run, which can be quite quick.
5 Eating well and walking everywhere is a great way to take up a lot of time.
6 Going for a walk or a gentle run should be easy to make you aware. It's free, and you don't need a gym or any special equipment.
7 There is no doubt that exercising and avoiding junk food will stretch your muscles on your health.
8 Doing yoga every day will increase your heart rate of your body and help you avoid injury.

4 Complete the sentences with the missing words. The first letters have already been given.

1 The d_____ made by coaches on elite athletes are so huge that they often have no time to see family.
2 Good o_____ s_____ are needed to manage your school work, training, and social life.
3 T_____ is very important in this job. We expect everybody to work well together in their groups.
4 The new sports hall was the result of a c_____ between athletes and architects.
5 Paula's s_____-c_____ increased when she was chosen to play in the first team.
6 When you are chosen to join our team, we expect total c_____ from you in training and matches.
7 We are looking for someone with good l_____ qualities to take on the role of captain.

5 EXTEND 3.13 Complete the definitions with the expressions below. Listen and check.

devote time to something do yourself proud
have mutual respect
know something like the back of your hand
leave your comfort zone pursue your dream(s)

1 When you _____, you try to achieve your goals and succeed in doing what you'd hoped for.
2 When you _____, you understand it extremely well.
3 When you _____, you give it your attention for a certain period.
4 When you and somebody else _____ for each other, it means that you appreciate each other, in the same way.
5 When you _____, you do your best in your own eyes and usually in the eyes of others as well.
6 When you _____, it means that you are being brave and doing something new that isn't easy or familiar to you.

6 Complete the sentences with the correct form of the expressions in Ex 5.

1 If you want to be a really great musician, you have to _____ to practising your instrument.
2 My boss and I aren't exactly friends, but we have _____ for each other. I think she's very good at her job.
3 James is living in Hollywood and _____ of becoming a famous actor. I hope he achieves it.
4 Well done for winning that prize. You've _____.
5 I know I'm going to _____ when I go on this expedition into the jungle.
6 There's nothing I don't know about Sally. You could say I _____.

A place like home

1 GET STARTED 4.12 Match the words below to the photos. Listen and check.

block of flats cottage semi-detached house
skyscraper terraced house three-storey building



2 Work in pairs. Make a list of the advantages and disadvantages of living or working in the buildings in Ex 1. Compare with another partner.

3 What type of house or flat would you like to live in …

- if you go to university?
- when you get a job?
- when you retire?

Compare in pairs.

4 PRACTISE Complete the dialogue with the words below.

affordable central heating energy-efficient facilities
open-plan spacious storage well-equipped

A What kind of house are you looking for?
B Well, I'd like somewhere with a [1]_____ living room where I can fit two big sofas as well as a table.
A That's not so easy in this city …
B I know … It also needs to be [2]_____. We don't earn enough to pay a lot of rent.
A OK. Well, maybe we could look for an [3]_____ flat with the kitchen, dining and living room together.
B Yes, I'd like that. We'd also like a really [4]_____ kitchen because my partner does a lot of cooking.
A That might be a bit more difficult, but I can try. What about the area you want to live in?
B Well, we need to be near shops and good transport, so somewhere close to local [5]_____ would be good.
A Actually, that should be easy. There are lots of flats in the city centre.
B Great. We also need plenty of good [6]_____ because we both have lots of books and clothes.
A OK, that's not impossible …
B And we were hoping to find somewhere with solar panels on the roof so it would be more [7]_____ …
A I'm afraid there aren't many buildings with solar panels in the city centre. But most flats have really good [8]_____ so you won't be cold in the winter. Let's see what we can find for you.

5 Match 1–8 to A–H.

1 In our halls of residence we have a communal area
2 Deciding to live in a small flat in the city is a lifestyle choice
3 Although Fatima's permanent residence is in Rome,
4 One way to improve your standard of
5 The way our organisation provides a support network for refugees is
6 We had to move into temporary accommodation when

A she's decided to spend the summer in Naples.
B our house was being rebuilt.
C by introducing them to community members and families in a similar situation.
D where we can spend time together cooking, eating, chatting and playing games.
E and means you are close to facilities like shops and restaurants.
F living is to get a good education, which can lead to a well-paid job.

6 EXTEND 4.13 Match the words below to the definitions. Listen and check.

assumption basic necessities disadvantaged
hardship social housing stereotype

1 houses or flats that are provided for people on low incomes to buy or rent at a low price
2 a belief or feeling that something is true or that something will happen, although there is no proof
3 things like food, water, clothing and accommodation that you must have to survive
4 a widely held but simplified opinion of a particular type of person or thing
5 a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc.
6 not having access to essential things, like adequate accommodation, education or food

7 Complete the lecture with the words below.

assumption basic necessities disadvantaged
hardship social housing stereotyped

Today, I'd like to talk to you about why people end up living in temporary accommodation, sleeping on friends' sofas or even on the streets. Some think that only [1]_____ people with little education or skills end up homeless. But this does not only happen to such [2]_____ people but also those who are forced away from their support networks by personal and other issues. They can end up without even the [3]_____ of life, having no food, nowhere to sleep and no way of making a living. Such [4]_____ is difficult to imagine, but all over the world there are people who need help because of forces outside their control. So we need to challenge the [5]_____ that people always have control over their lives and homelessness is their fault. Authorities need to provide affordable [6]_____ so that no one is left without a roof over their heads.

8 Do you agree with the ideas in Ex 7? Why? / Why not?

Technology

1 GET STARTED 5.12 Complete the table with the words and phrases below. Listen and check.

biodegradable click on an icon climate change hardware hydroelectric power network recycling waste software wind turbine wireless mouse

Technology and computers	Energy and the environment

2 Complete the sentences with words and phrases from Ex 1. There are four that you do not need.

1 You need water to produce _____.
2 You don't need to connect a _____ to your computer, but you need batteries to make it work.
3 When you _____ it opens a file or new window on your computer.
4 _____ has increased droughts, floods and heat waves as well as rising sea levels and storms.
5 The plastic that your computer and phone are made of isn't _____ so it will take hundreds of years to break down and disappear.
6 Your computer needs _____ to tell it what to do. This is a set of instructions for the computer.

3 Work in pairs. Discuss the questions below.

- How can technology help fight climate change?
- What can you do to reduce greenhouse gas emissions?

4 PRACTISE Complete the sentences with the missing words. The first letters have already been given.

1 My grandmother loves her laptop, but my grandfather is a t_____ and won't use a computer.
2 A_____ in t_____ mean that soon we could be using driverless cars.
3 It's really important to allow u_____ to be installed on your phone to make sure it is secure.
4 Thanks to a_____ i_____, computers can now do medical jobs that could only be done by humans in the past, including diagnosing some illnesses.
5 You should leave all your g_____ in the living room before you go to bed, including your phone.
6 You need to make sure that any i_____ on your devices, especially all personal data, is secure and can't be accessed by anyone else.
7 I love w_____ t_____ like my fitness tracker because I don't have to carry it in a bag or a pocket.
8 Ashu is a computer g_____. There's nothing she doesn't know about computers. She'll be able to help you with your new laptop.

5 Choose the correct alternative.

1 Wind and solar power are examples of **alternative energy** / **natural resources**.
2 **Global deforestation** / **Global warming** is due to an increase of carbon dioxide in the atmosphere.
3 Our energy **consumption** / **resource** is much higher in winter when we have to heat our house.
4 Global **deforestation** / **landfill** is caused by trees being cut down for many reasons, including making room for farms and cattle ranches.
5 Air, water, soil, plants and animals are all examples of **raw materials** / **natural resources**.
6 Recycle as much of your rubbish as possible, or it will end up in a **landfill site** / **carbon footprint**.
7 Lithium is one of the **renewables** / **raw materials** you need to make a smartphone.
8 If you walked or cycled, your **carbon footprint** / **consumption** would be lower than if you drove.

6 EXTEND 5.13 Work in pairs. Check the meaning of the words below. Are any similar in your language? Which one describes a person? Listen and repeat.

carbon capture carbon storage climate change denial conservationist eco-anxiety ecology monoculture wildfires zero-emissions

7 Complete the text with the words or phrases from Ex 6.



My name is Sara. I'm 20 years old and I want to become a [1]_____. I'm anxious about climate change. I'm particularly upset about [2]_____, people who don't believe that human activity is causing the Earth to get hotter. I started suffering from [3]_____ and feeling so depressed that one of my friends suggested I do something about it, instead of just worrying all the time. So now I'm studying [4]_____ and conservation at university and learning about new techniques being developed to help solve the problems of climate change. One of these is [5]_____ which means that instead of allowing carbon dioxide to pollute our atmosphere, we find ways of collecting it. Then it is kept safely somewhere, usually underground. This is called [6]_____. We are also learning better ways to predict and deal with natural disasters, like [7]_____. Drones can be used to spot these quickly and stop them spreading. There are still challenges though. [8]_____, seen in farming, is when you grow just only type of crop in an area of land. This can lead to problems with bugs and the use of chemicals to kill them, causing more environmental problems. I'm convinced that we should go back to growing lots of different crops together. Next we are going to study ways to achieve [9]_____ in housing. It would be amazing to have a home with no carbon footprint! I'm excited about my studies and much less pessimistic about the future.

8 Work in small groups. Make a list of ten things that you could do to help save the environment. Compare with another group.

Money matters

1 **GET STARTED** Choose the correct explanation (A or B) of the phrases in **bold**.

1 Serena's parents **made a deposit** of €600 into her account to help her pay her rent.
- **A** They took money out of her bank account.
- **B** They put money into her account.

2 If you sell the smartphone for less than you paid for it, you'll **make a loss** on it.
- **A** You'll be poorer.
- **B** You'll be richer.

3 Karin's parents **made** a lot of **sacrifices** to send her to an expensive school.
- **A** It was hard for them because they aren't rich.
- **B** It was easy for them because they had plenty of money.

4 Instead of a present, Nasser asked his parents to **put money towards** a ticket to Australia.
- **A** Nasser asked his parents to contribute to the cost of the ticket.
- **B** Nasser asked his parents to buy him the ticket.

5 Oh, no! We've bought so much that we've **run out of money** and can't afford a ticket home.
- **A** All our money has been stolen.
- **B** We've spent all our money.

6 I need someone to help me **take control of my finances**.
- **A** I often don't know how much money I have or what I should do with the money I've got.
- **B** I usually know exactly how much money I have and what I can spend each month.

2 **6.12** **Complete the sentences below with the correct form of the phrases in Ex 1. There is one phrase that you do not need. Listen and check.**

1 The opposite of making a profit is _____.
2 If you buy those expensive trainers, you'll _____ and then you'll have to borrow from your family.
3 I've decided not to go on holiday this year. I'm prepared to _____ to buy my dream house.
4 I asked my brother to help me _____ after I got into debt.
5 Would you like me to _____ your tennis lessons? I know they are very expensive.

3 **Work in pairs. Ask and answer the questions.**

1 How can you avoid getting into debt?
2 What do companies do to make a profit?
3 What sacrifices would you make to save money?

4 **PRACTISE** Complete the text with the words below.

accessories bus fares charity donations
everyday expenses gaming gym membership
second-hand takeaways tuition fees

Here is a summary of my [1]_____, the money I usually spend on a daily or weekly basis. Some of these are essential. I need to take public transport to and from school, so I need money for my [2]_____. I also have to pay the [3]_____ for my piano lessons. My parents pay for those and for my [4]_____ because they know I like to keep fit. Other expenses are non-essential, but life is more fun with them! I've enjoyed [5]_____ ever since I got my first computer and I spend too much on it. I also love getting [6]_____ with my friends, but I know I should eat healthier meals at home. My other weakness is buying [7]_____ like handbags and scarves. Recently, I've started shopping in charity shops and buying [8]_____ stuff, especially clothes and books. Finally, I've started giving [9]_____ to homeless shelters and food banks.

5 Match 1–6 to A–F.

1 I usually read the reviews before I **purchase**
2 You should always make sure **you select**
3 Once you've checked the items and quantities in your basket, you can **proceed**
4 Before paying for your goods online, you need to **choose**
5 Because it's hard to tell the quality of an item just from a photo, it isn't always easy to **pick**
6 Unless you have a smartphone or computer, you won't be able to **carry out**

- **A** **a delivery option**.
- **B** **transactions** online.
- **C** **up a bargain** online.
- **D** **a product** online.
- **E** **to the checkout** and pay for your goods.
- **F** **the right quantity** before you pay for an item.

6 **EXTEND** **6.13** **Match the words and phrases below to the definitions. Listen and check.**

contactless cost-cutting impulse buy overdrawn
pay your way tighten your belt

1 This means you are not relying on someone else to contribute to your everyday expenses.
2 When you do this you spend less because you have less money or you want to save.
3 This is when you just tap your card on an electronic device to pay for an item.
4 This is the reduction of the amount of money spent, especially because of financial difficulty.
5 This happens when you take out more money from your account than you have in it.
6 This is something that you buy without planning to do so, and without thinking about it carefully.

7 **Work in pairs. Write six questions with words or phrases from Ex 6. Ask and answer in different pairs.**

Do you always ask for a receipt when you make a contactless payment?

All about art

1 GET STARTED 7.12 Look at the words below and check their meaning with a partner. Which word describes something you cannot touch? Listen and check.

clay drawings frame metaphor
oil paintings portrait pottery sculpture

2 Complete the sentences with words from Ex 1.

1 Van Gogh's *Starry Night* and Picasso's *Guernica* are examples of famous _____.
2 Ancient Egyptian pots were made of _____.
3 A _____ is a painting or drawing of a person or people, though it could also be of an animal.
4 It's important to put a painting or a drawing in a _____ to protect it.
5 A _____ is a 3D work of art made by shaping wood, stone, clay, etc.
6 An artist usually makes _____ of his subject before starting to paint.
7 Pots, dishes, plates and other objects made with clay are examples of _____.
8 In paintings, clocks are often seen as a _____ for time passing, flowers may represent innocence, and dogs often symbolise faithfulness.

3 Work in pairs. Think of or research a famous work of art. Don't say what it is. Your partner asks ten questions to try to find out what it is.

Is the artist still alive?

No, they died a long time ago.

4 PRACTISE Complete the sentences with the missing words. The first letters have already been given.

1 The *Mona Lisa* is probably the most famous m_____ in the Louvre Museum in Paris.
2 The director's latest film is not only a r_____ p_____ of w_____, many think it's her most original.
3 Although all the a_____ c_____ gave her terrible reviews, the public loved her sculptures.
4 I think the two lead actors g_____ an o_____ p_____, the best I've seen in a long time.
5 Van Gogh is famous for using g_____ c_____ in all of his paintings, especially his favourite, yellow.
6 At least twelve paintings by the French painter, Monet, are o_____ d_____ in the National Gallery in London.
7 The Prado Museum in Madrid has an amazing collection of s_____ a_____ by artists such as Titian, Velázquez and Goya.
8 It was impossible to v_____ the e_____ in the gallery. It was so crowded I could only see other people's heads!

5 Complete the text with the correct form of the words and phrases below.

a new dimension attention to capture
convey a sense of inspired by passionate about



This self-portrait was painted around 1630 by the Dutch painter Judith Leyster, one of very few female painters in the 17th century. It portrays the artist painting a portrait of a musician and it is very likely that she was [1] _____ other Dutch artists of the time, like Frans Hals. Look at the smile on her young face, which mirrors the smile on the face of the violin player. Both [2] _____ joy and pride in their art. The fact that we can see the subject of her painting so clearly adds [3] _____ to the portrait. The painting is not only about her, but also about him. It is clear that they are both [4] _____ their chosen professions. In their cheerful faces, the artist [5] _____ the pleasure and confidence they feel in their own talent. Notice the paintbrush in her hand, which draws our [6] _____ the hand of the violin player, holding the bow with which he plays his instrument. Again, they mirror each other. It is a brilliant example of Leyster's skill as a painter and a joyful celebration of the arts.

6 EXTEND 7.13 Match the words below to the definitions. There is one extra word. Listen and check.

canvas landscape line drawing performance art
spray paint surrealism watercolour

1 a 20th century style of art in which different images are put together in a strange way, often described as a visual dream
2 an art form in which an artist gives a performance, rather than producing a physical work of art
3 a picture made with paints that you mix with water, not oil
4 a painting of a view of the countryside
5 a strong, heavy, rough material used by artists for painting on, often with oil paints
6 a drawing that consists only of lines
7 paint that is kept in a container under pressure, often used for graffiti

7 Work in small groups. Discuss the questions. Compare your answers with another group.

1 What will you usually see in a painting of a landscape?
2 Where do you often see line drawings?
3 What did artists paint on before canvases became popular?
4 What art movement were Salvador Dalí, René Magritte and Max Ernst a part of?
5 What are some of the advantages of using spray paint?
6 Why is it difficult to put a price on performance art?
7 Why do you think it might be more difficult to paint a watercolour than an oil painting?

Local and global citizenship

1 GET STARTED 8.11 Check the meaning of the nouns and compound nouns below. Listen and check.

Which one means 'help during a catastrophic event'? Which two are also verbs?

collapse disaster relief famine good causes
loss obstacles poverty struggle

2 Complete the sentences with six of the words from Ex 1.

1 I like to give to _____ like Save the Children or UNICEF.
2 When they lost their homes and possessions during the earthquake, they fell into _____.
3 It became very dangerous in the country when the economic crisis caused the _____ of law and order.
4 The _____ of jobs during the financial crisis caused a huge increase in poverty.
5 The two-year drought caused crops to fail and led to a terrible _____ in the country.
6 Natural _____ like avalanches made it difficult to get aid to areas affected by the earthquake.

3 Work in pairs. Discuss the questions.

1 What events can cause the collapse of a country's economy?
2 What type of losses have caused poverty and famine in many countries?
3 What kind of obstacles can prevent disaster relief reaching people who need it?

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

1 After Rita lost her job she couldn't pay her bills and became … for a few weeks until she found work in the new factory.
A confident B homeless C respected
2 We all need to engage with the … that are causing problems in our environment.
A issues B independence C funds
3 Sami lacks … in his singing ability even though everyone thinks he sounds great.
A assistance B hardship C confidence
4 When you start making … to society, you'll feel much happier in yourself.
A funds B issues C a contribution
5 I work for a charity that provides … like reading and driving to people who have lost their sight.
A assistance B independence C funds
6 We're looking for ways to raise … for a new building in our school.
A hardship B funds C issues
7 Although my grandparents are very old, they want to continue to live in their own house and retain their ….
A contribution B independence C assistance
8 During the natural disaster, they suffered terrible … including hunger and extreme cold.
A hardship B homelessness C confidence

5 Correct the underlined parts of the sentences using the underlined parts from other sentences.

1 As soon as they heard about the earthquake, survivors took action by sending food, medicine and experts to the region.
2 Suffering during the natural disaster made it very difficult and dangerous to send supplies to the city.
3 The country's relief effort was almost entirely destroyed after the disaster, so people could not access clean water or electricity.
4 The aid agency's extreme weather is saving lives above all else.
5 After the Second World War, there were over 800,000 aid agencies from different countries in Europe living in camps across the continent.
6 Many of the people involved in the priority to help survivors of the tsunami were young students from the city.
7 Priyanka's main aim as a volunteer doctor was to help reduce the infrastructure of patients in the hospital.
8 Thanks to the anticipation of government agencies, there were many more refugees than in recent, similar disasters.

6 EXTEND 8.12 Complete the definitions with the words below. Listen and check.

aftermath asylum seeker economic migrants
inequality persecution starvation

1 _____ is the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others.
2 _____ is the act of treating somebody in a cruel and unfair way, especially because of their race, religion or political beliefs.
3 The _____ of something is the situation that exists as a result of an important (and usually unpleasant) event, especially a natural disaster, an accident, etc.
4 An _____ is a person who moves from one country or area to another in order to improve their standard of living.
5 _____ is the state in which somebody suffers or dies because they have no food.
6 An _____ is a person who has been forced to leave their own country because they are in danger and then asks to stay in another country.

7 Work in small groups. Discuss the questions. Choose an answer (A or B).

1 Which of these words describes a crime?
A modern slavery B inequality
2 What happened in the aftermath of the Second World War in Germany?
A the country was divided B it became a democracy
3 Who moves to another country because of persecution?
A an economic migrant B an asylum seeker
4 What caused terrible starvation in Ireland in the 19th century?
A drought B the failure of the potato crop
5 What causes more food insecurity worldwide?
A lack of food production B poor infrastructure
6 Which country is supposed to have the least inequality in the world?
A the USA B Norway

0.1 Present tenses

Present simple

We use the present simple …

- for habits and routines.
  Andrew plays computer games every Saturday. He doesn't go out.
- for a permanent situation or fact.
  There are eight planets in our solar system.
- for timetables and schedules.
  The plane lands at 17.00.

TIP

He / She / It forms have some spelling variations:
We add *-es* to verbs ending in *-o*, *-s*, *-x*, *-z*, *-ch* and *-sh*:
She goes … / He finishes …
We change *-y* to *-ies* after a consonant:
She tries … / He studies …
Have has an irregular form:
She / he has …

Present continuous

We use the present continuous …

- to talk about things that are happening now.
  'What are you doing, Salah? Are you playing computer games?'
  'No, I'm not! I'm doing my homework.'
- for describing annoying behaviour with *always*.
  'You're always leaving your socks on the floor.'
- to talk about things that are happening around now (today, this week, etc.).
  We aren't going to school this week. We're on holiday.

TIP

There are spelling variations for the *-ing* form of the verb:

1. Most verbs: + *-ing*
   watch → watching
2. Ends in *-e*: change *-e* to *-ing*
   ride → riding
3. Ends in stressed vowel + consonant (not *w, x* or *y*): double the consonant and + *-ing*
   run → running

1 Tick (✓) the correct sentence.

1. ☐ I don't like to visit the dentist.
   ☐ I am not liking to visit the dentist.
2. ☐ Hasan's basketball practice ends at 16.00 every day.
   ☐ Hasan's basketball practice is ending at 16.00 every day.
3. ☐ I listen to my favourite song right now.
   ☐ I am listening to my favourite song right now.
4. ☐ There is a new restaurant on the corner.
   ☐ There is being a new restaurant on the corner.
5. ☐ She is very busy this week.
   ☐ She are very busy this week.

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

1. He _____ too much. He's always at the library. (study)
2. I _____ really frustrated. (be)
3. Henry _____ with us, so we don't have to wait for him. Let's go. (not go)
4. She _____ two older brothers. (have)
5. They _____ that much. I think they only see each other once a year. (not talk)
6. Let's stop and read the rules of the game. I don't think we _____ it correctly. (play)
7. Someone tell Pablo to be quiet! He _____ too loudly! (sing)
8. Wow! You _____ every day! That's commitment. (run)

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

be (x2) be not compete enjoy grow practise score skate (x2) think try (x2) wear

I [1]_____ about joining a roller derby team. It [2]_____ popular in the United States and [3]_____ in popularity in the United Kingdom. I [4]_____ roller skating but I [5]_____ very good at it yet. I [6]_____ to improve. I [7]_____ skating every day to try to improve.

In a roller derby match, two teams [8]_____ against each other. A team [9]_____ a point when one of their players [10]_____ a lap. The other team [11]_____ to block the player from completing the lap and scoring. Everyone [12]_____ helmets and other protective gear because when you [13]_____ fast, you can really hurt yourself. I think the matches [14]_____ always very exciting!

0.2 Past tenses

Past simple

We use the past simple to talk about completed actions in the past. When we use the past simple, we often say when the action happened, e.g. *last winter, in 1999, ten minutes ago.*

I had dinner at a famous restaurant yesterday.

Past continuous

We use the past continuous to talk about an action in progress in the past.

I was having dinner at a famous restaurant.

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 having dinner at a famous restaurant when I saw a film star last night.

TIP

1 We can use *when* and *while* to link two actions in the past. We often use *when* for the shorter action and *while* for the longer action.

I was walking to school when I heard the ambulance.
I heard the ambulance while I was walking to school.

2 Some verbs are only used with the past simple. These verbs often describe states, not actions, e.g. *like, prefer, see, want*.

We liked the music at Tony's party last night.
(NOT ~~We were liking the music at Tony's party last night.~~)
I didn't want to go swimming yesterday afternoon.
(NOT ~~I wasn't wanting to go swimming yesterday afternoon.~~)

Present perfect simple

We use the present perfect simple for actions that started at an unspecified time in the past and have a connection or result now.

The students have improved their speaking skills.

Present perfect continuous

We use the present perfect continuous for actions that started recently in the past and are still in progress.

The president has been making more televised appearances this past year.

We also use the present perfect continuous for an event that has recently stopped and which explains the present situation.

I've been cleaning the windows – that's why there's water on the floor.

We form the present perfect continuous with: subject + *has / have* (not) + *been* + *-ing* form of the verb.

I have been studying for hours. Ali hasn't been studying.

Past perfect

We use the past perfect to talk about an action that was finished before another action happened.

The party had started by the time we arrived.

1 Complete the sentences with the missing words.

1 I have _____ waiting for you for two hours!
2 They _____ here a minute ago! Where are they now?
3 I _____ never heard a better story than the one you told today.
4 They _____ standing in the queue for half an hour before they realised they were in the wrong one.
5 He _____ running in the park when he heard someone scream.
6 They _____ been on holiday for two weeks when she lost her wallet.
7 Most of the students _____ been ordering their books online.

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

1 Over the past decade, more and more schools _____ gardens. (plant)
2 In the past, teachers _____ gardens were a great way to involve students in science. (think)
3 Throughout the years, gardens _____ many other benefits. (provide)
4 Recent research _____ that being in nature helps children to learn. (show)
5 In surveys from one school, children _____ less stress. (report)

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

add be change cycle love make not be not wear

Cycling in the city is safer now than in the past. When I was young, I [1]_____ to cycle, but I couldn't cycle in the city. It [2]_____ safe.

Over the past decades, cities all over the world [3]_____ cycle lanes to city streets. These lanes [4]_____ cycling less dangerous.

In addition, most people in the past [5]_____ helmets. Now that [6]_____, and most children and adults wear protective gear.

I [7]_____ a cyclist for years when cities began to add cycle lanes. Since then, I [8]_____ to work most days. Cycle lanes have made cycling in the city a real transport option.

0.3 Future tenses

We can use the present continuous, the present simple, *be going to, will* and the future continuous to talk about the future.

Present continuous

We can use the present continuous to talk about future events that have already been planned and arranged.

I'm flying to Bratislava tomorrow!

TIP

We often use time expressions tomorrow, tonight or this evening / week / Friday.

Present simple

We can use the present simple when the future event is part of a fixed schedule or timetable.

The flight leaves at 11.20 a.m.

Be going to

We can use *be going to* to talk about future intentions.

I'm going to visit all the famous sights there.

We can also use *be going to* to make a prediction based on evidence in the present.

Look at the traffic. We're going to be late!

Will

We can use *will* to make predictions.

It'll be a fantastic trip!

We also use *will* to make an instant choice or decision. This can include promises, offers, plans, refusals and requests.

I think I'll stay at home today.

I'll help you if you like.

I won't tell anyone. I promise.

TIP

1 In speaking and in informal writing, we usually use the short form of *will*, especially with subject pronouns.
We'll arrive around 6.30 p.m.

2 We can qualify future predictions with expressions like *certainly, definitely, maybe, perhaps, probably, I (don't) think*, etc.
I think you'll enjoy this movie.

3 We can sometimes use two different forms to talk about the same thing.
We can use *will* and *be going to* to make predictions, but with *going to* it is based on present evidence.
It will probably rain tomorrow.
It's going to rain tomorrow. (= You've seen a weather forecast.)
We can use *be going to* and the present continuous (but not *will*) to talk about plans and intentions.
I'm going to get the train to Warsaw. (= *I intend to.*)
I'm getting the train to Warsaw. (= *I have arranged it.*)

Future continuous

We use the future continuous to talk about an action that will be in progress at a certain time.

We will be having dinner at 20.00.

We form sentences with the future continuous with: subject + *will / won't be* + *-ing* form.

We won't be going to the park tomorrow.

This time tomorrow, I'll be flying to Athens.

1 Choose the correct form of the verbs. Sometimes both answers are correct.

1 I**'m meeting** / **meet** some people from work for dinner tomorrow.
2 We **'re going** / **go** to a new restaurant close to the river.
3 The dinner **is beginning** / **begins** at 18.00.
4 There **is going to be** / **will be** a live band and traditional Greek dancing at the restaurant.
5 I think there **will be** / **are** a lot of people there that I don't know.
6 I am sure we **will be having** / **will have** a good time!

2 Complete the sentences with the correct future form of the verbs in brackets. More than one form may be correct. Use contractions when appropriate.

1 Next month my brother _____ to Chile for Spanish classes. (travel)
2 He _____ there for one month. (be)
3 He and a couple of other students _____ with families. (stay)
4 After the classes in Chile, he _____ on taking classes with the same school online. (plan)
5 I'm jealous! I think he _____ so much fun! (have)

3 Look at Liam's agenda for an upcoming meeting with his manager. Write sentences to describe his plans. Use contractions when appropriate.

8.30 meeting with Ana
- get feedback on the new design of the website
- decide on url for site
- determine the deadline for the launch of the website
- remind Ana of holiday (Jan 2 –Jan 15)
- propose hiring more project workers

9.30 wrap up

At 8.30, Liam …
First, Liam …
Then Liam and Ana …
After making a decision, they …
Then Liam …
After that, Liam …
At 9:30, the meeting …

0.4 Relative clauses

Defining relative clauses

We use defining relative clauses with the relative pronouns *who*, *which*, *that*, *where*, *when*, *whose* and *why* to identify the specific person or thing that we are talking about.

We use *who* or *that* to introduce a defining relative clause about people.

Can you describe the man who / that stole your bag?

We use *which* or *that* to introduce a defining relative clause about things.

France is the country which / that has the highest number of tourists.

We use *where* to introduce a defining relative clause about places.

That's the hotel where we stayed last year.

We use *when* to introduce a defining relative clause about time.

The time when we went on holiday to Australia was the best ever.

We use *whose* to introduce a defining relative clause about possession.

She's the person whose car we bought.

We use *why* to introduce a defining relative clause about reasons.

The reason why they can sell things so cheaply is because they manufacture big quantities.

Defining relative clauses follow the nouns that they define and are not separated from the main clause of the sentence by any punctuation. Without a defining relative clause, there would not be enough information to understand the situation.

The car which is parked outside the school belongs to our head teacher.

(Without the relative clause you wouldn't know which car belonged to the head teacher.)

Relative pronouns can be omitted from a defining relative clause when they refer to the object of the clause.

Those are the people (who) we met on holiday. (= **We** met them on holiday.)

But they can't be omitted when they refer to the subject.

Those are the people who owned our holiday villa. (= They owned the villa.)

NOT ~~Those are the people owned our holiday villa.~~

Non-defining relative clauses

We use non-defining relative clauses with the relative pronouns *who*, *which*, *where*, *when* and *whose* to give extra information about the person or thing that we are talking about.

My grandfather, who was a famous explorer, travelled all over the world.

I went fishing yesterday, which was a new experience for me.

Last year we went to Paris, where we stayed in a flat near the centre.

Last summer, when we went on holiday, it was extremely hot.

That woman, whose sister I was at school with, is a very famous artist.

A non-defining relative clause follows the noun that it is describing and is separated from the main clause of the sentence by commas. It gives additional information, but the sentence / situation would still make sense without the clause.

The relative pronoun can never be omitted in a non-defining relative clause, even when it refers to the object of the clause.

My brother, who you met last weekend, has just got a new job.

NOT ~~My brother, you met last weekend, has just got a new job.~~

TIP

We don't use *that* in non-defining relative clauses.

The film, which was a romantic comedy, wasn't very good.

NOT ~~The film, that was a romantic comedy, wasn't very good.~~

1 Match the relative clauses (1–6) to the sentences (A–F).

1 My holiday in Hawaii, ___, was very memorable!
2 I'm staying in the same flat ___.
3 Amal is my friend ___.
4 The reason ___ is because she is thinking about going to this university.
5 First, I'm going to take her to the restaurant ___.
6 Then, we're going to see the campus, ___.

A where my brother lived during university
B that we ate at for your graduation
C when I hiked on a volcano
D why she's coming
E whose brother you know
F which is only ten minutes from my flat

2 Correct the sentences. The errors may be in punctuation or words.

1 The city, who I love best, is Prague.
2 The people recommended the hotel were very nice.
3 The tour guide who first language was Spanish spoke four other languages.
4 My first trip there, when was in 2017, was spectacular.
5 The main reason which I recommend Prague is because of the architecture.
6 You can find buildings, that have survived for centuries, alongside more modern designs.

3 Use the information given to write single sentences with relative clauses.

1 My flight was supposed to leave hours ago. The flight has been delayed again.
2 My teacher is taking a group of students to Turkey. She is from Ankara.
3 Last year, she took students to Romania. They toured the countryside there.
4 I met some very nice people. I still keep in contact with them.
5 I hope to meet up with her in June. We are both visiting Barcelona in June.
6 I learned how to surf off the coast of Portugal. It was an amazing experience.

1.2 Past perfect simple and past perfect continuous

Past perfect simple

We use the past perfect simple to talk about a completed event that happened before another event in the past. In sentences with the past perfect, we often use *when / before* + simple past, or *after* + past perfect.

When I arrived, the film had already started.

I arrived after the movie had started.

We form the past perfect simple with: subject + *had / hadn't* + past participle.

subject	*had / hadn't*	past participle	
I / You / He / She / It / We / They	had hadn't	seen	the movie.

TIP

With state verbs (e.g. *want* or *know*), we use the past perfect simple with *for* or *since* to say how long the action had been in progress.

I was sad when Maria left my school, because I had known her for five years.

Past perfect continuous

We use the past perfect continuous to talk about an event that continued for a period of time before another event in the past.

The band had been playing for 20 minutes when I got to the concert.

We also use the past perfect continuous to show the cause or result of something in the past.

After the concert, I was exhausted because I had been standing for so long!

We form the past perfect continuous with: subject + *had / hadn't* + *been* + *-ing* form.

subject	*had / hadn't*	been	*-ing* form
I / You / He / She / It / We / They	had hadn't	been	listening.

TIP

With action verbs (e.g. *work* or *speak*), we use the past perfect continuous with *for* or *since* to say how long the action had been in progress.

He felt tired because he had been working since eight o'clock in the morning.

In informal English, we often shorten *had* to *'d* after personal pronouns.

I couldn't call my parents because I'd lost my phone.

To form past perfect questions, we put *had* before the subject.

When you got to school, had the exam already started?

How long had you been waiting when the bus arrived?

1 Choose the correct form of the verbs.

1 After we'd already **bought / been buying** the tickets, the show was cancelled.
2 The actress **hadn't performed / hadn't been performing** for many years when she got her first award.
3 My sister **had known / had been knowing** she wanted to be a teacher since she was six.
4 My roommate **had cleaned / had been cleaning** the flat since early in the morning.
5 We **had waited / had been waiting** for months to see our favourite singer in concert.
6 When you got the teaching job, had you **worked / been working** as a teacher before?
7 I **hadn't slept / hadn't been sleeping** long when my alarm went off.
8 Mark **had left / had been leaving** before the presentation ended.
9 We **hadn't stood / hadn't been standing** in the queue long when we realised we were at the wrong bus stop.

2 Tick (✓) the correct sentences. Correct the incorrect sentences. Use contractions when appropriate.

1 ☐ I'd been interested in ice skating since the first time I saw the Winter Olympics.
2 ☐ By the time Aziz applied for university, he had studied German for ten years.
3 ☐ Sara had never attempting to skateboard before this afternoon.
4 ☐ Since he was very young, my father had been wanting to live in another country.
5 ☐ I hadn't been motivated to learn the piano when I was a child.
6 ☐ Katia had been doing her homework for three hours when she finally took a break.
7 ☐ Daniel had been leaving his laptop at home and had to go back to get it.
8 ☐ I hadn't been sleeping long when I heard my alarm go off.
9 ☐ Ali had worked as a stage manager for a couple of years since graduating from university.

3 Complete the text with the correct form of the verbs below. Use contractions when appropriate.

be enjoy not expect quit take watch

My cousin [1]_____ online English tutorials for years when he decided to make one himself. His videos quickly became popular because he is very funny. In the past, he [2]_____ a couple of comedy classes. He [3]_____ them, but they were very expensive so he [4]_____ after only a couple months. He [5]_____ one of the best students in English at university, so he came up with the idea to create his own tutorials. The videos are very entertaining. He [6]_____ to be so successful, but people all over the world love his videos.

1.5 *Used to, would, be / get used to*

Used to

We use *used to* to talk about past states, habits and actions that are now finished.

Ellen is retired now. She used to work very hard.

My grandfather used to have black hair but now it is grey.

We can use *used to* with action verbs AND state verbs.

I used to go to the gym every Thursday.

I used to enjoy painting when I was younger. NOT ~~I would enjoy painting when I was younger.~~

We form sentences with *used to* like this: subject + *used to* / *didn't use to* + verb.

They used to live in Mexico City.

He didn't use to live in Mexico City.

TIP

When we talk about how long something happened for, or if it only happened once, we don't use *used to*. We use the past simple.

My dad lived in New York for six months. NOT ~~My dad used to live in New York for six months.~~

Remember, we form negative sentences and questions with *use to*, not *used to*.

Did your grandma use to be a teacher? NOT ~~Did your grandma used to be a teacher?~~

I didn't use to like pizza when I was younger. NOT ~~I didn't used to like pizza when I was younger.~~

Would

We use *would* to talk about repeated habits or actions that were different in the past. We don't use *would* for past states.

When she was in her twenties, Ellen would go to work early every day.

We only use *would* with action verbs (for example *go*). We don't use *would* with state verbs (for example *want*, *know*, *like*).

We form sentences with *would* like this: subject + *would* + verb.

He would get up early. I would get up late.

We avoid using *would* with questions and negatives.

Did he use to play with cars and dolls? NOT ~~Would he play with cars and dolls?~~

People didn't use to become famous so easily in the past. NOT ~~People wouldn't become famous so easily in the past.~~

TIP

When we use *would* and *used to*, we often use *always* and *never* to show how regularly we did things. These adverbs go before *used to*.

We always used to get ice cream after school.

And they go between *would* and the main verb.

We went to the beach every summer, but I would never go in the water.

Be + used to + -ing form

We use *be used to* to talk about things we are already familiar with.

I was used to staying up late.

Get + used to + -ing form

We use *get + used to + -ing* form to talk about becoming accustomed to new situations.

Since I sold my car, I'm slowly getting used to not having it.

1 Tick (✓) the correct sentence. Sometimes both answers are correct.

1 ☐ I used to love to draw.
☐ I use to love to draw.

2 ☐ In the past, my dad would take us to school.
☐ In the past, my dad used to take us to school.

3 ☐ As a child, I would always stay up late reading.
☐ As a child, I always used to stay up late reading.

4 ☐ My mum lived in India for eight years.
☐ My mum used to live in India for eight years.

5 ☐ From a young age, I was used to working hard.
☐ From a young age, I get used to working hard.

6 ☐ Did you use to walk to school?
☐ Would you walk to school?

7 ☐ I was used to three-week holidays.
☐ I used to three-week holidays.

8 ☐ We are getting used to living in a different country.
☐ We would be use to living in a different country.

9 ☐ My brother didn't use to have a driver's licence.
☐ My brother wouldn't use to have a driver's licence.

10 ☐ We would go swimming every summer at the lake by my house.
☐ We use to go swimming every summer at the lake by my house.

2 Complete the text with the correct form of *used to*, *would* or *be / get used to*.

I grew up with four brothers so from an early age, I [1]_____ a loud house. In the summer, it was especially crazy. All the neighbourhood kids [2]_____ come over. We [3]_____ always play video games and watch movies late into the night. I [4]_____ get very much sleep then, but it was a fun time. There were always people around. Now that I'm older and on my own, I have to [5]_____ being in a quieter house. I'm actually starting to like it. I [6]_____ think that I wanted a big family, but now I'm not so sure. The peace and quiet is nice!

3 Look at Hugo's list about his childhood. Write sentences to describe his likes and dislikes.

Liked ...	Didn't like ...	Always ...
chess	scary stories	woke up early
roller skating	bananas	read at night
to go to the park	violin lessons	

Hugo used to like chess.

2.2 Modal verbs

Obligation, necessity and advice

Must and *have to*

We use *must* and *have (got) to* to talk about rules and things that are necessary to do.

You must pass a test before you can drive.

You have to wait for the bus.

We often use *must* to give instructions or orders, especially in writing.

Students must arrive before 9 a.m.

We often use *have to* when we talk about a rule or an order that comes from someone or somewhere else.

At our school, you have to wear a uniform.

Don't have to, needn't, don't need to

We use *don't have to*, *needn't* or *don't need to* when we talk about things that are not necessary.

We don't have to / needn't / don't need to go to school on Saturdays.

I need to start my history project today, but I don't have to / needn't / don't need to finish it.

Mustn't

Mustn't is not the same as *don't have to*. *Mustn't* means it is necessary *not* to do something.

You mustn't copy other students' work.

Be supposed to, should and *ought to*

We use *be supposed to* to talk about rules and things that we believe or expect to happen.

You're supposed to bring a swimming costume.

You're not supposed to go into that room.

We use *should* and *shouldn't* to ask for and give advice. *Should / shouldn't* means 'It's a good / bad idea'.

You should see a doctor. You shouldn't go to work.

TIP

We can use *ought to* in place of *should* to give advice.
You should check your bike before you ride it.
You ought to check the brakes.

Ability

To talk about general ability, we use *can / can't* for the present and *could / couldn't* for the past.

I can swim now but I couldn't two years ago.

To talk about ability in a particular situation, we use *be + able to*.

The river was deep, but we were able to cross it.

However, after it rained, we weren't able to cross it.

To talk about a particular achievement in the past that demanded a lot of effort, we use *managed to / didn't manage to* and *succeeded in doing*.

He managed to win the championship.

They didn't manage to put the fire out.

I succeeded in finishing the race.

Possibility, probability and certainty

We use *might*, *may* or *could* to say that something is possible now or in the future.

He might be cold, or he may be ill.

He could have an exam.

We use *must* and *can't* when we believe that something is definitely true or untrue. We use *can* to say that something is generally true.

It's sunny today. He can't be cold.

He must be worried about something.

I think he has an exam soon. Exams can be very stressful.

We use *should* when we think that something is likely to happen.

Don't worry! The exam should be quite easy.

We use *will be able to* to talk about things that will be possible in the future.

When the exam is finished, you'll be able to relax!

1 Choose the sentence that has a similar meaning.

1 I don't have to study tonight.
- **A** I needn't study tonight.
- **B** I mustn't study tonight.

2 I should get a job.
- **A** I must get a job.
- **B** I ought to get a job.

3 We are supposed to be quiet during the test.
- **A** We mustn't talk during the test.
- **B** We needn't talk during the test.

4 We need to leave at ten o'clock.
- **A** We have to leave at ten o'clock.
- **B** We should leave at ten o'clock.

5 He managed to get a B on the exam.
- **A** He wasn't able to get a B on the exam.
- **B** He succeeded in getting a B on the exam.

2 Choose the correct modal.

1 Ali **might** / **should** be irritated because I'm running late.
2 It **can** / **must** be fun living alone. At least, I enjoy it.
3 The owner said we **will be able to** / **might** move in soon.
4 Dave **can't** / **may** be home already! He promised I could have the apartment until 9.
5 Asking Lisa for advice **should** / **must** help you.

3 Correct the sentences (1–5) in the email. Use the modals *can*, *may*, *might*, *needn't* and *should*.

Hi Amal,
I'm sorry to hear that your new flatmate is driving you crazy. [1]I think you might talk to her about her behaviour. [2]You may spend your first month being so frustrated. You ought to find a time to sit down and talk. First, ask her how the new situation is working out for her. [3]Then, once she's talked, she can be more open to listening to you. [4]Most people must take criticism better once they feel they've been heard. [5]You don't have to follow this advice, but you shouldn't find it helps!
Rosie

2.5 Modal verbs in the past

Might have, *may have* and *could have*

We use *might have*, *may have* or *could have* + past participle to speculate about the past.

Where are our friends? They might have got lost. Or they may have forgotten about the party. They could have gone to the wrong place.

We can form negative sentences with *might* (*not*) and *may* (*not*) + *have* + past participle.

He may not have received your message last night.

We don't use *couldn't* for past possibility. NOT ~~He couldn't have received your message.~~

TIP

We can also use *might have* or *could have* + past participle in an exclamation to complain about someone's actions and say what we wanted them to do.

She could have remembered that I needed the car today!

She might have at least left me a note!

Must have and *can't have*

We use *must have* + past participle when we are sure that something has happened and *can't / couldn't have* + past participle when we are sure that something hasn't happened.

Don't worry. They must have stopped at the supermarket. They can't have got lost.

Should have, *ought to have* and *was / were supposed to have*

We use *should / shouldn't have* or *ought (not) to have* + past participle to talk about things that didn't happen as we expected.

You should have been here an hour ago. You ought to have phoned!

You shouldn't have stopped for dinner. I have already made it.

You ought not to have bought another TV. There's nothing wrong with the one we have.

We can also use *was / were supposed to have* + infinitive when something hasn't happened as planned.

I was supposed to have been in Spain, but I had to cancel the trip because of a family emergency.

We were supposed to have locked the door, but we left in a hurry and forgot.

Needn't have and *didn't need to*

We use *needn't have* + past participle to say that an action wasn't necessary, but it happened.

Thanks for the present. But you needn't have bought me anything.

We can use *didn't need to* + infinitive when an action was not necessary, and it either happened OR didn't happen.

He didn't need to buy a ticket. (*He bought a ticket* OR *he didn't buy a ticket.*)

1 Choose the best response to each sentence.

1 Hi Dad, I'm sorry I'm calling so late.
- **A** You should have called me earlier.
- **B** You must have called me earlier.

2 I couldn't get through to anyone at the office.
- **A** The office might have closed already.
- **B** The office needn't have closed already.

3 The car isn't in the garage.
- **A** Mum should have gone to the store.
- **B** Mum must have gone to the store.

4 I still haven't heard about the new job.
- **A** The company may not have made a decision yet.
- **B** The company couldn't have made a decision yet.

5 I can't believe it. Jaime is using my computer again!
- **A** He could have at least asked!
- **B** He must have asked!

6 I forgot the milk and had to go back to the shop.
- **A** You might not have gone to the shop again. We don't need it tonight.
- **B** You needn't have gone to the shop again. We don't need it tonight.

7 Why is Maria frustrated with you?
- **A** Because I must have tidied the house yesterday.
- **B** Because I was supposed to have tidied the house yesterday.

2 Put the words in the correct order to make sentences. Add punctuation where necessary.

1 shouldn't / you / have / while / were / you / called / driving
2 the / might / have / not / driver / you / seen
3 have / you / supposed / were / to / been / ready / six o'clock / at
4 about / have / couldn't / forgotten / you / they
5 you / tonight / need / call / didn't / me / to
6 lost / have / we / got / again / can't

3 Complete the dialogues with modals from *a* and verbs from *b*. Use the correct form of the verbs.

a can't may might not needn't should supposed to

b be have mean read tell worry

1 **A** I wasn't feeling well so I left.
- **B** You _____ me.

2 **A** I called all our friends because I was wondering where you were.
- **B** You _____. I was late because the traffic was terrible.

3 **A** My boss hasn't responded to my email.
- **B** He _____ time to yet.

4 **A** Why are you irritated?
- **B** You _____ home by 11 p.m.

5 **A** Mark was furious when he got home.
- **B** He _____ my text message. I'm afraid I said some things I shouldn't have.

6 **A** Kate said she's never speaking to me again.
- **B** She _____ it!

3.2 Advanced and qualifying comparatives

Advanced comparatives

We use comparative forms to compare people, things or actions.

This chocolate ice cream is more delicious than the strawberry one.

Ben is taller than I thought he was.

We can use various words and structures to express the degree of difference between things we are comparing.

To show things are about the same, we use *as* (adjective) *as*.

This car is as fast as yours.

To contrast two things, we add *not* and use *not as* (adjective) *as*.

My car is not as fast as yours.

To emphasise that something is constantly changing, we use *less and less*.

I think superhero films are becoming less and less exciting.

To show that two things are linked positively or negatively, we use parallel statements with *the* (comparative), *the* (comparative).

The better the athletes are, the more exciting they are to watch in their events.

To show that two things are inversely linked, we use *the more …, the less …*

The more often I see him, the less I like him.

Qualifying comparatives

We can use various words and structures to express the degree of difference between things we are comparing.

To show things are identical with comparisons *as … as*, we use *just*, *equally* or *exactly*.

My essay is just as good as yours.

To talk about smaller or bigger differences, we use modifying adverbs (e.g. *slightly*, *a bit*, *a little*; or *far*, *much*).

Gemma is a bit smaller than your cat.

This book is far better than I thought it would be.

Too show small or big differences with comparisons that use *as … as*, we use *almost*, *clearly*, *not quite*; or *nowhere near*, *nothing like*.

This dessert is almost as good as the one Mum makes.

The homework tonight is nowhere near as easy as last night's homework.

TIP

We use *not quite* to show something isn't as good as other things. It has a slightly more negative connotation than *almost* and *nearly*.

1 Complete the comparisons with the missing words.

1 Her daily routine is just _____ busy as yours.
2 The _____ adventurous the story is, the better the film usually is.
3 My phone is becoming less and _____ reliable. I think it needs a new battery.
4 My internet is _____ as fast _____ yours. It's very slow today.
5 Speaking Polish is getting easier and _____.
6 I think it's best for my friend and me to live apart. The less often we see each other, the _____ we get along.

2 Choose the word that has a similar meaning to the word or words in **bold**.

1 The red chair is **just** as comfortable as the grey chair, but the grey one is more elegant.
A almost **B** equally
2 In my opinion, watching a film based on a book is **nowhere near** as entertaining as reading the actual book.
A nothing like **B** not quite
3 Eating fruit is **far** healthier than drinking fruit juice, which can have a lot of sugar.
A much **B** nearly
4 Mo is **slightly** younger than you.
A almost **B** a little
5 I told my sister to stop complaining, because we were **nearly** there.
A not quite **B** almost

3 Match the sentence halves. Then complete them with the missing words.

1 Your training is nothing like
2 The more I exercise,
3 My brother is 26. He is
4 I play the violin well but I'm not
5 I don't talk to Sam anymore. We are becoming less

A _____ older than I am. I am 17.
B _____ hard as a professional athlete's routine.
C _____ as good as my sister.
D _____ better I feel about myself.
E _____ friendly with each other.

3.5 Articles and quantifiers

Articles

We use the indefinite article (*a* / *an*) …

- when we mention something for the first time.
  My town has got a museum.
- when we refer to somebody or something which is one of many similar things.
  Have you ever been on a motorbike?
- when we don't need to be specific.
  Can I have a pen?
- with jobs.
  He's an engineer.

We use the definitive article (*the*) …

- when we make further references to something.
  My town has a museum. The museum is famous.
- when we refer to something that there is only one of in existence.
  Have you see the Colosseum in Rome?
- when we are referring to something specific.
  Can I have the TV remote?
- with adjectives to refer people or things that share the same characteristic.
  Can you pass me the yellow ones?

We use the zero article (–) …

- when we talk about people or things for the first time using a plural noun.
  Maryam knows people from my town.
- when we make a generalisation.
  Bees are really important for the Earth's future.
- with words like school, college, work, etc.
  She's already gone to school.

TIP

We only use *a* / *an* with singular countable nouns. While we use no article with most towns, cities, and regions, we do use *the* with some countries, such as the United States, the UK, the Netherlands, the Democratic Republic of Congo, etc. We use *the* with many rivers, mountain ranges, oceans and seas, such as the Thames, the Amazon, the Nile, the Alps, the Andes, the Atlantic, the Pacific, the Dead Sea, the Red Sea.

Quantifiers

We use quantifiers (*a little*, *a lot of*, *another*, *all*, *each*, *every*, *a few*, *both*, *several*, *some*, *many*, *most*, *no*, etc.) with countable and uncountable nouns. Countable nouns are things that we can count. They have singular and plural forms.

There's an apple. There are a few bananas.

Uncountable nouns are always singular. We don't use *a*, *an* or numbers with uncountable nouns.

There's some milk and some bread.

We use *some* and *any* with both countable and uncountable nouns. We use *a few* and *a little* for small amounts. We use *a few* with countable nouns, and *a little* with uncountable nouns.

Are there some eggs? Is there any milk?

There are a few eggs. There's a little milk.

TIP

1 We can use *a bit of* instead of *a little* with uncountable nouns.
I need a bit of chocolate for this recipe.

2 We can use *few* and *little* without *a* to mean 'a smaller amount than expected'.
They invited all the class to the party, but few people came.
He's got a job but he's got little money.

Most quantifiers can be followed by *of* + determiner.

Many of my favourite books are adventure stories.

No and *every* can't be followed by *of*; instead we use *none of* and *every one* / *each of*.

None of my friends like chocolate. Every one of them likes ice cream though.

After *both* and *all*, we often leave out *of* before determiners.

Both the teachers gave me a good report. All my friends did in their exams too.

1 Complete the sentences with *a*, *an*, *the*, or – (no article).

1 I have to get to _____ work by eight o'clock today.
2 Have you ever been on _____ cruise ship?
3 Everyone needs _____ hobby.
4 I have _____ cousins in Poland.
5 I went to _____ Chile and hiked in _____ Andes.
6 _____ café on the corner is my favourite.

2 Complete the sentences with the quantifiers in brackets.

1 I ate _____ snack before I went running to give me _____ energy. (a little, some)
2 I met _____ of my friends from playing basketball. I've played with _____ of them since I was ten. (a few, all)
3 I could use _____ coffee to help wake me up. Do you want to go get _____ cup? (a, a bit of)
4 _____ my flatmates will be gone for _____ hours on Saturday morning. (a few, both)

3 Complete the dialogue with appropriate articles and quantifiers. Use – for no article.

A I want to find [1]_____ new restaurant to try. Do you have [2]_____ recommendations?
B Sure! I know [3]_____ great places. What type of food do you like?
A I like [4]_____ types of food, but I want something a little healthy. No fast food.
B Have you tried [5]_____ Italian restaurant on the corner? I think it's great.
A Oh! Unfortunately, [6]_____ my friends will go there. It's too expensive.
B [7]_____ of the places around here are expensive, but give me [8]_____ minutes and I'll think of something good for you.

4.2 Future continuous, future perfect simple and future perfect continuous

Future continuous

We use the future continuous to talk about an action that will be in progress at a certain time in the future.

This time tomorrow, I'll be flying to Greece.

We form the future continuous with: subject + *will be* + *-ing* form.

subject	*will be*	*-ing* form	
I / You / He / She / It / We / They	will be	flying	to Greece.

Future perfect simple

We use the future perfect simple to talk about an action completed before a certain time in the future.

By 3 p.m. tomorrow, I'll have arrived in Greece.

We form the future perfect with: subject + *will have* + past participle.

subject	*will have*	past participle	
I / You / He / She / It / We / They	will have	arrived	in Greece.

Future perfect continuous

We use the future perfect continuous to say how long an action will have been in progress at a certain time in the future.

By next Saturday, I'll have been travelling around Greece for a week.

We form the future perfect with subject + *will have been* + *-ing* form.

subject	*will have been*	*-ing* form	
I / You / He / She / It / We / They	will have been	travelling	around Greece.

TIP

1 We often use time expressions with future tenses.
At 7:00 this evening, I'll be doing my homework.
This time next week, we'll be getting ready for the trip.
I'll have finished my project by next Monday.
In 20 years' time, people will be living on the moon.

2 When we use the future perfect continuous, we often use *for* to say how long the action will have been in progress.
By the end of this term, I'll have been studying English for six years.

3 In informal English, we often use future tenses when we make a guess about something that is happening in the present.
It's 6:00 now. My dad will already have left work.
He'll be driving home at the moment.

4 We can use the future continuous to make polite enquiries about the future.
Will you be coming to our graduation party?

To form negative sentences about the future, we use *won't*.

We'll still be doing our exams next Monday. We won't be revising after that though.
We will have had dinner by then. We won't have washed the dishes.
I will have been cleaning the house for two whole days.
I won't have been studying for long.

TIP

In informal English, we usually shorten *will* to *'ll*.
She will be having a piano lesson at 6 p.m.
She'll be having a piano lesson at 6 p.m.

1 **Put the words in the correct order to make sentences.**

1 will / waiting / have / I / an hour / been / for
2 her parents / be / She / visiting / will / next week
3 travelling / will / By November, / been / for / have / eight months / Mark
4 be / At ten o'clock / giving / I'll / a / presentation
5 moved / By next March, / have / to / I'll / a new apartment
6 will / by then / have / Most students / their new classes / chosen

2 **Complete the sentences with the correct words for the future tense. Use contractions when appropriate.**

1 More and more people are moving to cities. By 2050, most of the world's population _____ living in cities.
2 Once Jamal finishes his essay, he _____ completed all his homework.
3 By the end of next year, I _____ living in Argentina for two years.
4 In fifteen more minutes, Mark _____ talking on the phone for three hours!
5 Sonia _____ made her decision about where to live by tomorrow.
6 In one week from today, I _____ teaching my first class!

3 **Look at Alice's schedule for the beginning of next week.**

Monday	Tuesday	Wednesday
19.00 train to Madrid	**10.00** university tour	**10.00–16.00** sightseeing
21.00 train to Granada	**13.00** lunch with friends	**19.00** theatre show
22.00 arrive		

Write sentences to describe her schedule, using the prompts given. Use contractions when appropriate.

1 By 22.00 on Monday, Alice / travel / for three hours
2 On Tuesday at 10.00, she / take a university tour
3 By 13.00, the tour / end
4 Alice / eat lunch at 13.00
5 By 16.00 on Wednesday, Alice / sightsee / for six hours
6 At 19.00, on Wednesday, she / see a theatre show

4.5 Future time clauses; first conditional

Future time clauses

We can use conjunctions such as *in case*, *on condition*, *when*, *after*, *as soon as*, *the moment*, *immediately*, *by the time*, *while*, *until*, *before* and *after* to link two ideas in a sentence when talking about the future. We normally use present tenses after these time clauses.

You should take your umbrella in case it rains.
I know Sam will open his present as soon as he gets it.
By the time you are reading this, I'll be in Paris!
I'll look after your things until you come home.
You can go out tonight on condition you stay in tomorrow.
We're going to do the laundry while you do the dishes.
Immediately after arriving, we will go to the shop.
The moment you arrive, we'll have some food. NOT ~~The moment you will arrive, ...~~

TIP

When the time clause comes at the beginning of a sentence, we separate it from the main clause with a comma.
When we arrive, we'll leave our bags at the hotel and explore the town.

Present perfect

We use the present perfect to talk about completed actions at a time in the future. The main clause is a future form.

Once I have finished the exam tomorrow, I'll feel better.

Present continuous

We use the present continuous to talk about actions in progress in the future. The main clause is a future form.

When you are studying abroad next year, you will have lots of opportunities to meet new people.

First conditional sentences

We use the first conditional to talk about probable events and their results.

If you take this medicine, you'll feel well.

The first conditional is called a real conditional because we use it to talk about things that are real or possible. We form conditionals with an *if* clause + result clause.

if clause		result clause	
If	you run,	you won't	miss the bus.
If	it doesn't rain,	we'll	go swimming tomorrow.

In the *if* clause, we use a present tense. In the result clause, we can use any future form or imperative.

If + present simple + *will*

If I get my wages soon, I'll buy the concert tickets.

If + present continuous + present continuous

If Anna's not going to the game, I'm not going either.

If + present simple + future perfect

If we keep driving, we'll have got nearly there by midday.

If + present perfect + imperative

If you haven't finished cleaning the apartment before you go to work, finish it after you get home.

TIP

The conditional *if* clause usually comes first, but it can also come after the result clause.
My brother will be irritated if I'm late to pick him up.

1 Match the clauses to make sentences.

1 Once you have bought your ticket,
2 I'll be in a different country
3 I am going to sit next to the aisle
4 I'll drive you to the airport
5 When we are driving across the country,
6 If you aren't home,

A by the time you've seen my email.
B we'll remember why we usually fly.
C we'll get ours.
D on condition that you pay for the petrol.
E in case I need to get up.
F we'll visit another time.

2 Choose the correct verb forms: A, B or C.

1 If my flight arrives on time tonight, I … to be home by ten o'clock
A hoping **B** hope **C** have hoped
2 If we stop for a snack, we … be hungry for dinner.
A wouldn't **B** will not **C** won't
3 If we finish the film tonight, we … have stayed up half the night!
A 'll **B** would **C** 'd
4 If Mustafa isn't helping with the project, I'm not … any more time on it.
A to spend **B** spent **C** spending
5 If you are studying tonight, you … going to do fine on the exam tomorrow.
A will **B** have **C** are
6 If you haven't started writing your essay by now, … soon!
A you'll begin **B** begin **C** began

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

1 By the time you _____ your book, I _____ read mine. (get, read)
2 As soon as you _____ your plans, please _____ me a call. (know, give)
3 They _____ out and surprise Tom when he _____ through the door. (jump, come)
4 While you _____ on the plane, I _____ an exam! (be, take)
5 The moment the plane _____, please _____ me a text. (land, send)
6 Until I _____ you are safely home, I _____ about you. (know, worry)

5.2 Second and third conditional; conjunctions

Second conditional

We use the second conditional to talk about unreal or imaginary situations in the present or future and their possible results.

I can't come with you on the demonstration. But if I didn't have football practice, I'd come with you.

We form second conditional sentences with an *if* clause and a result clause.

if clause (*If* + past simple) + result clause (*would* + verb).

if clause		*result clause*		
if	past simple	*would*	verb	
If	I had lots of money	I would	travel	the world.

TIP

In second conditional sentences, we sometimes use the subjunctive form *were* (instead of *was*) after *I / he / she / it*. e.g. we often use the phrase *If I were you* to give advice.
If I were you, I'd do more exercise.

TIP

Remember that, in second conditional sentences, we often use *'d* as the short form of *would*.
If I could, I'd travel all around the world. (*'d = would*)
In third conditional sentences, we often use *'d* as the short form of *had*.
If she'd found out about the concert earlier, she would have bought tickets. (*'d = had*)

Third conditional

We use the third conditional to talk about unreal or imaginary situations in the past that are the opposite of what really happened.

If you had told me about the demonstration, I would have cancelled football practice.

We form third conditional sentences with an *if* clause and a result clause.

if clause (*If* + past perfect) + result clause *(would have* + past participle).

if clause		result clause		
if	past perfect	*would have*	past participle	
If	they'd come to the club,	they would have	enjoyed	it.

We can use the modal verbs *might* or *could* instead of *would* in conditional sentences.

He might not have got hurt if he had been more careful.
If you practised every day, you could become a good singer.

Conjunctions: alternatives to *if*

Some words and expressions can be used in all conditionals with a similar meaning to *if*.

Provided that, *as long as* and *on condition* mean the condition must happen for the result to happen.

The shop offers refunds provided that the item isn't damaged.

Unless means 'except if'. It is used with a positive verb and often has the same meaning as *if* with a negative verb.

I'd never complain about the service unless the bill was wrong. (= except if the bill was wrong.)
They wouldn't have signed the bill unless they'd checked it. (= if they hadn't checked it)

Even if means that the condition is less likely.

Even if I'd bought her a ticket, Maria wouldn't have gone to the concert.

Supposing that means 'what if'.

Supposing that you won the lottery, what would you do?

1 Complete the sentences with the correct form of the verbs in brackets. Use *'d* for *would*.

1 If I _____ my keys, I'd be in big trouble. (forget)
2 If Dad _____ that you needed the car, he wouldn't have left. (know)
3 Even if you _____, I wouldn't have heard you. (shout)
4 If the computer _____ on sale, I'd have bought it. (be)
5 If I _____ you, I'd study for the exam. (be)
6 Supposing that I _____ three weeks off, I'd go to Argentina on holiday. (have)

2 Choose the correct conjunctions to complete the sentences. Sometimes both may be correct.

1 **Unless / If** it rains, the drought will get worse.
2 **Provided that / If** all the parts were in the box, the store would give you a refund.
3 **Supposing that / Even if** you'd visited me this weekend, would we have gone to the parade?
4 **If / Unless** the company offered you the job, would you take it?
5 **If / On condition that** you learned to cook, you might make healthier meals.
6 **Even if / Supposing that** we'd gone to the museum on a different day, the queues would still have been long.

3 Tick (✓) the correct sentences in the second and third conditional. Correct the incorrect sentences.

1 ☐ If the store had updated their security system, they could have caught the robbers.
2 ☐ Even if we'd have waited longer, we wouldn't have got a seat in the restaurant before 21.00.
3 ☐ If we had a car, we wouldn't have had to wait for the bus in the bitter cold.
4 ☐ If it had stopped raining, the boat tour would have been fabulous.
5 ☐ Supposing that you had received the scholarship, would it change your decision?
6 ☐ Unless I had known the TV series was based on a book, I would have read the book first.

5.5 Mixed conditionals

We use a 'mixed conditional' sentence when the time reference in the *if* clause is different from the time reference in the main clause.

I'd be able to ski much better if I'd learned when I was really young.

Mixed conditionals are a mix of second and third conditionals. They describe unreal situations.

They may describe a past condition with a present result.

If I had studied yesterday, I would have time to go out tonight.

You didn't study yesterday and so you don't have time to go out today. (= a condition in the past with a result in the present.)

They may also describe a present condition with a past result.

If I were a more sensible person, I would have studied yesterday.

You're not sensible enough and as a result of this you didn't study yesterday. (= a condition in the present with a result in the past.)

TIP

We can use other modal verbs in the main clause, especially *could* and *might*. We use *might* if we are not sure of the result.
If you'd been listening, you might know what to do.
We use *could* to say that something would be possible.
We could have planted a wonderful garden if it rained more here.

We form mixed conditional sentences with a mixture of second and third conditionals.

If we are talking about an imagined situation in the present with a past result, we use:

if clause (*If* + past simple) + result clause (*would have* + past participle).

If I spoke Spanish, they would have offered me the job.
If she liked scary stories, she would have loved this book.

If we are talking about an imagined situation in the past with a present result, we use:

if clause (*If* + past perfect) + result clause (*would* + verb).

If you'd eaten, you wouldn't be so hungry.
If I hadn't slept in, I wouldn't be late now.

TIP

At the beginning of a sentence, the complete *if* clause is always followed by a comma.
If she had taken the other job, she'd have much more free time now.
When we start with the result clause, no comma is needed.
She'd have much more free time now if she had taken the other job.

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

be go not be not like pay snow

1 If I _____ for the online subscription, I'd be able to access the previous episodes of the show.
2 I'd have met more people at the event last night if I _____ more outgoing.
3 If I'd reviewed my notes before class, I _____ so confused right now.
4 I _____ to the restaurant with you if I hadn't already eaten dinner.
5 If it _____ more last night, we could go skiing today.
6 He would have transferred to a different university if he _____ it here.

2 Rewrite the sentences using mixed conditionals. Use the correct forms of the words and phrases.

1 If I / be / better at maths / not study / so much last night.
2 We / met / earlier / if I / live / closer / to you.
3 If I / be / more organised / I / not forget / about our meeting.
4 I / not feel / so tired today / if I / sleep / better last night.
5 If I / not make / that mistake on the written part of the exam / I / not be / so angry at myself.
6 Max / not be / so upset with me / if I / not called and wake him up / this morning.

3 Rewrite each sentence as a mixed conditional sentence beginning with an *if* clause.

1 You forgot to set your alarm. That's why you were late for class this morning.

2 He isn't tall enough. That's why he couldn't go on the rollercoaster.

3 Our city doesn't do much recycling. That's why there's a big problem with rubbish.

4 You studied healthcare. That gives you lots of job opportunities.

5 The trip wasn't much fun. I don't speak Polish very well.

6 I don't practise the piano often. I made a mistake.

6.2 The passive: all tenses

We use the passive when we don't know who / what did an action, when the person / thing that did the action is not important OR when the action or result is more important than who / what did it.

The science competition is being held in Bristol. Our school has been invited to take part.
A prize will be presented to the winner.

Some verbs can have two objects in active sentences. We can use either of these as the subject in passive sentences.

A famous scientist gave the prize to Mary. (active)
The prize was given to Mary. (passive)
Mary was given the prize. (passive)

However, it is more common for the indirect object (in this case, *Mary*) to become the subject.

TIP

Verbs that can have two objects include *give*, *bring*, *show*, *hand*, *lend*, *owe*, *pay*, *teach*, *award*, *offer* and *send*.
Someone sent me this message yesterday evening. (active)
I was sent this message yesterday evening. (passive)
This message was sent to me yesterday evening. (passive)

We form passive sentences with: subject + *be* + past participle.

If we want to mention who did the action, we use *by*.

The Passive

Subject	*be*	Past participle	
Sandwiches	are	sold	in the café.
The website	was	designed	by my sister.
Our car	is being	repaired	at the moment.
Classes	were being	held	in the morning only.
You	have been	awarded	a prize for your project.
We	had been	warned	about the steep hill.
Our English tests	will be	marked	by Mr Day.

TIP

We can use the passive in most tenses, but the only continuous passive forms we use are the present continuous and the past continuous.
Billions of photos are being uploaded to social media every day. (present continuous)
The criminals were being tracked by the police for months before their arrest. (past continuous)

To form negative passive sentences, we use the negative form of *be*.

This photo wasn't taken by my parents.
The criminals haven't been caught yet.

To form passive questions, we use the question form of *be*.

Were you invited to Sara's party?
Will this room be cleaned soon?

1 **Put the words in the correct order to make sentences or questions. Add punctuation where necessary.**

1 credit card / was / my / stolen
2 launched / was / the website / when
3 not allowed / in the library / drinks / are
4 gym membership / offered / a free / I / for one month / was
5 redone / during my holiday / being / my kitchen / was
6 with a bonus / rewarded / Jon / be / for his hard work / will
7 sent / several suspicious / they / emails / had / from an unknown address / been
8 instead of English / were / Spanish and / being / Italian classes / offered

2 **Rewrite the sentences in the correct form of the passive.**

1 We will reset the code after an hour.
2 The parents gave the teacher a leaving present.
3 The hotel places fresh towels in each room daily.
4 The club are sending the first 200 fans a free gift.
5 They have cleaned the equipment at the gym.
6 Every day they were asking us to give them feedback.

3 **Complete the sentences with the present simple, present continuous, present perfect, past simple, past continuous or past perfect passive form of the verbs in brackets.**

1 My brother _____ (operate) on in hospital right now. I hope it's going OK!
2 The speed limit on this road _____ (change). It's 20 miles an hour now.
3 The chemicals _____ (ban), but people still use them.
4 The streets _____ (clean) when I was on my way to the station at five o'clock this morning.
5 Martin _____ (give) a lot of homework.
6 My bike _____ (not / fix) in time for the race last week.
7 The Brazilian rainforest _____ (destroy) fast.
8 The process _____ (explain) to everyone at the meeting this morning, but some people are still confused.
9 _____ a complaint _____ (make) about the noise?
10 By 2019, more than 350 million copies of the books _____ (sell) worldwide.

6.5 The passive: advanced forms

We can use passive structures with present and past forms of modal verbs like *can*, *might* and *must*.

Everyone can be encouraged to do exercise. (to express a present situation)

My phone must have been stolen. (to express a past situation)

We form passives with modals to express a present situation with: subject + modal + *be* + past participle.

This jacket should be worn in cold weather.

We form passives with modals to express a past situation with: subject + modal + *have* + *been* + past participle.

The message might have been posted under a different name.

Verbs that are followed by an infinitive or verb + *-ing* can also be followed by a passive infinitive or passive verb + *-ing*.

She hopes to be chosen for the school concert.

I hate being told what to eat.

We can use the passive form of reporting verbs like *say, think* and *understand* to talk about general beliefs and ideas.

Too much sugar is said to be bad for us.

We can use these same reporting verbs in sentences that begin with *there is / there are*.

There is understood to be high levels of air pollution in many cities around the world.

There are said to have been many disappointed people who couldn't get tickets to the music festival.

Other verbs that we can use to talk about general beliefs include *know, rumour, believe, estimate, report, show* and *demonstrate*.

Some trees are known to live for hundreds of years.

It has been estimated that most teenagers check their phones 100 times a day.

We form passive sentences with reporting verbs in two ways.

- *it* + passive + *that*

  It is believed that we need to drink three litres of water a day.

  In the past, it wasn't understood that poor hygiene could cause health problems.

- subject + passive + present or perfect infinitive

  Eating too much sugar is known to cause obesity. (to express a belief about the present)

  In the past sitting close to the TV was thought to be bad for your eyes. (to express a past belief)

  Viewing a bright screen before going to bed is thought to have caused my bad night's sleep. (to express a present belief about a past event)

it	passive form	*that*	clause
It	is believed / has been shown / is known	that	exercise is good for us.
subject	**passive form**	**infinitive**	**clause**
Exercise	is believed / has been shown / is known	to be	good for us.

We use the passive with a perfect infinitive if we are talking about an event in the past.

The prisoner is believed to have escaped two days ago.

NOT ~~The prisoner is believed to escape two days ago.~~

1 Match 1–6 to A–F.

1 It is known
2 Dinner shouldn't be
3 A diet high in fruits and vegetables
4 Some foods are known
5 People hate
6 People want

A is believed to be very healthy.
B being told to give up their favourite foods.
C to help fight cancer.
D that eating too much red meat is bad for you.
E to be recognised for making healthy food choices.
F eaten late at night.

2 Choose the correct words (A or B) to complete the sentences.

1 It … exercise is good for the brain.
A has been shown that **B** is believed to be

2 It … more than 500 million people in the world can speak Spanish.
A is said to be **B** is said that

3 Blueberries are believed … many health benefits.
A that **B** to have

4 The photos may have been ….
A deleted **B** deleting

5 Luggage … at the gate.
A must be checked **B** to be checked

6 I would like … another chance.
A being given **B** to be given

7 It's fun … a secret.
A being told **B** to be told

3 Tick (✓) the correct sentences. Correct the incorrect sentences.

1 ☐ The fire is believed that started during the night.
2 ☐ Sitting all day is understood be bad for your health.
3 ☐ It has been shown that yoga is good for mental health.
4 ☐ There were said to be more than one thousand people at the concert.
5 ☐ Lights should being turned off at midnight.
6 ☐ He wants eating fruit and vegetables instead of unhealthy snacks.
7 ☐ It feels great to be told a compliment.

7.2 Reported speech

We use reported statements to talk about what someone has said.

'I've finished my job interview.'

He told me that he'd finished his job interview.

When we use *tell*, we always add the indirect object. This is often a pronoun like *me*, *him* or *her*.

She told me she would be late. NOT ~~She told she would be late.~~

Alternatively, we can add *that* after *say* or *tell*.

They said / told me they were hungry. = They said / told me that they were hungry.

When we report a statement, we usually move the tense of the original statement to the past.

Direct statement	Reported statement
Present simple	Past simple
Present continuous	Past continuous
Past simple	Past perfect
Present perfect	Past perfect
will	would
can	could
must	had to
may	might

Except for *will*, *can*, *must* and *may*, modal verbs don't change in reported speech.

'You should be more careful.'

He told me that I should be more careful.

When the reporting verb is in the present, we don't change the tense of the original statement. The original words are still true at the time of reporting.

'I've forgotten my key.'

Bukayo says that he's forgotten his key.

We use reported questions to talk about what someone has asked.

'Will you be at home later?'

He asked us whether we would be at home later.

Remember, we use the word order of affirmative statements in reported questions.

'Where do you live?'

She asked me where I lived.

NOT ~~She asked me where did I live.~~

When we report questions and answers, we use the same tense changes as in reported statements.

We report *yes / no* questions using *if* or *whether*. We use the auxiliary or modal verb to report short answers. We don't include question tags in the reported questions.

'Do you enjoy tennis?' 'Yes, we do.'

She asked us if /whether we enjoyed tennis. We said that we did.

'Your father works at the school, doesn't he?'

She asked me if my father worked at the school.

In reported speech, time expressions frequently change in the following way.

Direct speech	Reported speech
today	that day
tonight	that night
tomorrow	the next / following day
next week	the next / following week
ago	before
last week	the previous week / month
last month	the week / month before

1 **Put the words in the correct order to make reported speech. Then write the direct speech for each item.**

1 where / me / I / lived / he asked
2 me / if I / horror films / she asked / liked
3 the following week / he asked / on holiday / if I / me / would be
4 if that / my car / me / asked / was / the police
5 he told / I / me / the change / keep / could
6 she / that / taken / hasn't / Fatima says / painting classes before

2 **Rewrite the statements as reported speech.**

1 'It is snowing!'
She said _____.
2 'Warsaw is a great city to visit in summer.'
Ali said _____.
3 'I would love to go to Venice!'
He said _____.
4 'I must call my parents after I get home.'
She said _____.
5 'What paintings will you see?'
He asked _____.
6 'You went to this university, didn't you?'
They asked me _____.

3 **Change the reported speech to direct speech.**

1 She said that she'd finished reading the instructions that I gave to her.
_____.
2 Emma said that she was going to go out for a run an hour after dinner.
_____.
3 He asked if I would like to come and see his team play the following week.
_____.
4 She said that she had to start working on her assignment that night.
_____.
5 The taxi driver thought that the traffic was even worse than usual today.
_____.
6 They thought that they could help with the campaign the following week.
_____.

7.5 Reporting verbs

We can use a range of verbs and structures to report things like promises, suggestions, commands and offers.

'We want to use the gym for a concert.'
I explained that we wanted to use the gym for a concert.
'Why don't you try the sports centre?'
She suggested that we should try the sports centre.

We form reported sentences in a range of different ways. We use …

1 *that* with reporting verbs: *add, complain, explain, predict, insist.*
Reporting verb + *that*.
'I won the race.'
Jeff insisted that he had won the race.
'Those shoes are too expensive.'
Layla complained that the shoes were too expensive.

2 *to / not to* with reporting verbs: *offer, refuse, agree, promise, threaten.*
Reporting verb + *to* / (*not*) *to* + infinitive.
Shall I carry your bags?'
He offered to carry my bags.
'I won't forget the tickets.'
She promised not to forget the tickets.

3 object + *to / not to* with reporting verbs: *advise, beg, encourage, remind, urge, warn.*
Reporting verb + object + (*not*) *to* + infinitive.
'Don't drive in the snowstorm!'
She begged us not to drive in the snowstorm.
'You must study tonight.'
He urged us to study that night.

4 the *-ing* form with reporting verbs: *admit, deny, recommend, suggest, propose.*
Reporting verb + (*not*) *-ing* form.
'Why don't we go for a swim?'
He suggested going for a swim.

5 preposition + *-ing* form with reporting verbs: *admit to, apologise for, complain about, insist on, criticise for.*
Reporting verb + preposition + (*not*) *-ing* form.
'We're sorry we're late.'
We apologised for being late.

6 object + preposition + *-ing* form with reporting verbs: *accuse (somebody) of, blame (someone) for, criticise (someone) for.*
Reporting verb + object + preposition + (*not*) *-ing* form.
'You didn't try hard enough!'
He accused me of not trying hard enough.

7 *that + should* / subjunctive clause with reporting verbs: *request, insist, propose, recommend, suggest.*
Reporting verb + *that* + should clause or subjunctive clause.
'It would be a good idea to bring warm clothes.'
She recommended that we should bring warm clothes.
'Let's create our own website.'
I proposed that we create our own website.

The subjunctive form of a verb is the same as the infinitive without *to*. We do not add *-s* for *he / she / it*.
Mum insisted that my brother go with me.
NOT ~~Mum insisted that my brother goes with me~~.

1 Complete the reported speech with the verbs below. Use the correct form. Add *to* or *for* if needed.

apologise criticise deny insist offer urge

1 'Can I help you with dinner?'
She _____ help me with dinner.
2 'Do not stay up late tonight.'
He _____ us not to stay up late that night.
3 'I didn't borrow your car.'
She _____ borrowing my car.
4 'That was irresponsible of you to leave my laptop at the café.'
He _____ me _____ leaving his laptop at the café.
5 'I'm sorry for not calling you earlier.'
He _____ not calling me earlier.
6 'There is no way I'm going to get an earlier flight home.'
He _____ that there was no way he was going to get an earlier flight home.

2 Tick (✓) the correct sentences. Correct the incorrect sentences.

1 ☐ He admitted having left the ice cream out.
2 ☐ He threatened assigning more homework if the students kept complaining.
3 ☐ She urged them to enter their essay into the writing competition.
4 ☐ They insisted to pay for my meal.
5 ☐ My teacher always encouraged me asking questions and monitoring my own understanding.
6 ☐ Dad suggested that David learn another language besides English.

3 Write reported statements for the direct speech. Use the correct form of the reporting verbs below.

accuse of agree complain deny propose recommend remind request

1 'I definitely did not use your headphones.' She …
2 'Can we sit at a table next to the window, please?' He …
3 'I think you should take a holiday.' She …
4 'You left the kitchen a mess!' He …
5 'OK, I'll help you study for the physics exam.' She …
6 'The film is excellent and you should go and see it.' He …
7 'Don't forget to take a key.' She …
8 'The food was cold and tasteless.' He …

8.2 Verb patterns

Infinitives and *-ing* forms

We sometimes use a second verb after a main verb. The second verb can be an …

- infinitive with *to* (for example *to have*).
  I'd like to have a new coat for the winter.
- infinitive without *to* (for example *have*).
  We'll have someone fix the computer.
- *-ing* form (for example *having*).
  Pete suggested having fish for dinner.

Some verbs are only followed by an infinitive with *to*: *agree, decide, hope, manage, offer, plan, refuse, seem, want.*

We agreed to meet after lunch.

Some verbs are only followed by an *-ing* form: *avoid, consider, describe, discuss, dislike, enjoy, imagine, practise, recommend, suggest.*

I avoid swimming after I eat.

With some verbs, for example *begin, prefer, continue* and *start*, we can use the infinitive with *to* or the *-ing* form with very little difference in meaning.

Even though there was a lot of noise, Ruby continued reading / to read her book.

With some verbs, for example *stop, remember, forget, go on, mean, try* and *regret*, we can use the infinitive with *to* or the *-ing* form, but the meaning is different.

I remember locking the door. (I remember something in the past.)
I must remember to lock the door. (I mustn't forget to do this.)
I'll never forget collecting my prize in front of all those people. (I did this and it was very memorable.)
Oh no! I forgot to collect my prize! (I needed to do this but I didn't.)
Do you think you will go on studying English after you graduate? (Will you continue doing something?)
Do you think you will go on to study any new subjects next year? (Will you change activity?)
Sam stopped working at 5:30. (She finished the action.)
Sam stopped to go home. (She finished the action in order to start another action.)
Does it mean working long hours? (Something with a consequence or result.)
Do you mean to work long hours? (Something you intend to do.)
She tried calling him last night but there was no reply. (Something she attempted to do.)
She should try to call him. (Something she should make an effort to do.)
I regret telling her to leave yesterday. (I am sorry about something in the past.)
I regret to say that the party is cancelled. (I am sorry to tell you about this situation.)

Verb + object + infinitive / *-ing* form

Sometimes, verbs are followed by an object and then by another verb in the infinitive with *to* or the *-ing* form.

1 Verbs that take an object + infinitive with *to* are: *allow, encourage, expect, inspire, permit, persuade, use.*
  She used his car to get groceries.
2 Verbs that take an object + *-ing* form are: *discover, find, hear, listen to, notice, see, spend, watch.*
  He heard someone crying out for help.

1 Match 1–6 to A–F.

1 I stopped to
2 My parents encouraged
3 We saw
4 He seemed
5 We went on
6 I remember

A to be very happy.
B studying late into the night.
C a police officer talking to a cyclist.
D take a break.
E seeing that man before.
F me to volunteer.

2 **Choose the correct form of the verbs. In some cases, both may be correct.**

1 My parents expect me **to watch / watching** my brothers and sisters after school.
2 I found my brother **to hide / hiding** under his bed.
3 I stopped **to listen / listening** to the radio. I only use music apps now.
4 He forgot **to set / setting** his alarm last night.
5 I started **to ski / skiing** when I was six years old.
6 I recommend **to volunteer / volunteering** to teach English. It's very rewarding.
7 We decided **to donate / donating** to a charity that provides job training.
8 When I began **to teach / teaching**, I had 40 students in each class.

3 **Find the mistakes in five sentences in the paragraph below. Write the correct sentences.**

My family decided doing community service. I wanted to work with people, so my mum encouraged me to serve meals at the local soup kitchen. My brother prefers working behind the scenes, so for him she recommended to prepare the meals in the kitchen. He has really started to enjoy cooking. And I've also discovered a passion. The experience has inspired me helping others with their problems. I'm considering to become a therapist. I've spent time listening to people's stories and I want to help them. I hope continuing volunteering and make a difference in the world.

8.5 Participle clauses

We can use participle clauses to describe people, things or places.

The store was full of people looking for bargains.
I found a shirt reduced by 50%.

A participle clause is when a participle is followed by an object, a complement or an adverbial.

… ***holding*** *a heavy bag* (an object)

Being *too busy to reply,* … (a complement)

Having lived *in London,* … (an adverbial)

Participle clauses can often help us to be more efficient with the language and use fewer words.

Released in July, the new music track had 1 million downloads. (The new music track was released in July. It sold one million copies.)

We often use participle clauses instead of relative clauses when a present participle replaces an active tense or a past participle replaces a passive tense.

I saw some students waiting for a bus. = *I saw some students who were waiting for a bus.*

This is a website designed by my brother. = *This is a website which was designed by my brother.*

TIP

When we talk about two connected events, we can use various prepositions and conjunctions with participle clauses, for example: *after, before, despite, on, once, since, when, while.*

I usually do my homework while listening to music.
Once caught, the criminals were taken to the police station.
She's been much happier since moving to her new house.

We can use present, perfect and past participles in participle clauses.

- Present participle – to express a reason or cause
  Being a teacher, I have to do lots of preparation work. = *because I am a teacher*
  Assuming everyone agrees, we can change the date of the meeting. = *if everyone agrees*
- Perfect participle – to show a sequence of events
  Having broken his arm, he needs to rest at home for a few days.
- Past participle – to express a condition
  When finished, this painting will look beautiful.

We can also use participle clauses to talk about two events that happened one after the other or at the same time.

Having bought the shirt, I decided to go home.
On leaving the store, I realised that I'd forgotten the shirt.

Present and perfect participles normally have an active meaning.

There are some students taking exams in that room. = *They are taking exams.*

Past participles normally have a passive meaning.

I found a coin made more than 100 years ago. = *It was made 100 years ago.*

TIP

When a sentence contains a participle clause and another clause, both clauses must have the same subject.
Having read that book, I would recommend it. = I read it. I would recommend it. NOT ~~Having read that book, it was very interesting.~~

1 Complete the second sentence so that it means the same as the first. Use a participle clause.

1 He stepped outside and felt the cold air against his skin.
_____ outside, he felt the cold air against his skin.

2 We stayed up late and were very tired.
_____ late, we were very tired.

3 I've been much more active since I learned to skate.
_____ to skate, I've been much more active.

4 I didn't want to hear the football result, so I turned off the TV.
_____ to hear the football result, I turned off the TV.

5 I thought fast and then I picked up the phone.
_____ fast, I picked up the phone.

6 Because we had arrived late, we were not allowed into the theatre.
_____, we were not allowed into the theatre.

7 I'm not American, so I really don't understand baseball.
_____ American, I really don't understand baseball.

8 Kaheem hadn't stayed in the hotel before, so he didn't know what to expect.
_____ at the hotel before, Kaheem didn't know what to expect.

2 Complete the sentences with a conjunction or preposition from A and a verb from B. Use the correct participle form.

A after before despite once when while

B drive run finish leave lie notify

1 _____ early for the appointment, we were five minutes late.
2 _____ to his friend, he felt horrible.
3 _____ across the country, I took my car for a safety check and service appointment.
4 _____, the new house is going to have three floors and a pool and garden out back.
5 _____ for the bus, I tripped and dropped my bag.
6 _____ about the accident, we went to the hospital straight away.

3 Rewrite the sentences so that they contain a participle clause. Use the words in brackets.

1 Laptops and other devices that cost more than 500 euros are going on sale tomorrow. (costing)
2 She has met a lot more friends now that she has moved to a big city. (since)
3 I studied Spanish on my own for several years. Now I'm very happy to have someone to practise with. (having)
4 As he was a generous person, he gave money to charity every month. (being)
5 Because she didn't feel well, she took the day off. (not feeling)
6 Because I worked at a hospital, I am good in an emergency. (having)

IRREGULAR VERBS

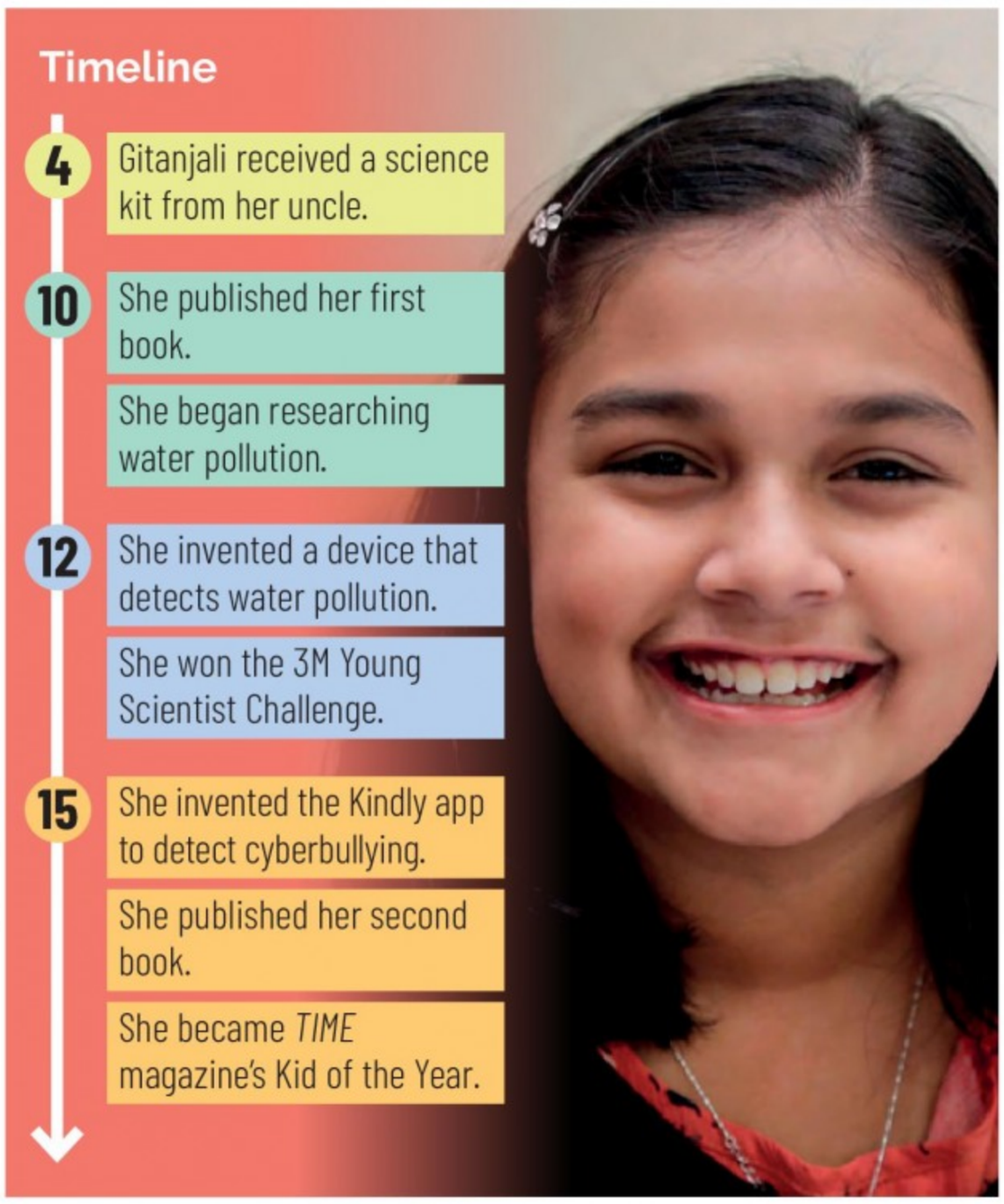
Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	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

Lesson 1.2, Ex 6

Student A

Read the timeline of Gitanjali Rao (pron. /gɪˈtaenʒəlɪ raʊ/). Tell Student B about her.
Begin: *Gitanjali Rao is a talented young scientist. By the time she was fifteen …*



Lesson 2.8, Ex 6

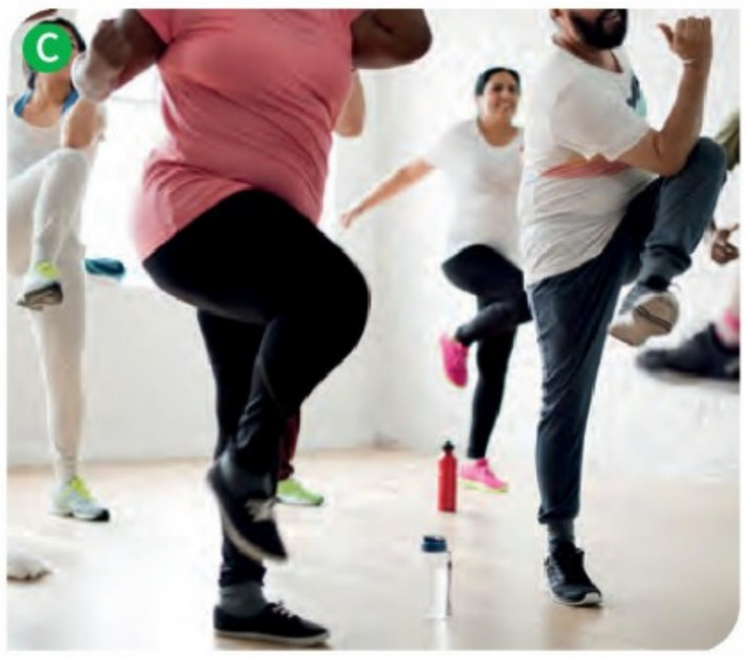




Lesson 3.1, Ex 9











EXTRA ACTIVITIES

Lesson 3.7, Ex 8

Student A

Your team captain gives a lot of instructions during games. They also shout a lot and criticise how you and your teammates play. You find this difficult because . . .

- sometimes these are different from the coach's instructions.
- it's hard not to take the criticism personally.
- the captain refuses to listen if you make suggestions or express an opinion.

Student B

You are the captain of a sports team. Some of your teammates are unhappy because you shout instructions and criticise them during games. You believe . . .

- your job is to lead the team and encourage them to win.
- it's important to adapt to the way the game is going, even if that is against the coach's instructions.
- other players should listen to you and follow your instructions.

Lesson 3.9, Ex 6

1 Who took the survey?

11,959	141	51% male	
students	institutions	49% female	9.6% disabled

2 What did they tell us?

57.5% active (150+ mins per week); **22.3% quite active** (30–149 mins); **20.2% inactive** (< 30 mins)

3 Physical activity (active & quite active)

A gym only 21%
B team sports (e.g. football) 32%
C individual sport (e.g. running) 23%
D mix of A, B and C 24%

4 Do they feel generally happy and socially included most of the time?

Yes: active & quite active **68.9%**; inactive **33.5%**

No: active & quite active **31.1%**; inactive **66.5%**

5 How confident are they of finding a job after college?

Very / quite confident: active & quite active 68%; inactive 42%

Not confident: active & quite active 32%; inactive 58%

Lesson 4.8, Ex 7

In future, the choices we make about where we live may be very different from today. In pairs, discuss which of the living spaces you think it is likely most people will be living in, and why. In the discussion, you should …

- comment on the other person's ideas.
- continue or extend a point that the other person makes.

A



B



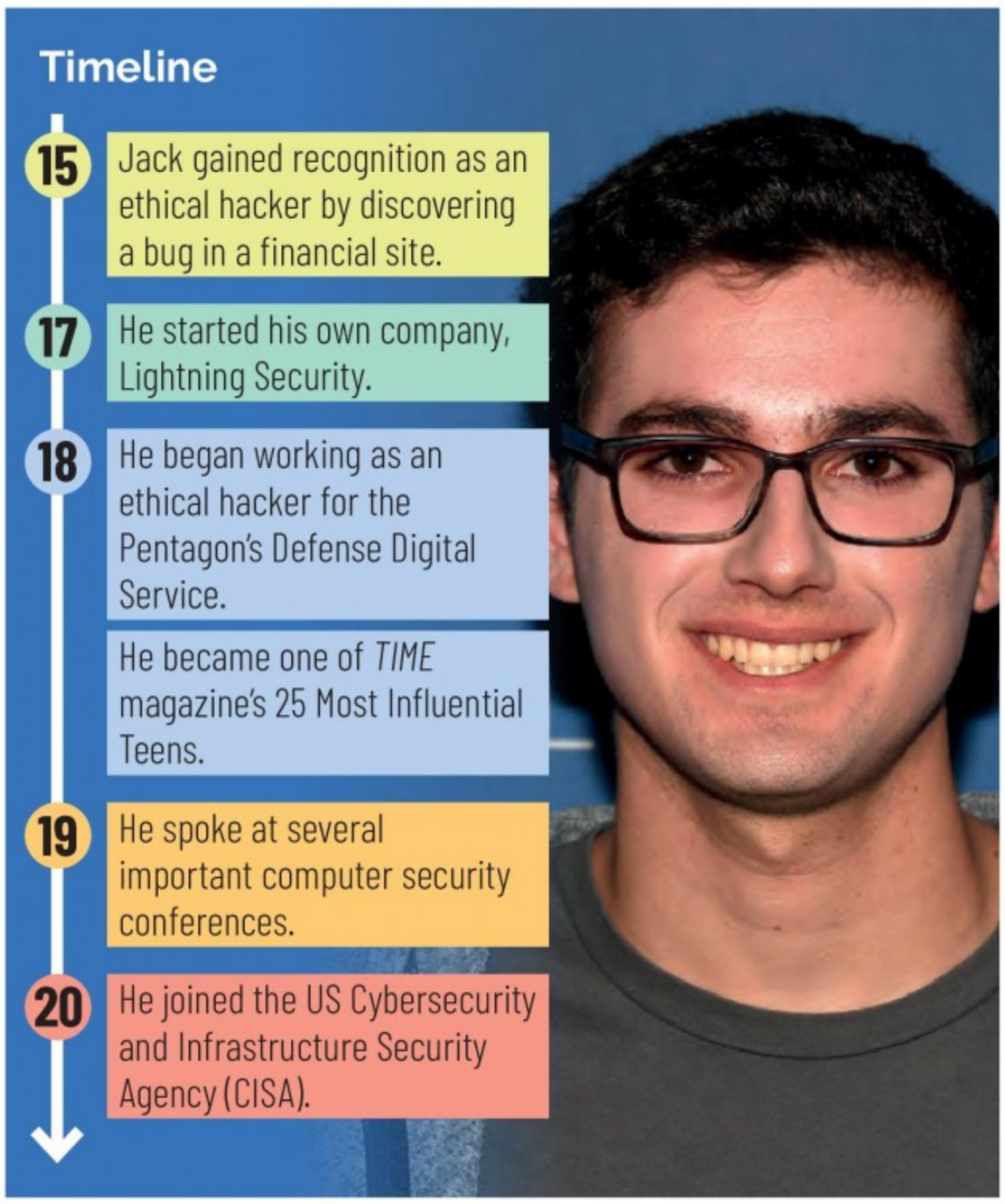
C



Lesson 1.2, Ex 6

Student B

Read the timeline of Jack Cable. Tell Student A about him. Begin: *Jack Cable is a talented young computer programmer. By the time he was 20 …*



Lesson 6.8, Ex 7

Read the task and roles of customer and shop assistant below. Think about each role. Prepare your ideas. Use the Phrasebook phrases and the strategy on page 87. Take turns to do the task.

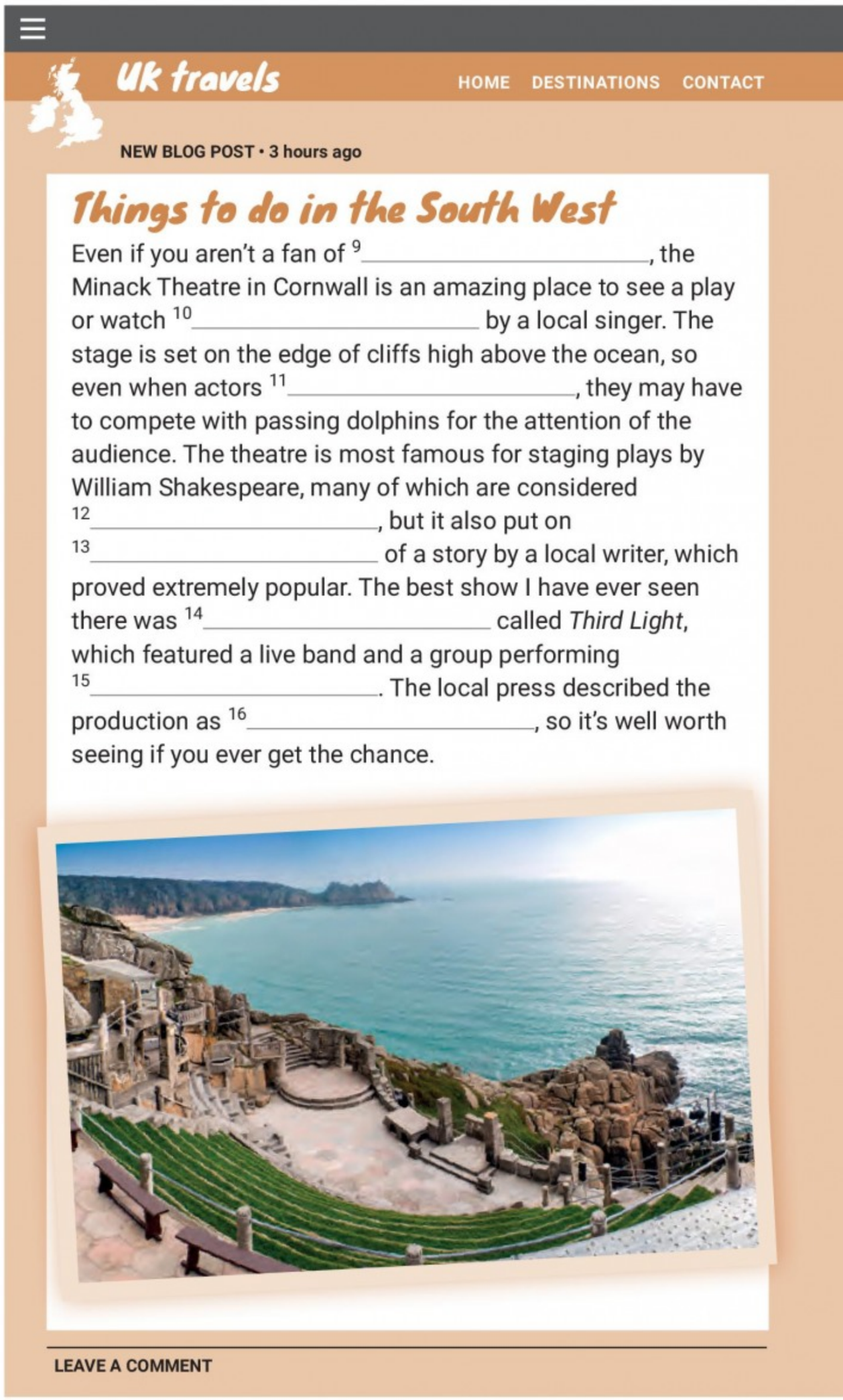
You bought a product in a shop last Saturday, but when you got home, you realised it wasn't suitable and you need to return it. You are visiting the shop to get a refund.

- Explain when you made the purchase and what the problem is.
- Propose how you would like the shop assistant to resolve the problem.
- Respond to the suggested solution, but reject it and explain why you want a better service.
- Accept the new proposal and / but express how you feel about the process.

Customer: Decide what you bought and what is wrong with it. Do you have the receipt? Why do you want a refund, not an exchange or a voucher?

Shop assistant: Apologise for the problem(s) and try to help. Suggest an exchange. Try to convince the customer to accept a store voucher, instead of a refund.

Lesson 7.1, Ex 9



Lesson 2.5, Ex 8

1 Jack studied hard and passed all his final exams with good grades. He applied to university to study business and was accepted. However, he has now decided not to go. The company where he works at weekends offered him a full-time job, and they don't require any qualifications. Jack hasn't told his parents and he's afraid they'll be angry.

2 Kamili is an excellent hockey player and one of the stars of the school team. Because of problems at home, she missed a few training sessions. However, she didn't tell anyone the reason why. As a result, she didn't play as well as usual and the coach dropped her from the team. Kamili is very upset.

He needn't have studied so hard if he didn't want to go to university.

1 CULTURE Crossing the USA



1 Work in pairs. Try to guess the correct answers to complete the sentences.

1 The shortest distance across the USA is ___.
A 2,800 km B 3,800 km C 5,800 km

2 ___ people try to run across the USA every summer.
A Hundreds of B 50–100 C As many as 20

3 The world record for running coast to coast is ___, six hours and 30 minutes.
A 42 days B 49 days C 55 days

2 Read the first paragraph of the article. Check your answers in Ex 1.



One thing's for sure – whichever route you take across the USA won't be a quick journey. Distances range between 3,800 and 5,600 kilometres, so even if you drove eight hours a day, it would still take six days or more to travel from coast to coast. Up to 20 people every summer make this journey without a car and attempt to run all the way. The fastest time so far is just under 43 days, but this huge physical and mental challenge can take some people several months to complete.



The history of crossing the USA on foot goes back to 1909, when Edward Payson Weston walked from coast to coast. He left New York City on his 70th birthday and reached San Francisco after 104 days' walking – just missing his goal of 100 days. Distance walking, or pedestrianism, was such a popular sport in those days that crowds would gather to cheer Weston on and updates on his progress appeared in *The New York Times*. By the time Weston completed his trans-continental walk, he had become a national sporting celebrity.

Running across the USA didn't start until the 1970s, when running became a big fitness craze. The runners who took on the challenge that decade became increasingly competitive and the record was set and broken four times. American runner Pete Kostelnick ran from San Francisco to New York City in 2016 and set the current record, running a daily average of 115 kilometres. Who knows when that will be broken?

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

1 Drivers use one main road to cross the USA.
2 Running across the USA is a test of both body and mind.
3 Weston was disappointed not to fulfil his dream of walking across the USA in 100 days.
4 It wasn't easy for people to get up-to-date information about Weston during his walk.
5 Weston's coast-to coast crossing made him famous.
6 Coast-to-coast runners in the 1970s weren't at all interested in their finishing times.

4 1.17 Listen to a podcast about long-distance runner Rob Pope. How many times has he run across the USA?



Rob Pope running the 2018 London Marathon dressed as Forrest Gump.

5 1.17 Listen again and answer the questions.

1 Who is Forrest Gump?
2 What unusual thing does Forrest Gump do?
3 What did Rob Pope do that was different from other people who have run across the USA?
4 What two things did Pope learn from his mother when he was growing up?
5 Who did Pope raise money for by doing his trans-continental run?
6 Since returning to the UK, what proves that Pope still has a strong connection to Forrest Gump?

6 THINK & SHARE Answer the questions.

1 Would you ever consider running a long-distance event? What charity would you raise money for? Why?
2 Before Rob Pope's mother died, she told him to 'do one thing in your life that makes a difference'. If this were you, what would you choose to do? Why?

7 Work in small groups. Research an unusual long-distance sporting event in your country or around the world. Make a presentation to give to the class.

PHOTOCOPIABLE © Oxford University Press

2 CULTURE Green spaces in Singapore

1 THINK & SHARE Answer the questions.

1 What is the meaning of the quote?

> **'I took a walk in the woods and came out taller than the trees.'**
> *Henry David Thoreau*

2 How important is spending time in nature to you? Why?

3 What is your idea of the best way to take time out and relax?

2 2.17 Listen to a podcast about Singapore. Tick (✓) the names of the green spaces that are mentioned.

1 The Garden City
2 Fort Canning Park
3 Botanic Gardens
4 Jurong Central Park
5 Gardens by the Bay
6 Cloud Forest
7 Garden Rhapsody
8 Bukit Timah Nature Reserve

3 2.17 Listen again. Choose the correct answer (A, B or C).

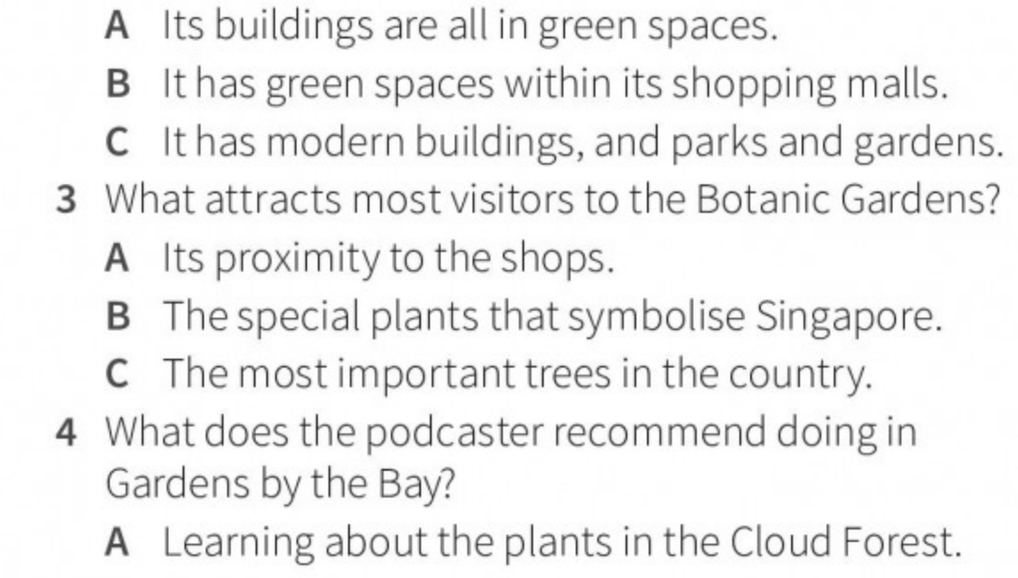
1 What does the podcaster say about Singapore's population?
A It is increasing by about 5.7% a year.
B It is large for the size of the country.
C It is one of the most multicultural in the world.

2 Why is Singapore known as *The Garden City*?
A Its buildings are all in green spaces.
B It has green spaces within its shopping malls.
C It has modern buildings, and parks and gardens.

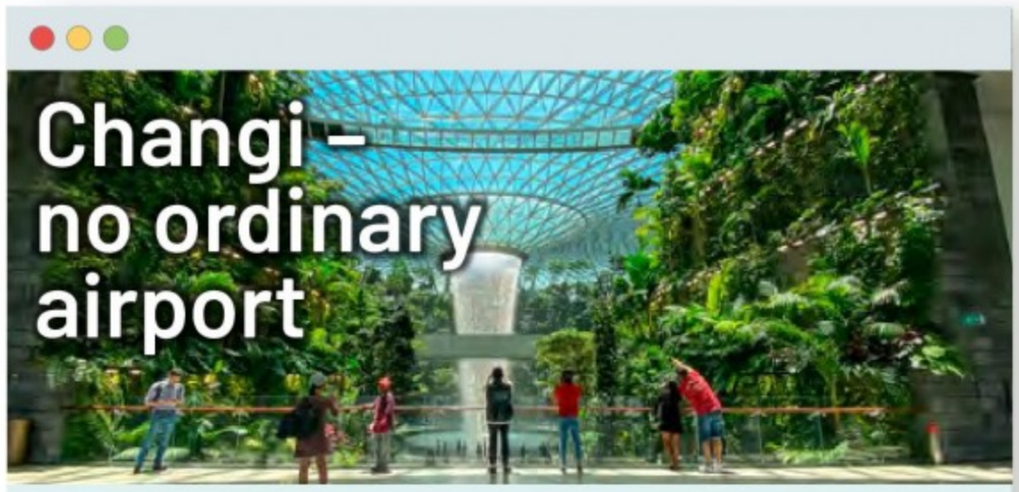
3 What attracts most visitors to the Botanic Gardens?
A Its proximity to the shops.
B The special plants that symbolise Singapore.
C The most important trees in the country.

4 What does the podcaster recommend doing in Gardens by the Bay?
A Learning about the plants in the Cloud Forest.
B Looking down on the Supertrees from above.
C Watching a special night-time performance.

5 What do you learn about rainforests in Singapore?
A They have all been lost apart from a few areas.
B There has only ever been one area.
C They have never existed.



4 Read the article about Singapore's airport. How can you experience nature there?



Singapore is a small city-state, but with more than 65 million passengers travelling through its airport every year, it has one of the busiest airports in south-east Asia. Since opening in 1981, Changi Airport has been voted the world's best airport for eight years in a row and has become a must-see attraction. Travellers download the iChangi smartphone app to find their way around and get up-to-the-minute information about flights and things to do.

For people with time to spare between flights, Changi has a multitude of shops and restaurants. But some of the more alternative passenger experiences include a rooftop pool, free 24-hour cinemas, a four-storey slide, a butterfly garden and a digital memory capsule called *The Social Tree*. People share photos and videos instantly on this and then view them again the next time they pass through Changi. For travellers with at least five hours to spare and who want to see more than just the airport, there are free three-hour guided tours of Singapore available.

However, it is Changi's latest development – an impressive shopping, dining and leisure complex named Jewel that makes Changi Airport stand out. At its centre is the world's largest indoor waterfall, the 40-metre high Rain Vortex. This is surrounded by the Shiseido Forest Valley, a huge park containing one of the most extensive indoor collections of tropical trees and plants in Singapore. Open both to travellers passing through Changi and non-flying visitors, Jewel redefines traditional ideas of what an airport is.

5 Choose the correct alternatives.

1 Singapore's airport **matches / doesn't match** the size of the country.
2 Changi Airport has an **excellent / awful** reputation.
3 Changi aims to entertain travellers in a(n) **unconventional / traditional** way.
4 **Some / No** flights arrive at and leave from Jewel.
5 You **must / don't have to** be a passenger to visit Jewel.

6 THINK & SHARE Which places in either Singapore or Changi Airport appeal to you? Give your reasons.

7 Work in small groups. Research one of the attractions at Jewel Changi from the list. Make a presentation to give to the class.

Canopy Park and Canopy Bridge
Changi Experience Studio Shiseido Forest Valley

PHOTOCOPIABLE © Oxford University Press

3 CULTURE Making a difference in Australia



surf lifesaver (noun) – a person whose job is to watch the sea carefully and rescue people who are in difficulty in the water

1 THINK & SHARE Look at the photo and read the definition. Answer the questions.

1 What skills and personal qualities do you think surf lifesavers need?
2 What difference do you think they make to the community?

2 Read the article. Which two things does surf lifesaving refer to?

An Australian tradition

Surf lifesavers in their distinctive red and yellow clothing are a familiar sight on Australian beaches at weekends and on public holidays. Their job is to keep a close watch on the sea and rescue people in difficulty in the water. In a country with 12,000 beaches and around 500 million visits a year to them, surf lifesavers play a vital role in keeping the public safe.

The first official surf lifesaving club was established on Bondi Beach, Sydney, in 1906. Before then, bathing in the sea was considered improper and wasn't allowed, but rules were relaxed as moral attitudes changed. However, many swimmers, even good ones, got into difficulty in the powerful surf and drowned. In response, volunteers in Sydney set up a rescue organisation to save swimmers' lives.

Now called Surf Life Saving Australia (SLSA) and with 315 clubs and almost 174,000 members, it is far larger than any other surf lifesaving movement in the world. Its mission is still the same, but it also aims to create great Australians and build better communities. Volunteers of all ages and abilities can join and participate in different ways including fitness training, lifesaving and organising fund-raising events.

Surf lifesaving is now also a competitive sport and members of different clubs compete in events. The most challenging form of the sport is Ironman, which involves the four main aspects of surf lifesaving in one race – swimming, paddleboarding, ski paddling (on a type of kayak) and a beach run. Competitors must have incredible levels of strength and fitness to do well.

drown (verb) – to die because you have been underwater too long and can't breathe

3 Read the article again and answer the questions.

1 Why is surf lifesaving particularly beneficial to people in Australia?
2 What couldn't you do at Bondi Beach in the late 1800s? Why not?
3 What happened when the rules changed? Why?
4 Why don't all members of SLSA clubs have to be strong swimmers?
5 Which kind of people compete in Ironman?

4 3.14 Listen to a report about sport in Australia. What is the aim of *Yulunga*?

5 3.14 Listen to the report again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.

1 The aim of Sport Australia is to get young people to play sport.
2 *Yulunga* describes games in great detail.
3 There is a link between some popular modern sports and some of the games in *Yulunga*.
4 *Keentan* is a popular game with schoolchildren.
5 There are similarities between *kokan* and tennis.
6 Originally, *kokan* was a game only played by men.



6 THINK & SHARE Answer the questions.

1 Why is it important to remember our cultural past?
2 Do you think sport has the power to bring people together whatever their background? Why? / Why not?

7 Work in small groups. Choose a traditional indigenous sport from Australia below and research it. Tell another group the history of the sport and then teach them how to play it.

Battendi Gorri Koolchee
Tambil Tambil Woomera

PHOTOCOPIABLE © Oxford University Press

4 CULTURE — Living trends in the UK

1 THINK & SHARE Answer the questions.

1 Do you agree with the quote? Why? / Why not?

> **Growing up means leaving home and becoming a self-supporting adult. I think this the hardest task any human being has to face.**
> *John Bradshaw*

2 What are the pros and cons of continuing to live at home after you become an adult?

2 Read the article. Choose the correct answer (A, B, C or D) to complete the text.

The boomerang generation

Leaving home has long been considered to be the natural progression from adolescence to [1]___. However, in recent years in the UK, there has been a sharp [2]___ in the number of people in their twenties and early thirties moving back into their parents' home. So, what exactly is happening to create this 'boomerang' generation of young adults?

Uncertainty about jobs together with low salaries and the [3]___ cost of renting flats are the main reasons for 20–34-year-olds returning home or never leaving in the first place. For some, it is also the only way they will ever be able to [4]___ up enough to buy a place of their own. They might pay little or no rent to live at home, so it is far more [5]___ than living independently. No doubt their parents will be worse off, though.

Experts predict that due to the social and economic effects of the Covid-19 pandemic, the [6]___ trend of grown-up children living at home is set to continue. They also expect that many of these people will spend up to ten years of their life living in this way, so it isn't a [7]___ measure either.

Some people, particularly the older generation, feel that going back to live at home with parents for a long period is a backward step. However, they need to understand that for the boomerang generation, it isn't a [8]___ choice, but out of necessity.



boomerang (noun) – a curved piece of wood that comes back when you throw it

1	**A** teens	**B** adulthood	**C** middle age	**D** retirement
2	**A** trend	**B** fall	**C** decrease	**D** rise
3	**A** low	**B** high	**C** slight	**D** steady
4	**A** go	**B** rise	**C** save	**D** move
5	**A** affordable	**B** spacious	**C** expensive	**D** ingenious
6	**A** up	**B** upward	**C** down	**D** downward
7	**A** permanent	**B** steady	**C** sharp	**D** temporary
8	**A** life	**B** living	**C** lifestyle	**D** family

3 Read the article again and answer the questions.

1 How does the boomerang generation get its name?
2 Who benefits most from living at home with parents? Why?
3 What effect has Covid-19 had on people in the boomerang generation?
4 Who has a negative opinion of the boomerang generation? Why?

4 Work in pairs. Answer the questions.

1 What will you miss the most when you leave home? Why?
2 How would you feel about going back home to live after graduating from university? Why?

5 4.14 Listen to four different people talking about their living spaces in the UK. What have the people all got in common? What is different about Speaker 4's situation?

6 4.14 Listen again. Match the speakers 1–4 to the statements (A–G). There are three extra statements that you do not need.

Which speaker mentions that …

A they have a two-room flat below the house?
B they don't have the space they used to have?
C it's their dream to retire to another country?
D they've transformed the top floor of their house?
E the extra money is useful?
F they need to downsize?
G they'll be leaving the UK when they can?

7 THINK & SHARE Work in pairs. Imagine you have to go back to your family home to live in your mid-twenties, but you have the chance to design your own living space there. Discuss what you would like to include in it and why.

8 Research a scheme from the list. Find out the following things:

London Help to Buy London Living Rent
Shared ownership

- What is it?
- Who is eligible?
- What does it aim to do?

Then discuss the schemes in small groups. What is your opinion of them? Why?



PHOTOCOPIABLE © Oxford University Press

5 CULTURE Technology in Nigeria

1 Work in pairs. What do you know about business? Try to guess the correct answers to complete the sentences.

QUIZ

1 **Tech hubs** are areas with many ... .
A shops selling high-tech gadgets
B technology companies
C different businesses

2 **Start-ups** are new companies that want to ... .
A stay small
B grow fast and attract investors
C buy other businesses

3 In a **co-working space** ... share office space.
A managers
B workers from the same company
C workers from different companies

4 **Entrepreneurs** are people who make money by ... .
A setting up and running businesses
B designing innovative products
C offering advice to other companies

2 5.14 Listen to the report and check your answers in Ex 1.

3 5.14 Listen again. Answer the questions.
1 How does Nigeria compare in size to other African countries?
2 What changes in industry has Nigeria experienced?
3 What is Yaba's nickname now? Why?
4 What do Nigerian tech start-ups find easier to get these days?
5 What are the benefits of co-working spaces for small businesses in Nigeria?
6 How do experts regard technology in Nigeria? What does that mean?

4 Read the article. Choose the best title (A, B or C).
A Wearable technology in Nigeria
B A game-changing gadget
C An alternative travel solution

5 Read the article again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.
1 A significant proportion of car users in Nigeria can be found in its two largest cities.
2 Buses in Lagos are a pleasant way to travel.
3 Olokesusi has a tech degree.
4 The idea is to travel alone on *Shuttlers*.
5 *Shuttlers* has had a positive impact on many commuters' daily travel experience.
6 Olokesusi's dream is to use the new investment to become a global business.

6 THINK & SHARE Answer the questions.
1 Supposing you spent hours stuck in traffic jams every day, how would you manage?
2 How does traffic congestion affect aspects of people's lives? Give examples.

7 Work in small groups. Research a recent innovative mobile app. Use the questions to help you make a presentation to give to the class.
- What is the name of the app?
- What is its aim?
- Who is it for?
- How many users does it have?
- What is unique about it?
- What do people like about it?



Lagos, the largest city in Nigeria, has the fastest-growing population in Africa. And where there are people, there are cars. Incredibly, 50% of the 13 million cars on Nigeria's roads are in Lagos and Kano, the country's second-largest city. So, it comes as no surprise that Lagos is now one of the most congested cities in the world. Commuters spend hours stuck in traffic jams and bus users face long queues to travel on public transport that is often overcrowded and uncomfortable.

When Damilola Olokesusi graduated from the University of Lagos, she was determined to tackle transport issues in large cities like Lagos. As a result, in 2016, Olokesusi set up *Shuttlers*, a transport and tech company in the city. People use a mobile app to share rides with other commuters on routes across the city. Travelling in one of *Shuttlers'* modern buses with air conditioning and onboard entertainment is not only a more relaxed and comfortable way to commute, but it also helps reduce the number of vehicles on the roads and lower carbon emissions.

Olokesusi's start-up has proved to be game-changing for many people in Lagos. *Shuttlers* now provides an efficient, affordable and stress-free transport solution on over 30 routes with over 300 bus stops. The user-friendly app enables commuters to book seats, pay for rides and get accurate arrival and departure times. Olokesusi has won awards for her innovative work and, thanks to a significant amount of new investment, she plans to set up *Shuttlers* in other cities across Nigeria.

congested (adjective) – full of traffic

PHOTOCOPIABLE © Oxford University Press

6 CULTURE An old tradition in Fiji

1 THINK & SHARE Look at the picture and read the definition. What do you think are the advantages and disadvantages of bartering?



barter (verb) – to exchange one thing for another without using money

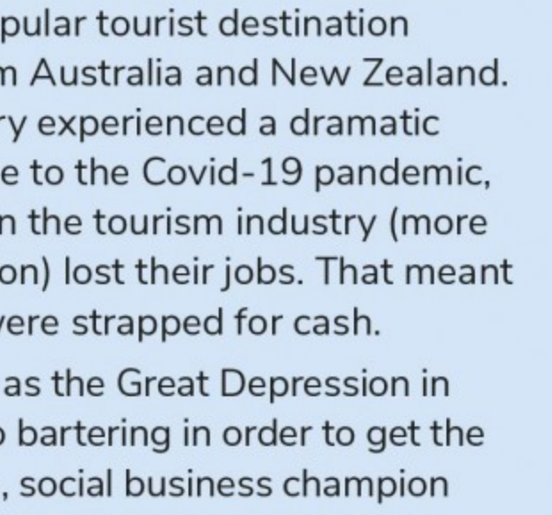
2 Read the article. What has caused an increase in bartering in Fiji?

A simple solution to a big problem

If you have ever swapped something like a book or video game with a friend in return for one of theirs, then you have bartered. The barter system has existed for thousands of years and was once the only means for people to trade before money was invented. In the South Pacific island of Fiji, there has been a long tradition of bartering. But the country has seen a sharp increase in the practice over the last few years.

With beautiful beaches, breathtaking scenery and a tropical climate, Fiji is a popular tourist destination especially with people from Australia and New Zealand. However, when the country experienced a dramatic drop in visitor numbers due to the Covid-19 pandemic, around 100,000 workers in the tourism industry (more than 20% of Fiji's population) lost their jobs. That meant that many families in Fiji were strapped for cash.

In an economic crisis, such as the Great Depression in the 1930s, people resort to bartering in order to get the basics. Nearly a century on, social business champion Marlene Dutta realised bartering was one answer for Fijians with no income. All she needed to do was help people connect with the wider community across the island. So, a social media page called *Barter for Better Fiji* was set up, which now has almost 190,000 members.



Ms Dutta has been amazed at the response to her page. People are swapping food products, services and second-hand items, but there are also many offers of help and support in return for nothing. She hopes this increase in human kindness will remain long after the crisis is over.

3 Read the article again. Answer the questions.

1 What are the origins of bartering?
2 What are holidaymakers attracted to Fiji by?
3 Why are many Fijians short of money at the moment?
4 What caused a steep rise in bartering nearly a hundred years ago? Why?
5 What makes it easier to barter in Fiji today? Why?
6 What is happening that's different from the usual system of bartering?

4 6.14 Listen to an interview about bartering. What's the difference between bartering and time banking?

5 6.14 Listen again. Choose the correct answer (A, B, C or D).

1 Anna bartered clothes for meals because …
A she's a terrible cook.
B her cooker wasn't working.
C she was recovering from an illness.
D she wanted to try different styles of cooking.

2 According to Anna, it's essential …
A to barter things that are worth the same.
B to like whatever you receive.
C to know the price of everything.
D to examine things carefully before swapping.

3 Anna is hoping to use the time banking scheme to find someone …
A to decorate a room in her house.
B to give her piano lessons.
C to clean the living room.
D to show her how to paint.

4 In Anna's opinion, the time banking scheme is a great way to …
A not pay for things.
B get to know more people.
C spend your free time.
D increase your level of happiness.

6 THINK & SHARE Answer the questions.

1 Have you, or has anyone you know, ever bartered? What was the experience like? Why?
2 How do you feel about using second-hand stuff? Why?
3 What age group do you think would benefit most from joining a time banking scheme? Why?

7 Work in small groups. Imagine your head teacher wants to set up a bartering group in school. How could you do this and what would you call it? Which items would it be useful for students to swap? Why?

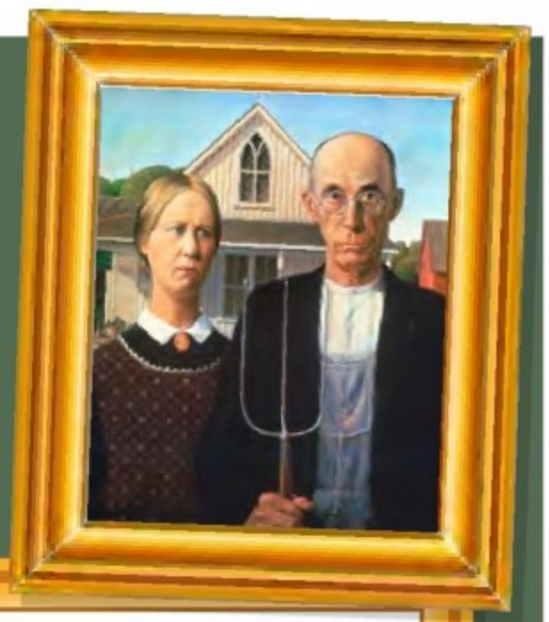
PHOTOCOPIABLE © Oxford University Press

7 CULTURE Art in the USA

1 Work in pairs. Look at the painting below and answer the questions.

1 Who do you think the painting portrays?
2 What impression do you get of the two people?
3 Do you like the painting? Why? / Why not?

2 Read the article. Does it mention any of your answers from Ex 1?



American Gothic

American Gothic looks like a simple portrait of a serious farmer and his wife in front of a small white house, but there is more to it than meets the eye. It is regarded as an iconic painting which marked the beginning of a new art movement in the US – *regionalism*. This new style portrayed realistic scenes of life in rural areas after the Great Depression of the 1920s.

It was painted by an unknown artist at the time, Grant Wood, for the Art Institute of Chicago's annual exhibition in 1930. The painting only won third prize, but it became part of the Institute's collection. Soon experts across the country were talking about Wood and *American Gothic*. The Art Institute of Chicago still houses the painting today.

Wood was visiting Eldon in Iowa for an art exhibition in the summer of 1930 when he came across a small white house in the town. He didn't think the gothic-style window on the first floor belonged in a modest house like that. Wood drew a picture of the house on an envelope and this became the setting for his famous painting.

Wood asked his 62-year-old dentist to be the model for the male in *American Gothic*. The artist's sister, Nan, was the female model. The clear difference in age is the reason why the characters are sometimes interpreted as a father and his daughter. Nan and the dentist never actually posed together. Wood painted the house and each of the characters on separate occasions.

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

1 *American Gothic* was the very first painting of its kind.
2 A few art critics were talking about Wood in the 1920s.
3 Wood didn't expect his painting to win anything at the art exhibition in Chicago in 1930.
4 *American Gothic* is no longer on display in Chicago.
5 In Wood's opinion, the house in Eldon was a perfect example of architecture.
6 There is some confusion over who the characters portray in *American Gothic*.

4 7.14 Listen to a podcast about the Getty Museum. Tick (✓) the topics you hear about.

1 location
2 contents
3 architecture
4 history
5 aims
6 opening times
7 visitor numbers
8 special activities

5 7.14 Listen again. Complete the summary with one word in each gap.

The Getty Museum

The Getty Museum is named after J. Paul Getty, a wealthy [1]_____. The museum's collection consists of a wide variety of [2]_____, including the masterpiece *Irises* by Vincent Van Gogh.

As a young man, Getty became very rich from [3]_____, so he was able to start collecting important works of art. He wanted the [4]_____ to see his large collection, so created his first museum in an area in his [5]_____.

The current museum continues to encourage appreciation of art in innovative ways. Its images are free to download, its exhibits are on display [6]_____ and it produces art programmes and [7]_____, too.

For the Getty Museum challenge in Spring 2020, people were encouraged to use household [8]_____ to recreate some of the museum's artworks.



6 THINK & SHARE How do you think art can benefit society? Give examples.

7 Work in small groups. Imagine you are going to enter the Getty Museum challenge. Research some exhibits in the online collection. Decide which one(s) to recreate and which household objects you will use. Remember: You cannot use more than three!

PHOTOCOPIABLE © Oxford University Press

8 CULTURE — Good citizens in Canada

1 Work in pairs. What do you know about Canada? Try to guess the correct alternative to complete the sentences. Then check your answers below.



FACTFILE

1. Canada is the **largest** / **second largest** country in the world.
2. More than 80% of the land in Canada is **habited** / **uninhabited**.
3. Around **20%** / **50%** of the population of Canada live in small communities or remote areas.

2 8.13 Listen to an interview with Nathan about the Junior Canadian Ranger (JCR) programme. Does he like being a Junior Ranger? Why? / Why not?

3 8.13 Listen again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.

1 The Junior Canadian Ranger uniform is dark green and red.
2 All 12 to 18-year-olds across Canada can join the Junior Canadian Ranger programme.
3 Learning how to survive in the wild is part of the life skills training.
4 Junior Rangers in different areas might learn different traditional skills.
5 The Enhanced Training Sessions take place in the local community.
6 Nathan had never been rock climbing before last summer.

4 Work in pairs. Answer the questions.

1 Which training would you most like to do – ranger skills, traditional skills or life skills? Why?
2 Do you like the sound of the Enhanced Training Sessions? Why? / Why not?

1 second largest 2 uninhabited 3 20%

5 Read the webpage about volunteering opportunities in Canada. Match the programmes (1–3) to the type of project below. There are two projects that you do not need.

agricultural work | nature conservation | social work | wildlife conservation | youth community work

Volunteer abroad: Canada

Canada might not be the first place you'd think of when considering volunteering abroad. It's a developed country and many of its citizens enjoy a high standard of living. However, Canada offers a wide range of interesting opportunities for overseas volunteers.

Volunteer programmes in Canada

1 Work with elderly people in Vancouver

This programme enables you to experience Canada's third-largest city whilst improving the quality of life of elderly people. You will help organise and take part in a range of art, music and gardening activities. Volunteers can also accompany more mobile residents on trips to local art galleries, museums and parks.

2 Farm work in the Wild West

This programme gives you the chance to learn about farming and experience real life on a ranch in the vast open space of Western Canada. Be prepared to be in the middle of nowhere! You will live with the family and get involved in all aspects of ranch life such as feeding the animals and riding horses as well as helping out with daily chores.

3 Climate change research in Manitoba

For this programme, you will travel to the remote town of Churchill on the edge of the Arctic Circle and help out with a research project at the Northern Studies Centre. You will collect data in the morning and do lab work in the afternoon. Churchill is called the Polar Bear Capital of the World, so you might catch sight of some in the wild.

6 Match the volunteers' comments (A–F) to the programmes on the webpage (1–3).

A It was great helping experts out with their valuable work.
B It's hard physical work, but rewarding too, especially for animal lovers.
C One of the highlights of being so far north was seeing the Northern Lights – just incredible!
D It doesn't take much to make a difference to someone's life and help stop social isolation.
E It was like being a cowboy in one of those old films!
F Only apply if you're the creative type!

7 THINK & SHARE Answer the questions.

1 How do you think people can benefit from volunteering abroad? What problems might they have?
2 Which programme from the webpage would you choose to do? Why?

8 Work in small groups. Research a volunteering project abroad that interests you. Make a presentation to give to the class about what you can do on it and why you want to do it.

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2 DOCUMENTARY E-body



Before watching

1 THINK & SHARE Work in pairs. Look at the statement below. How far do you agree with it?

> Some scientists say you need four hugs a day for survival.

Now discuss the following questions:

1 Do you like hugs?
2 Who gives you the most hugs?
3 How would you feel if a stranger came up to you in the street and offered you a hug?

While watching

2 Watch the video. Why has Dr James Teh created the T-Jacket?

3 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 According to Dr James Teh, trust and love are expressed by the power of touch, as well as a sense of assurance.
2 Julie Chia's son is easily overwhelmed by touch and sound.
3 The T-Jacket can be instructed to inflate by voice command.
4 The T-Jacket helps him to block off all any external noises or images from his surroundings.
5 Julie knows the jacket works because her son is happier and no longer has anxiety issues.
6 The T-Jacket could really change someone's day-to-day life.

After watching

4 THINK & SHARE Work in pairs. Look at the facts about autism. Which ones do you think are true?

1 One in 160 children have autism.
2 Autism generally appears before the age of three.
3 The lives of children with autism are significantly improved with diagnosis.
4 Each child with autism is unique and every case is different.

5 What else do you know about autism? Make notes and then tell your partner.

Writing

6 The T-Jacket helps Justin feel less anxious. Think of other ways of managing anxiety.

Ways to manage anxiety

7 You see this advert in a lifestyle magazine. Write an article for the magazine.

ARTICLES WANTED!

We want to hear your views on anxiety. Why is it such a problem in today's society? What are some of the best ways to manage anxiety? Let us know your thoughts. We will publish the best article in the next edition of our magazine.



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4 DOCUMENTARY Earthships



Before watching

1 THINK & SHARE Work in pairs. What features can make a home sustainable? How do they work? Discuss and complete the table.

Home solution	What it does
solar panels	generate electricity from a renewable source

While watching

2 Watch the video. What do you think you'd find enjoyable / difficult about living in an Earthship in the desert? Complete the table.

Enjoyable	Difficult

3 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 A passive home is one which produces its own power and resources.
2 The Earthships are connected to the electric mains in the nearest city.
3 The Earthships are built with natural resources and upcycled materials.
4 Michael believes that we can live without nuclear and non-renewable energy.
5 The system creates enough power to have light and heating all day.
6 Michael says that we will have to change the way we live because of climate change.

After watching

4 THINK & SHARE Work in groups of three. Prepare your questions or answers for the following interview:

Student A: You are a journalist for a local newspaper in New Mexico. You are going to interview Ron, the lead instructor of the Earthship Academy and Michael, the architect. Write questions for each person about their role, their experience and their opinions about how we will live in the future.

Student B: You are Ron, the lead instructor in the Earthship Academy. You are going to be interviewed about the project by a journalist. Make notes about your role, your experience and your opinion about how we will live in the future.

Student C: You are Michael Reynolds, the architect of the Earthship Academy. You are going to be interviewed by a journalist. Make notes about your role, your experience and your opinion about how we will live in the future.

5 Now roleplay the interview.

Writing

6 You see this advert for an article-writing competition in an online magazine. Plan your article.

ARTICLES WANTED!

Calling all budding journalists! We're running a writing competition with the theme 'Sustainable homes'. What's wrong with our homes now? How can we make our homes greener?

The most inspiring article will be printed in the next edition of our magazine!

Plan your article and make notes in the table.

Introduction	
What needs to change in our homes	
Proposed solutions	
Action you want the reader to take	

7 Now write your article.

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6 DOCUMENTARY Keeping it local



Before watching

1 THINK & SHARE Work in pairs. Complete the table with all the methods of payment you can think of and say how often they are used by the people you know.

Method of payment	How often it's used
mobile phone	frequently

2 Discuss the questions.

1 Which method of payment do you use the most?
2 Do you use different types of payment for different things? Give examples.

While watching

3 Watch the video. Why has the local community in the Berkshire Mountains created their own currency?

4 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Local artists appear on the notes. T F
2 More than 350 local shops and companies accept BerkShares. T F
3 Around 60% of earnings from local business stays in the community T F
4 When you're using a national currency, you have a closer relationship with the vendor or merchant you're purchasing from. T F
5 Technology will stop people using local currencies. T F
6 Local currencies are used by more than 30 countries around the world. T F

After watching

5 THINK & SHARE Work in small groups. You have been asked to create your own currency. Discuss the following things:

1 Which local celebrities would you include and why?
2 Which local landmarks would you include and why?
3 Which local events and festivals would you include and why?

6 Now draw a simple design your currency.

7 Share your idea with the class. Explain why your currency should be put into production.

Writing

8 Work in pairs. Make a list of the advantages and disadvantages of using local currency.

Advantages	Disadvantages

9 THINK & SHARE Work in pairs. You've been asked to write a report about the use of local currency in the Berkshire Mountains. Talk about the advantages and disadvantages and give your recommendation as to whether it should be introduced in your area or not.

10 Write your report. Remember to include the following things:

- Title and sub-headings
- Introduction and conclusion
- Clear paragraphs
- Linking words

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8 DOCUMENTARY — Chelsie's vlog – what working in a hospital is like



Before watching

1 THINK & SHARE Work in pairs. Would you like to work in a hospital? Discuss the following questions:

1 Do you like working with people?
2 How do you cope under pressure?
3 How do you react to the sight of blood?

While watching

2 Watch the video. Tick (✓) the injuries and illnesses Chelsie mentions in the video.

a bleed ☐
bruises ☐
broken bones ☐
sprained ankle ☐
infections ☐
cuts ☐
loss of consciousness ☐
burn ☐
whiplash ☐
breathing problems ☐

3 Watch the video again and answer the questions below.

1 What is Chelsie's job?
2 What is the Acute Medical Unit?
3 What are some of the reasons people come into the Acute Medical Unit?
4 What does Chelsie enjoy about the job?
5 What is the hospital like when there aren't any serious cases?
6 What happens when more serious cases come in?
7 How do the doctors react in these situations?
8 What has the job made Chelsie realise?
9 What things does she mention that can cause everyday accidents?

After watching

4 Work in pairs. You are going to have a conversation between a doctor and a patient. Follow the instructions.

Student A: You are a doctor. You have a patient with an injury / illness who comes to see you. However, you are not allowed to ask directly what the problem is. Instead you must ask questions to find out. Then you can make your diagnosis and recommend treatment.

First ask about the following things:

- general information (name, age, etc.)
- the part of the body they are experiencing pain
- the symptoms
- what they were doing when they got injured
- if they have lost consciousness
- how bad is the pain is on a scale of 1–10.

Student B: You are a patient. Choose an injury and illness. Go see the doctor, but do not tell them immediately what the problem is. Instead, answer their questions and let them diagnose you.

Then swap roles.

Writing

5 Work in pairs. You've been asked to write a report for your local hospital about accidents and injuries in everyday life. Discuss the types of accidents and injuries that occur when doing everyday activities like cooking, bicycling, sport and helping with housework.

6 Write your report. Choose three different everyday activities to discuss and give your recommendations for avoiding accidents and injuries. . Remember to include the following things:

- title and sub-headings
- introduction and conclusion
- clear paragraphs
- formal language
- linking words

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