Rachael Roberts and Caroline Krantz
Series Adviser Catherine Walter

Audio CD included

Navigate

Workbook

without key

Upper-intermediate → B2

OXFORD

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1 Communication

1.1 The rules of conversation

Vocabulary conversation

1 Replace the words in italics in each sentence with the correct form of a phrase from the box.

~~dominate the conversation~~ entertaining story
establish shared interests have a row make small talk
put (somebody) at ease put your foot in it

1 She tends to *do too much talking* and doesn't give others a chance to speak. *dominate the conversation*
2 I hate *having conversations about unimportant things* with people I don't know at parties.
3 I *did a really silly and embarrassing thing* when I asked Meg about the party. It turned out she hadn't been invited.
4 He told some *interesting and amusing anecdotes* in his wedding speech.
5 The examiner asked me some simple questions to *help me feel relaxed and confident.*
6 When getting to know someone new, it helps to *find out what you've got in common.*
7 The couple at the next table were *having an argument* with the waiter about the bill.

2 Complete the article with words and phrases from the box.

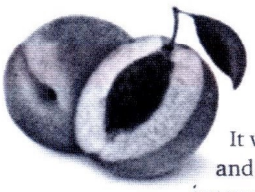
appropriate awkward enthusiastically ~~good impression~~
hit it off misunderstanding offended put my foot in it
small talk

PRONUNCIATION same sounds in words (1)

3a Look at the letters in bold. Choose the word which has a different sound.

1	a	establ**i**sh	b	impress**i**on	c	(offence)
2	a	**ea**se	b	enthusiastic	c	misunderstanding
3	a	entertaining	b	dominate	c	appropriate
4	a	awkward	b	small	c	story
5	a	loud	b	talk	c	row (n)

b 1.1 Listen, check and repeat.

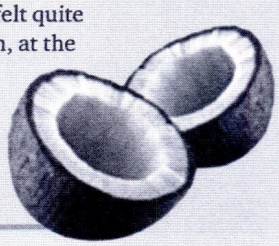


Peaches and coconuts

It was my first dinner party in France and I was keen to make a [1] *good impression* on the host couple. All was going well until I asked: 'How did the two of you meet?' There was an [2] _____ silence, and my (French) husband shot me a look of horror. Asking a French stranger that question, he later explained, is 'like asking them the colour of their underpants'. I had completely [3] _____.

But I'd learnt an important lesson about what questions are or aren't [4] _____ to ask someone from another culture. The mistake I'd made was a classic example of what is known as the 'peach and coconut' divide. This theory, popularized by culture expert Fons Trompenaars, suggests that the world is divided into 'peach' and 'coconut' cultures. Peach cultures, such as North Americans and Brazilians, are 'soft' on the outside: they smile at strangers, share information about themselves, and ask personal questions of those they hardly know. But after a while, you may hit the 'hard stone' in the middle when the peach suddenly isn't willing to share any more. Coconuts, on the other hand, such as Russians and Germans, have 'a hard shell'. They rarely smile at strangers, and generally listen and talk less [5] _____ than peaches. Once you get past the shell, however, coconuts gradually become warmer and friendlier. Relationships are built up slowly, but tend to last longer.

An example of a [6] _____ between a peach and coconut happened when a Russian colleague of mine sat next to an American stranger on a flight to New York. The American gave very personal information about himself, including information about his relationship with his wife. In turn, my Russian colleague shared his personal story, thinking he had really [7] _____ with this guy and made a new friend. After all, their conversation had been more than [8] _____. He felt quite [9] _____ when, at the end of the flight, as he was preparing to swap phone numbers, the American just stood up and with a wave of his hand said: 'Have a great trip!'



Grammar using different question types

4a Read the article, then choose the correct options to complete questions 1–7.

1 What *do you look* / *look you* like, Siri?
2 Who *did invent* / *invented* you?
3 What *did you have* / *had you* for breakfast?
4 Why *did Apple make* / *Apple made* you?
5 What *do you want* / *want you* for your birthday?
6 What *came* / *did come* first, the chicken or the egg?
7 What *means 'Siri'* / *does 'Siri' mean*?

b Match the questions in exercise **4a** to the real answers given by Siri, a–g.

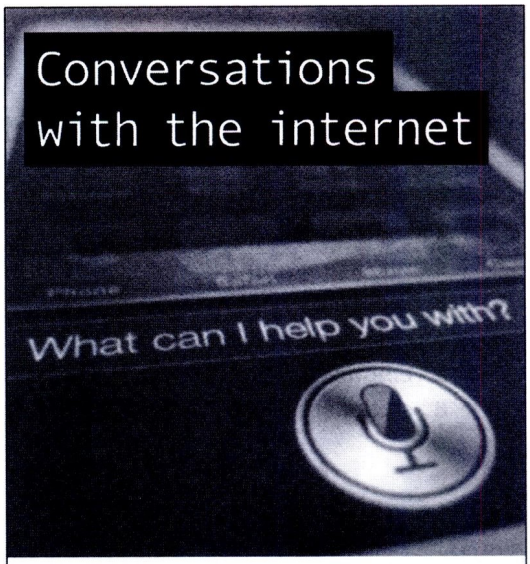
a It appears that human civilization has been awfully preoccupied with this question. ___
b I try to be satisfied with what I have. ___
c It's kind of you to ask, but I don't eat. ___
d To help you. ___
e Shiny. 1
f I, Siri, was designed by Apple in California. ___
g I don't think I can explain it in your language. Sorry. ___

5 Tick the questions that are correct and correct the incorrect questions.

1 What ~~did cause~~ the fire? *What caused the fire?*
2 Who lives next door to you? ___
3 At what are they staring? ___
4 Who this pen belongs to? ___
5 From where are you calling? ___
6 What did happen at the party? ___
7 Who phoned you earlier? ___
8 What did make that strange noise? ___
9 Who did you go on holiday with? ___
10 About what are you thinking? ___

6 Rewrite the direct questions as indirect questions. Use contractions where possible.

1 What time does the lesson finish?
Do you know *what time the lesson finishes?*
2 Will he come to the meeting?
Do you think ___
3 What is he talking about?
Do you have any idea ___
4 Where did you put the keys?
Can you remember ___
5 How does this coffee machine work?
Do you know ___



Even those who don't own an iPhone or iPad know about Siri, a smart voice-powered assistant that can do everything a personal assistant would – schedule dates in your calendar, find directions, send messages or make calls. But what makes Siri different from traditional voice-recognition software is 'her' (Siri doesn't have a gender) ability to give intelligent answers to all sorts of questions. Many people find it entertaining to have conversations with Siri. See some of the most popular questions and the answers 'she' gives in the exercises.

I can ...	Very well	Quite well	More practice
talk about conversation in different cultures.	○	○	○
use different question types.	○	○	○

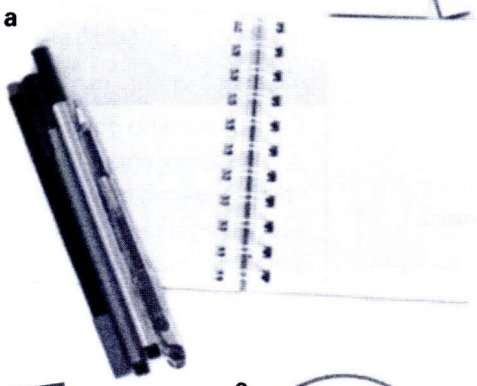
1.2 The letter is dead, long live the letter!

Vocabulary written communication

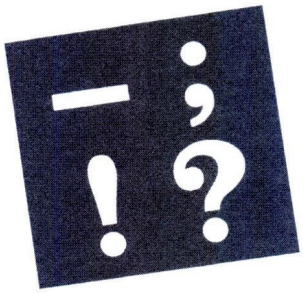
1 Match words and phrases 1–6 to pictures a–f.

1 punctuation ___
2 postage stamp ___
3 cross out ___
4 copy somebody in/cc someone ___
5 emoticon ___
6 stationery ___

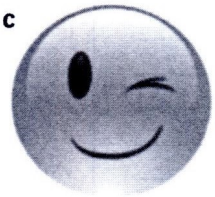
a



b



c



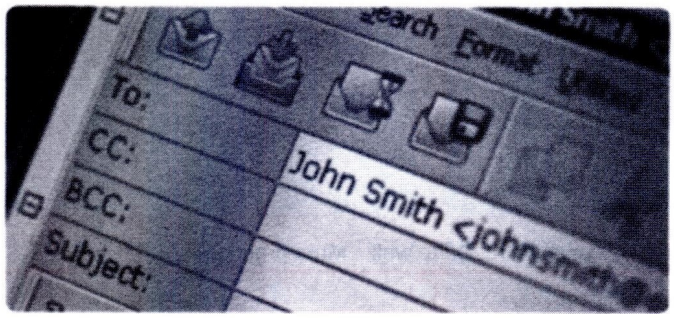
d



e



f



2 Read the definitions and unscramble the words in bold.

1 written by hand, not printed or typed
hitteandwrn *handwritten*
2 remove something that has been written, printed or stored on a computer
deteel _____
3 meant to be kept secret and not shared with other people
centialonfid _____
4 happening immediately
taninst _____
5 the place on a computer where new emails are shown
xinob _____
6 writing that is done with a pen or pencil, not printed or typed
ritihangndw _____

3 Complete the sentences with the correct form of the words and phrases from exercises **1** and **2**.

1 You lose marks in the exam for incorrect spelling and *punctuation*.
2 The shop across the road has a good range of _____. I always buy my pens and notebooks from there.
3 Please _____ me in on all emails relating to this project.
4 The smiley face is the most common _____.
5 This message contains _____ information.
6 He's forgotten to put a/an _____ on the envelope.
7 If you make a mistake on the form, _____ it _____ neatly. Don't use correction fluid.
8 Could you resend the email? I _____ it by accident.
9 I texted Jack to invite him to the party and got a/an _____ reply saying he was coming.
10 They say that people with small _____ tend to be shy and hard-working.
11 I'd rather receive a/an _____ card than an e-card.
12 I can't receive any emails at the moment because my _____ is full.

Grammar present perfect simple and continuous

4 Match the sentence halves.

1	a	I've been writing my essay,	1 and handed it in.
	b	I've written my essay	2 but I need a break from it now.
2	a	I've been fixing your bike,	1 which is why my hands are covered in oil.
	b	I've fixed your bike	2 so you can use it now.
3	a	They've been speaking	1 on the phone a couple of times.
	b	They've spoken	2 on the phone for nearly an hour.
4	a	I've walked	1 ten kilometres today.
	b	I've been walking	2 to work lately instead of taking the bus.
5	a	I've been reading	1 a lot of non-fiction recently.
	b	I've read	2 that book already.
6	a	She's moved	1 furniture all day.
	b	She's been moving	2 to a smaller flat.

5 Choose the correct options to complete the sentences.

1 Michael's *offered / been offering* several times to help me write the presentation, but he *hasn't done / hasn't been doing* it yet.
2 The police have just *arrested / been arresting* the man they've *looked / been looking* for over the last few months.
3 Greg has just *texted / been texting* to say he's *sat / been sitting* in heavy traffic for over an hour and will be late for the meeting.
4 My printer has *run / been running* out of ink, but I've only just *replaced / been replacing* the cartridge.
5 She's only *worked / been working* at the company for a few months and she's already *got / been getting* a promotion.
6 I haven't *seen / been seeing* you for ages. What have you *done / been doing*?

6 Complete the news story with the present perfect simple or continuous form of the verbs in brackets. Use the present perfect continuous where possible.

Message in bottle arrives after 101 years

German fishermen [1] *have found* (find) a bottle containing a handwritten message on a postcard which was thrown into the Baltic Sea 101 years ago. It is believed that this is the oldest message in a bottle that the world [2]_____ ever _____ (see). The bottle [3]_____ (not suffer) any damage, despite the fact that it had been floating in the sea for 101 years. Some of the writing on the postcard inside [4]_____ (become) illegible due to time and damp. Experts, who [5]_____ (try) to work out what the complete message says, say they [6]_____ (not succeed) yet, but hope to in the near future.

By looking at the address on the postcard, they [7]_____ (identify) its author as Richard Platz, the twenty-year-old son of a baker. A handwriting comparison with letters written by Platz [8]_____ (confirm) he is the author. The researchers [9]_____ also _____ (track down) his granddaughter, Angela Erdmann, who lives in Berlin.

Erdmann has been presented with the bottle, which will be displayed in a museum. She says that over the last few days, since the discovery, she [10]_____ (look) through scrapbooks to find out more about her grandfather, who she had never met.

Despite her joy at receiving the bottle, Erdmann has said she hopes people won't repeat what her grandfather did and throw bottles with messages into the sea.



I can ...	Very well	Quite well	More practice
talk about written communication.	○	○	○
use present perfect tenses.	○	○	○

1.3 Vocabulary development

Vocabulary development verbs + prepositions

1 Choose the correct options to complete the sentences.

1 Bad pronunciation is more likely to result *on* / (*in*) / *with* misunderstanding than bad grammar.
2 My Polish language course consists *in* / *of* / *for* twenty weekly one-hour classes.
3 Students of English often confuse 'quite' *for* / *to* / *with* 'quiet', as they look and sound similar.
4 Have you heard *of* / *on* / *by* Nheengatu? It's a Native American language indigenous to Brazil.
5 In the UK, moving your finger from side to side shows you disapprove *with* / *on* / *of* something.
6 Moving to a country very different from your own can bring *up* / *over* / *on* 'culture shock'.

2 Complete the text with the missing dependent prepositions.

Should we save dying languages?

You may not have heard [1] *of* the Alaskan language of Eyak, but it is just one example of a language that has disappeared in recent years. Globalization is one factor that has resulted [2]_____ the growth of dominant languages like Mandarin Chinese, Spanish and English, and has led [3]_____ the decline of many minority languages. It is estimated that two languages die out every week.

But does it really matter? Tell us your views.

Jane: We should always preserve dying languages because language contributes [4]_____ a person's sense of identity. To let someone's language die is to let part of their identity die, too.

Tim: Languages contain all kinds of human knowledge, including medical and environmental information. Our understanding of that information depends [5]_____ our understanding of the language.

Pete: Languages have come and gone throughout history. It's called evolution, and we shouldn't prevent it [6]_____ taking its natural course. Most languages don't die because people have been banned [7]_____ using them. They die because people have chosen to speak another language in order to adapt [8]_____ modern life.

Vocabulary extension

3a Match the sentence halves.

1 She gave up work because she couldn't **cope with** *e*
2 I can't **comment on** the situation ___
3 They haven't **decided on** a name ___
4 He **insisted on** ___
5 It never **occurred to** me ___
6 The hotel was sold and **converted into** ___

a for the new company yet.
b that he might leave.
c luxury flats.
d because I don't know enough about it.
e the pressure of the job.
f paying for the meal.

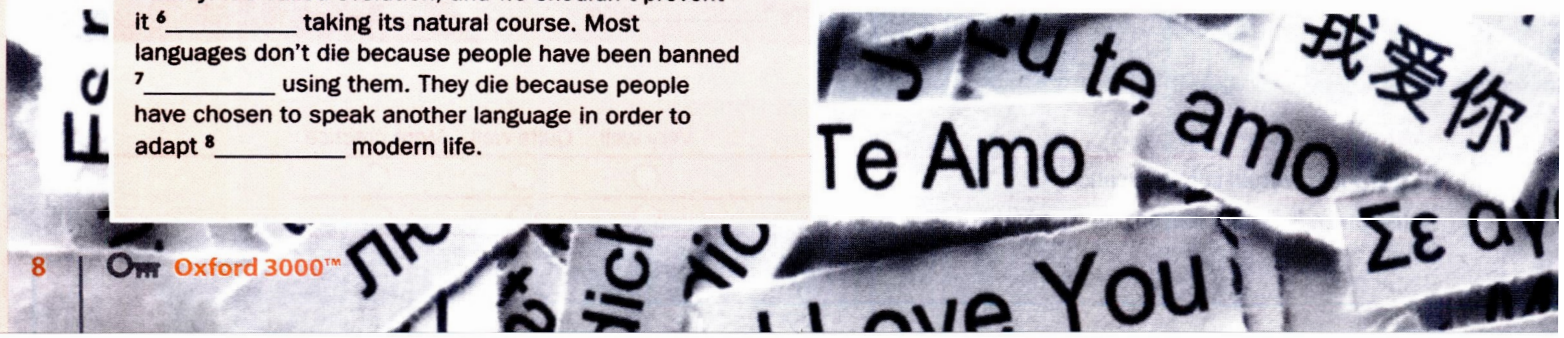
b Match the verbs and dependent prepositions in bold in exercise **3a** to definitions a–f.

a change from one thing into another *6*
b choose from a number of possibilities ___
c come into your mind ___
d deal successfully with sth. difficult ___
e demand that something happens ___
f express an opinion about sth. ___

4 Complete the sentences with a verb and preposition from exercise **3a**.

1 Have you *decided on* a wedding venue yet?
2 The hospital has been _____ a hotel.
3 Lots of people _____ the photo I posted on Facebook today.
4 I find it hard to _____ this very cold weather.
5 The teacher _____ us always speaking English in class.
6 An interesting idea _____ me while I was walking to work.

STUDY TIP Look out for verbs which take a different preposition from verbs in your language and make a note of them, e.g. *depend on* NOT ~~*depend of*~~.



1.4 Speaking and writing

Speaking dealing with problems on the phone



1a Choose the correct options to complete the conversations.

A Oh, it's been great [1] *talk* / *talking* to you, Jess. I'll [2] *leave* / *let* you get on.
B Oh, I'm not in any hurry. I've got plenty of time to chat.
A Well, actually, I've got a [3] *ton* / *volume* of work to do, so ...
B But I haven't told you about the party.
A Tell me about that next time.
B All right, then. Bye.

C Good morning. I'm calling from JP Solar Heating Systems. I wonder if I could interest you in some products ...
D No, thanks. And I don't [4] *make* / *take* sales calls, so can you please [5] *add* / *remove* my name from your database? Goodbye.

E Good morning. It's Stan from Go Sports. I'm calling with regard to your order of ...
F I'm sorry – someone's at the door. Could you [6] *wait* / *bear* with me a moment? Right, I'm back. Sorry about that.
E That's fine. I was calling to say ...
F I'm really sorry. It's the doorbell again. Could you hold the [7] *line* / *call*?
E I think I've [8] *caught* / *taken* you at a bad time, haven't I? I'll call back later.

G Hi, Bernard. Thanks for getting back to me. I was calling to see if you'd booked the flights ... Sorry? ... I can't hear you very well. The [9] *cover* / *coverage* is terrible here. Sorry, I'm [10] *losing* / *missing* you again. What was that? ... How much? Bernard, could you call me on my [11] *land phone* / *landline*? Thanks.

b 1.2 Listen to the conversations in exercise **1a** and check your answers.

Writing an informal email giving news

2 Complete the email with words from the box.

am better catch doesn't ~~great~~ loads moon saw sounds touch will

Hi Pete,

[1] *Great* to hear from you. Really pleased all's working out well for you Sydney. [2] _____ like it was a very good decision to move out there. [3] _____ quite jealous, to be honest!

All's fine here. My news is that I've been offered a marketing job at a pharmaceuticals company in London. [4] _____ start till April, so I'm off to Mexico for a month before then. Thought I'd better get some travelling in, as I may not get another chance once the job starts.

[5] _____ Kate the other day. I told her you'd been in [6] _____, and she says she'd love to [7] _____ up with you. She's going to email you. She and Mike have just got engaged, by the way, so she's over the [8] _____. I'm sure she'll tell you all about it.

Anyway, [9] _____ go, as I've got [10] _____ of stuff to do before I go away.

[11] _____ be in touch soon.

Emma x

I can ...	Very well	Quite well	More practice
deal with problems on the phone.	○	○	○
write an informal email giving news.	○	○	○

2 Escape

2.1 Out of your comfort zone

Vocabulary talking about travel and adventure

1 Choose the correct word to complete each sentence.

1 There are many good reasons to _____ out of your comfort zone and try something you've never done before.
a set b (step) c march

2 After roughing _____ in a tent for several days, two nights in a hotel felt like luxury.
a out b it c ourselves

3 The idea of going on an adventure holiday doesn't _____ to me.
a attract b fancy c appeal

4 He advised me not to travel alone, but I _____ him.
a ignored b didn't notice c refused

5 They say Bali is the most _____ of the Indonesian islands.
a touristy b touristic c tourist

6 You need to be very _____ to climb the K2, the world's second highest mountain.
a difficult b challenging c tough

PRONUNCIATION *gh*

2a 2.1 Listen and complete the table with the words in the box according to their *gh* sound.

~~although~~ caught cough daughter enough laugh rough taught thorough tough

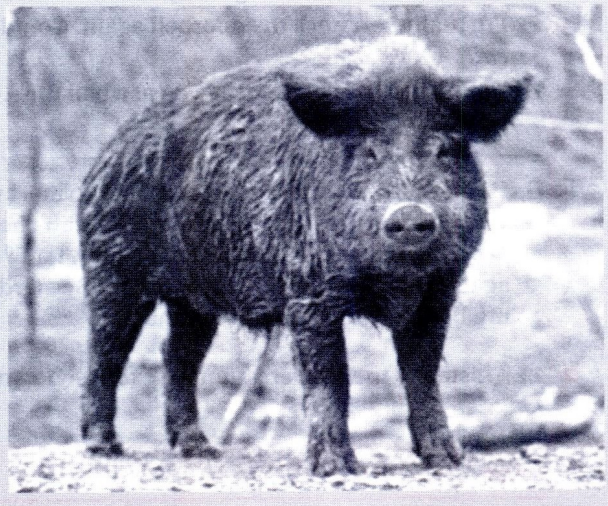
***gh* is pronounced /f/**	***gh* is silent**
	although

b 2.1 Listen again and check, then repeat.

3 Complete the text with the correct form of the words and phrases in the box.

encounter out of season ~~remote~~ responsibilities soak up stunning wander around with your own eyes

We've just come back from a wonderful holiday in Granada in Southern Spain. We rented a cottage in a [1] *remote* little village, miles from anywhere, with [2] _____ views of the hills. It was so relaxing and fantastic to be free of work and family [3] _____ for a while. It didn't cost a fortune either, as we went [4] _____. We went on lots of walks and saw some really interesting wildlife, including golden eagles and wild cats. In fact, at one point, we had a slightly hair-raising [5] _____ with a wild boar ... and ended up having to climb a tree to escape! On one of the days, we went into Granada city; we visited the famous Alhambra palace. It's totally breathtaking. I'd seen photos of it, but seeing it [6] _____ is an incredible experience. Afterwards, we spent the afternoon [7] _____ the streets in the old quarter, [8] _____ the atmosphere. I definitely want to go back there some time.



Grammar talking about past events

4 Complete the conversation with the correct past tense form of the verbs in brackets.

A I [1] *bumped* (bump) into Jo yesterday. She [2] _____ (just/come) back from a trip to Brazil.

B Really? What [3] _____ (she/do) in Brazil?

A She [4] _____ (go) over there on a research trip as part of her PhD. She and a team of scientists [5] _____ (look) for new species in the Amazon river.

B Interesting. How [6] _____ (it/go)?

A Very well, I think. Apparently, they [7] _____ (discover) a new species: vegetarian piranha.

B How amazing!

A Yes, she was very proud. She [8] _____ (show) me some photos that she [9] _____ (take).

5 Choose the correct options to complete the article.

Ben Saunders

World record-breaking polar explorer

Imagine the cold. Minus 50 degrees Centigrade. Cold enough to freeze boiling water instantly. Picture the ground – icy, uneven, slippery, full of cracks. Then imagine having 1,795 miles to walk, knowing that this journey has never been completed successfully on foot and has killed everyone who has tried ...

This is the challenge that [1] *faced / had faced* British polar explorer Ben Saunders and his companion Tarka L'Herpiniere as they [2] *set off / had set off* in October 2013, from the coast of Antarctica to the South Pole and back, to complete the journey that the famous British explorer Captain Robert Falcon Scott had attempted a century earlier, but which unfortunately [3] *was costing / had cost* him his life. Captain Scott and his team had walked for six months before they [4] *reached / had reached* the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, [5] *got / had got* there first. All Scott's team died as they [6] *returned / were returning* home.

A hundred years later, it [7] *took / was taking* Saunders and L'Herpiniere 105 days to make the journey, and in doing so they [8] *broke / were breaking* the record for the longest human-powered polar journey in history. Their achievement is extraordinary when you consider that throughout the journey they [9] *dragged / were dragging* 200 kg of food and equipment and they [10] *used / were using* skis.

Although he is best known for the South Pole expedition, Saunders [11] *already broke / had already broken* a record ten years earlier when he [12] *became / was becoming* the youngest person, at the age of twenty-three, to reach the North Pole alone and on foot.

6 Combine the pairs of sentences using the correct form of the verbs and the time expressions in bold. Do not change the order of the sentences.

1 I (swim) in the sea. I (get) stung by a jellyfish. **while**
While I was swimming in the sea,
I got stung by a jellyfish.

2 I (not experienced) extreme cold temperatures. I (go) to Siberia. **until**
_____
_____

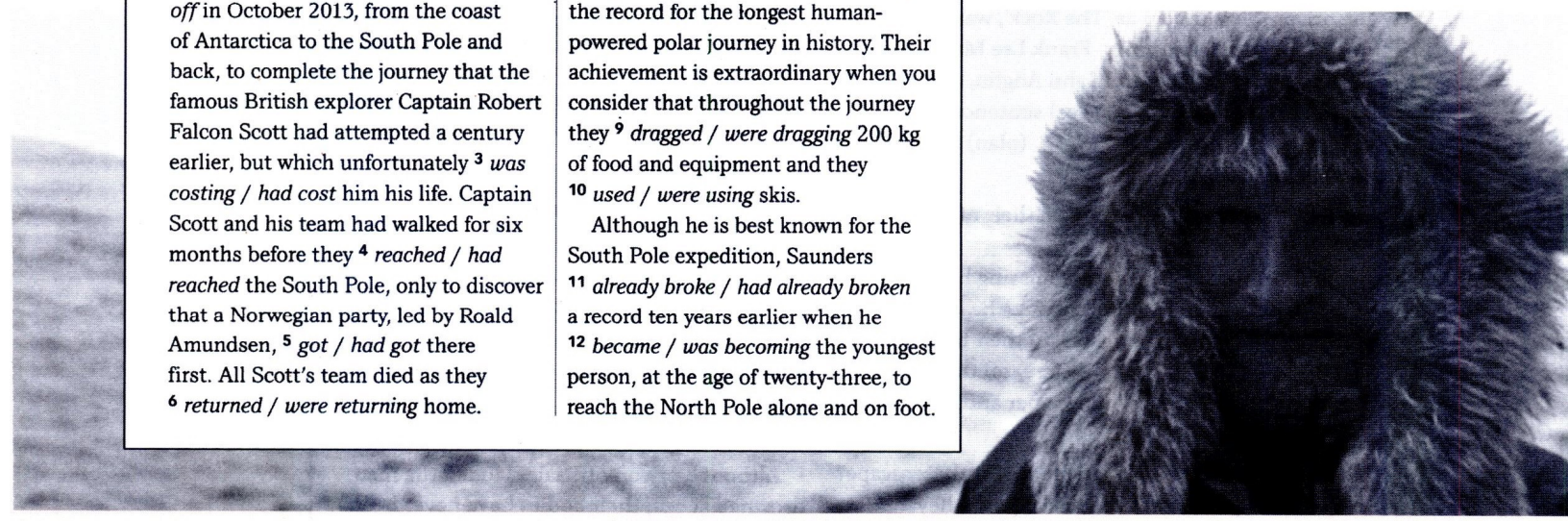
3 The plane's engine (make) a strange noise. It (take) off. **as**
_____
_____

4 We (never go) to Italy. We (go) to Naples last year. **before**
_____
_____

5 She (meet) her fiancé. They (train) to climb Everest. **while**
_____
_____

6 The storm (start). The ferry (leave) the port. **not long after**
_____
_____

7 I (taste) some wonderful food. I (travel) in India. **when**
_____
_____



I can ...	Very well	Quite well	More practice
talk about travel and adventure.	○	○	○
talk about past events.	○	○	○

2.2 An extraordinary escape

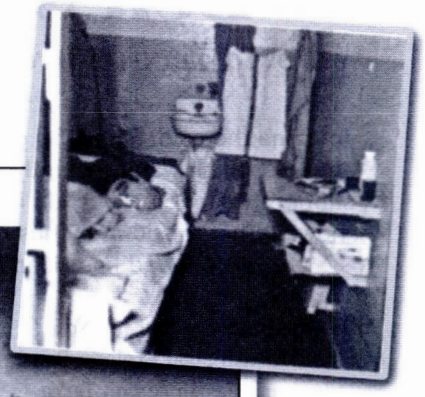
Grammar past perfect forms

1 Complete the sentences with verbs from the box, using the past perfect continuous.

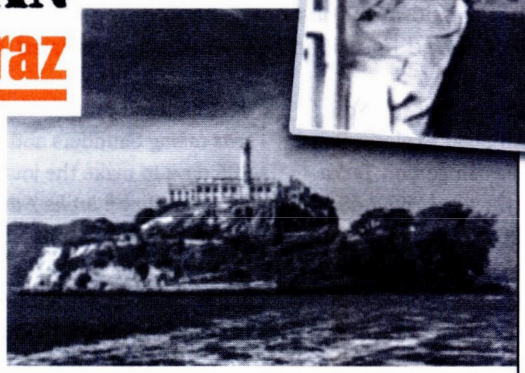
carry hope ~~lie~~ live look lose miss queue sit snow

1 I got sunburned because I *'d been lying* in the sun for too long.
2 His back was aching because he _____ a heavy rucksack for several hours.
3 Last year, we moved out of the house that we _____ in for the previous twenty years.
4 I was disappointed with my exam results. I _____ for a higher grade.
5 The police found the escaped prisoner they _____ for.
6 The book that _____ for several months mysteriously reappeared on the shelf.
7 I needed to stretch my legs because I _____ still for a long time.
8 He closed the business as it _____ money for a few years.
9 It was the middle of winter and it _____ all night.
10 We were fed up because we _____ for ages.

2 Complete the text with the past perfect simple or past perfect continuous form of the verbs in brackets. If both are possible, use the past perfect continuous.



CATCH ME IF YOU CAN
The Escape from Alcatraz



On 12 June 1962, at approximately 10.00 p.m., three men broke out of California's Alcatraz prison, in one of the most famous prison escapes in history. The prison, also known as 'The Rock', was famous for its high level of security. Frank Lee Morris and two brothers, Clarence and John Anglin, who [1] *had all been serving* (serve) sentences for bank robbery, [2] _____ (plan) the escape for nine months.

When the prison officers made their night-time inspection, they [3] _____ (not realize) the prisoners were missing because they [4] _____ (place) fake heads, which looked like human heads, in their beds. They [5] _____ (create) the heads out of a mixture of soap, toilet paper and real hair.

So what [6] _____ they _____ (do) over the previous nine months to prepare for their escape? Every evening, between 5.30 and 9 p.m., they [7] _____ slowly _____ (dig) a tunnel through the concrete wall of their prison cell using sharpened metal spoons and a drill made from the motor of a vacuum cleaner which they [8] _____ (stole). They [9] _____ (disguise) the sound of the drilling by playing the accordion.

On the night of the escape, they used special boats made of wood and raincoats, which they [10] _____ (acquire) from other prisoners.

Although prison officials claimed the men drowned at sea, their bodies have never been found and the investigation into their disappearance has not been closed.

Vocabulary adjectives of feeling

3 Complete the sentences with words from the box.

delighted disorientated down petrified ~~relieved~~ tense

1 She was *relieved* to hear that her journey wasn't going to be affected by the transport strikes.
2 I felt _____ after I got back from my holiday, as I didn't have anything to look forward to.
3 I woke up after a deep sleep on the train feeling totally _____. I didn't know where I was.
4 He is slightly claustrophobic, so going in a lift makes him feel _____.
5 I was absolutely _____ when the aeroplane started to drop suddenly. I thought I was going to die.
6 I was _____ to be invited to go to Amsterdam with Sarah.

4 Replace the words in italics in the sentences with an adjective from the box with a similar meaning.

cross furious hurt miserable puzzled ~~satisfied~~ terrified

1 We weren't ~~*happy*~~ *satisfied* with the level of service we received at the hotel.
2 Passengers were *very angry* after their train was delayed for three hours.
3 I was *quite angry* with him for waking me up.
4 The tourists were holding a map and looking *confused*, so I asked if I could help.
5 Jack seemed *offended* that I hadn't invited him to come on holiday with me.
6 My cousin is *very frightened* of snakes.
7 My cold had gone on for over a week and was making me feel *unhappy*.



PRONUNCIATION word stress – multi-syllable adjectives

5a Mark the stress pattern of the adjectives.

1 delighted *ooo*
2 furious _____
3 satisfied _____
4 miserable _____
5 terrified _____
6 relieved _____
7 petrified _____
8 disorientated _____

b **2.2** Listen and check, then repeat.

I can ...	Very well	Quite well	More practice
use past perfect forms.	○	○	○
use adjectives of feeling.	○	○	○

2.3 Vocabulary development

Vocabulary development

North American English

1 Match British words 1–10 to North American signs a–j.

1	lorry	6	motorway
2	toilet	7	single/return
3	pavement	8	city centre
4	petrol	9	queue
5	caravan	10	boot



Vocabulary extension

2 Replace the North American words in bold in the sentences with the British words in the box.

car park cinema garden note ~~tap~~ torch trousers wardrobe

1 Turning off the **faucet** while you brush your teeth or shaving can save gallons of water. *tap*
2 There were no spaces in the **parking lot**, so I left my car in the street. _____
3 The children were playing in the **backyard**. _____
4 We rarely go to the **movie theater** these days. _____
5 I'm sorry, I don't have anything smaller than a fifty-dollar **bill**. _____
6 The **flashlight** on my phone isn't working. _____
7 I hung my **pants** in the **closet** so they wouldn't get creased. _____

PRONUNCIATION North American and British English

3a **2.3** Listen to some common words and letters which are pronounced differently in British and North American English.

1	tomato	5	thorough
2	data	6	router
3	leisure	7	anti
4	vase	8	z

b **2.4** Listen and write the phrases you hear.

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

STUDY TIP Make a list of North American words and their British equivalents in your vocabulary notebook.

2.4 Speaking and writing

Speaking telling and reacting to a story

1a Complete the conversation with words from the box.

believe bet cut end ended happened kidding matters must ~~told~~

A Have I ever [1] *told* you about what happened to me at Frankfurt Airport?

B No, what?

A Well, I was flying home to Seattle from Rome via Frankfurt. This [2]_____ about two years ago. Anyway, the Rome–Frankfurt flight was delayed and when we finally landed there was no gate available. So the aeroplane was parked on the tarmac – coincidentally, right next to the Frankfurt–Seattle plane I was supposed to transfer to.

B So you could see the aeroplane but couldn't get on? That [3]_____ have been frustrating.

A It was! Anyway, a bus came to take us to the airport entrance. It took us to the other side of the airport, so I [4]_____ up miles away from the Seattle aeroplane. So I ran as fast as I could and arrived at the Frankfurt–Seattle departure gate just as the last passengers were boarding the Seattle aeroplane.

B I [5]_____ you were relieved.

A I was, but not for long, as that wasn't the [6]_____ of the story. You're not going to [7]_____ what happened next. The agent asked, 'Which flight are you coming from?' I said, 'Rome.' The agent said, 'I'm sorry, madam. That flight has been delayed and you won't make the connection.'

B You're [8]_____!

A So I said, 'I have made the connection. I'm here!' Anyway, to [9]_____ a long story short, by the time he'd finished questioning me, the doors had closed and the half-empty flight had left without me.

B No way!

A Ha! And to make [10]_____ worse, it was the last flight of the day!

b **2.5** Listen to the conversation in exercise **1a** and check your answers.

Writing an email of complaint

2 Choose the correct options to complete the online complaint.



CUSTOMER COMPLAINT

Customer details: Laurence Green
Journey details: Liverpool to London
Booking ref: KIU673

Describe your complaint

I'm writing to [1] *complain / complaint* about a train journey which I made from Liverpool to London on 23 April. The train got stuck at Northampton station, and it was thirty-five minutes before the driver [2] *announced / informed* the reason for the delay. Five minutes later, [3] *it was / we were* informed that the train was cancelled because of urgent engineering works on the track.

We were given no information about how to continue our journey, and no bus service was [4] *given / provided* for us. I therefore took a taxi, at a cost of £31, to the nearest town, Wellingborough, twelve miles away. From there, I could take a train to London St Pancras Station, where I had [5] *booked / boarded* a train to Paris. However, the Wellingborough to London train was also delayed, and as a result I missed my train to Paris. I had to pay an extra [6] *compensation / charge* of £79 to join a later train.

I believe I am [7] *entitled / titled* to [8] *compensation / return* of £110 for expenses incurred as a result of the delays at the two stations.

I also [9] *hope / wish* to express my [10] *dissatisfaction / disagreement* with the lack of information given to us. Clearly it was [11] *unaccepted / unacceptable* to keep us uninformed for thirty-five minutes. I would ask you to [12] *ensure / assure* that levels of service are improved in the future.

I look forward to your response.

Yours faithfully,

Laurence Green

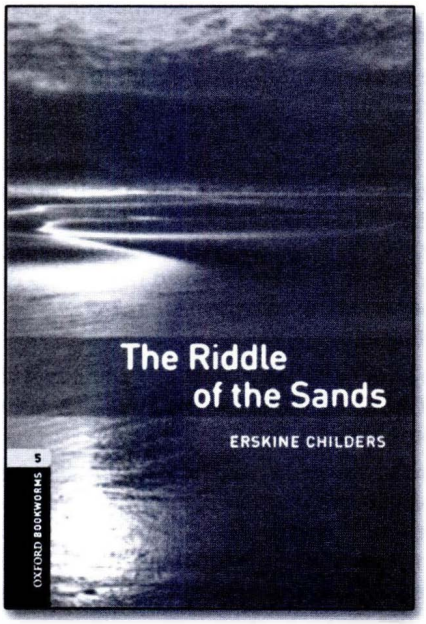
I can ...	Very well	Quite well	More practice
tell and react to a story.	○	○	○
write an email of complaint.	○	○	○

2.5 Reading for pleasure

The Riddle of the Sands

1 Look at the book cover, the title and the description of the book.
   1 What can you see on the book cover?
   2 Where do you think the story is set?

2 Read an extract from the first chapter of *The Riddle of the Sands*. Answer the questions.
   1 Why did Caruthers have doubts about joining Davies on the yacht?
   2 Why were the two men cautious about each other when they met?
   3 What do you think might happen in the story? Why do you think the letter was a turning point in Caruthers' life? Why do you think Davies asked for a gun?



Erskine Childers' novel, published in 1903, was the first great modern spy story.

The story so far
It is September 1902, and Caruthers, a young man who works for the British government, has just received a letter from Arthur Davies, a university friend, inviting him to join him on his yacht in the Baltic Sea, as the friend who was on the yacht with Arthur has left unexpectedly.

The letter was a turning point in my life, though I did not know it at the time. During my lonely dinner that evening I was undecided. Yachting in the Baltic in October! I must be mad even to think of it. I was used to the kind of yachting party that took place in warm summer weather, on comfortable, luxurious yachts with servants to bring meals and drinks. But what kind of yacht was the *Dulcibella*? Davies, I remember, was not rich. We had been at Oxford University together and had been quite friendly, but I'd not seen him in the three years since then. On the few occasions we had met I found him rather dull.

His letter too seemed rather unpromising. His friend had left him – why? The Baltic was beautiful, yes – but what about October storms? Did I really want to spend my holidays freezing in the Baltic, with a man who was sure to bore me to death?

Two days later I was on the night ferry to Holland, with a huge pile of luggage and a ticket for Flensburg in my pocket. I'd had to go all round London to find the things that Davies wanted for the yacht, and I felt I was being generous and unselfish. Davies had said that he needed a friend so I was doing a friend's duty and answering his call. It was just possible of course, that I might enjoy myself as well.

The train took me east, then north through Germany and by ten o'clock the next evening I was standing on the station platform at Flensburg, and Davies was greeting me.

'It's awfully good of you to come.'

'Not at all. It's very good of you to ask me.'

We watched each other cautiously. Davies, in ordinary old clothes, did not look like my idea of a yachtsman. Where were the fashionable white trousers and the dark blue jacket, like the ones lying neatly in my big suitcase?

'You've brought a lot of things,' said Davies, looking anxiously at my luggage.

'You asked me to get most of them,' I replied. 'I've brought the hammer, the rope and rubber boots you wanted. Oh and the gun you were having repaired.'

'Oh yes! Thank you. I didn't mean those. It's that large case. You couldn't manage with just the small bag?'

'No, of course not.' I answered, puzzled.

'Well never mind. It's not far to the dinghy,' and he bent down to pick up my luggage.

'But where are your men?' I asked.

'Oh, I never have paid men on the *Dulcibella*,' said Davies cheerfully. 'The whole fun is doing it yourself. It's quite a small yacht you know.'

I looked at Davies in silent horror. Then I picked up my bag frowning. 'Come on, then,' I said.

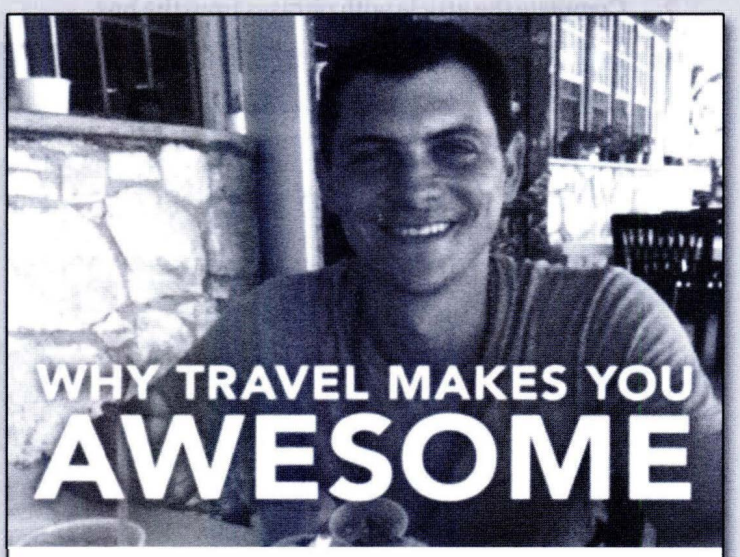
Text extract from *Oxford Bookworms Library Stage 5: The Riddle of the Sands*

Review: Units 1 and 2

Vocabulary

1 **Complete the text with words from the box.**

adapt ~~awkward~~ comfort coped cross ease encounters remotest roughing satisfied small tougher



People often ask how travel has changed me. Travelling has made me a better person, and here's why:

I'm more sociable. When you're travelling alone, you're forced to make new friends. I used to feel [1] *awkward* talking to strangers. Now, I'm perfectly at [2] _____ talking to people I don't know, and better at making [3] _____ talk and knowing the right questions to ask.

I'm more easy-going. I've [4] _____ with missed flights, slow buses, bad street food and much worse. I've learnt to [5] _____ to changing situations. There's no point in getting [6] _____ or stressed. You just go with the flow.

I'm more confident. I've climbed Mount Everest and dived the Great Barrier Reef. I've had [7] _____ with dangerous animals. I've been to some of the [8] _____ places on Earth. I feel I can achieve whatever I set my mind to.

I'm [9] _____ and more adventurous. Last week in Austin, Texas, despite not liking spicy food, I ate the world's hottest chilli pepper. Why? Because I wanted to. What's the purpose of life if not to break out of your [10] _____ zone?

I'm less materialistic. After [11] _____ it for years, I've learnt just how little stuff you actually need. I've learnt to be [12] _____ with the few possessions I've got.

Adapted from a blog post by travel blogger, Nomadic Matt

Grammar

2 **Put the words in the correct order to make questions.**

1 password / do / know / you / what / is / the ?
Do you know what the password is?

2 to / you / are / who / writing ?
_____

3 do / later / to / rain / you / is / think / it / going ?
_____

4 tell / could / word / means / you / me / what / this ?
_____

5 they / were / what / about / complaining ?
_____

6 sitting / were / next / to / who / you ?
_____

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

1 I *haven't seen* (not see) Kate this week.
2 He _____ (feel) tired lately.
3 I _____ (borrow) Simon's car for the weekend.
4 We _____ (have) a lot of homework this week.
5 How long _____ (you/learn) English?

4 **Find and correct the three wrong sentences.**

1 They were having a row when I walked into the room.
2 How long had you waited before they let you onto the ferry? *How long had you been waiting before they let you onto the ferry?*
3 When the post arrived this morning, I already left the house.
4 Why weren't you copying me in to that email?
5 We had to go home because it was getting dark.

Speaking

5 **Add a word from the box to sentences 1–5.**

have long you with

1 Could you bear me a moment?
2 To cut a story short, I missed the plane.
3 I'll let get on.
4 You must been so frustrated!

3 Invest

3.1 Invest in your future

Grammar talking about the future (1)

1 Match the verb forms in sentences 1–6 to their uses, a–f.

1 I'm going to study engineering next year. d
2 What a good idea! Actually, I think I'll study engineering, too. ___
3 Look out! You're going to fall! ___
4 I think Uruguay will win. ___
5 What time does the show end? ___
6 I'm meeting Sarah at the Blueberry Café at lunchtime. ___

a A prediction, guess or calculation about the future.
b A spontaneous decision.
c A timetabled or scheduled event.
d A plan or an intention.
e A fixed plan with a definite time or place.
f A prediction based on some evidence in the present.

2a Choose the best options to complete the sentences.

1 **A** Do you want to see a film this weekend?
B Sorry, I can't. I *will go* / *'m going* on a business trip.
2 **A** I *'m going to go* / *will go* back to university. I decided last week.
3 **A** Is Jack coming, too?
B Hang on a minute, we *'re going to* / *'ll* ask him.
4 **A** It's really dark. I think it *'s going to* / *will* rain.
5 **A** The exam *is* / *will be* in May. You'll never be ready!
6 **A** This is so complicated.
B Don't worry, I *help* / *'ll help* you.
7 **A** Do you want to have lunch together tomorrow?
B Sorry, I can't. I *meet* / *'m meeting* Louisa.

PRONUNCIATION auxiliary: *will*

b 3.1 Listen and check your answers to exercise **2a**. Pay attention to the pronunciation of the contracted *will* in the sentences where it appears.

c 3.2 Listen and repeat the sentences using *will*.

3 Complete the article with phrases from the box.

are going to disappear taking which will know
will adapt ~~will look like~~ will not be enough

Will your job still exist in twenty years' time?

No one knows for certain what the careers of the future [1] *will look like* . But, without any doubt, some of the jobs and careers which we take for granted [2]_____ in the future. We can already see how jobs in shops are starting to vanish as online shopping continues to grow.

However, the kind of job which takes years of study – being a lawyer, or an architect or a doctor, for example – should be safe, shouldn't it?

Maybe not. Intelligence and knowledge [3]_____. For example, a medical consultant can easily be replaced by a robot, [4]_____ even more about symptoms than the most experienced doctor and more easily keep up to date with new research.

The kind of jobs which cannot be replaced are those which need the human touch. This is why Sadie Jones, a student at the University of London, has chosen to become a nurse, rather than a doctor. 'I always wanted to be a doctor, but I've realized that I might spend seven years training only to be replaced by a robot. So I'm [5]_____ a nursing course next year instead. I can always do more training later when I understand better how the profession [6]_____ in the digital age.'



Vocabulary talking about learning, thinking and knowledge

4 Complete each sentence with a suitable particle from the box.

ahead at ~~on~~ out up (x2) with

1 If you want to get *on* in life, you need to work hard.
2 If you work with someone experienced, you can pick _____ a lot by watching them.
3 Some famous people who dropped _____ of school went on to be successful.
4 Don't give _____ on your dreams and ambitions. Keep trying.
5 Read the business pages in the newspaper so you don't lose touch _____ what's happening.
6 It may be difficult, but stick _____ it and you will succeed in the end.
7 It's important to think _____ about what might happen so you are prepared.

5 Complete the words in the definitions. The first letter is given.

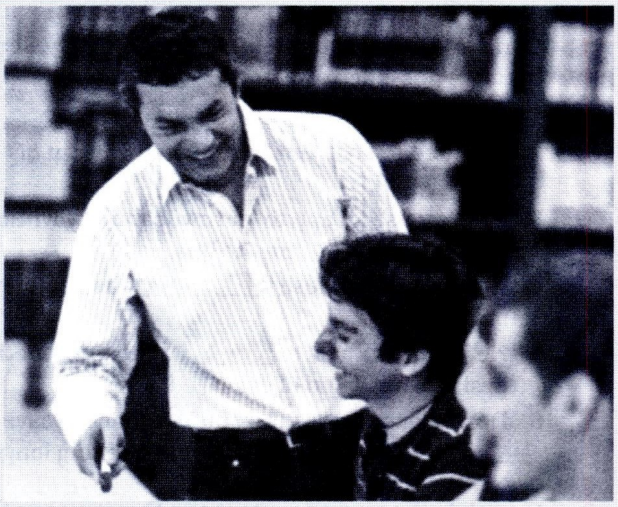
1 If you know y*our* s*tuff*, you're good at what you do and you know a lot about it.
2 If you make t_____ m _____ of something, you do your best with what you are given.
3 If you l_____ t_____ with something, you stop being aware of or informed about it.
4 If you d_____ your b_____, you try as hard as you can.
5 If you d_____ o_____ of university or school, you don't complete your studies.
6 If you p_____ something u _____, you learn something without really trying, often from someone else.
7 If you t_____ a _____, you prepare or plan for the future.
8 If you g_____ o_____ in life or at work, you do well.

STUDY TIP Without looking at the book, give yourself three minutes to write down all the new vocabulary that you can remember from a lesson. Then check which words you missed and add them to your list.

6 Complete the article with the correct form of suitable phrases from exercises 4 and 5.

Review

Fires in the bathroom: *advice for teachers from high school students*



In this groundbreaking book, Kathleen Cushman has gathered together a range of advice from students for teachers. You might think the students would [1] *make the most of* the opportunity to criticize their teachers, but, in fact, the advice is thoughtful and respectful, and the students clearly have a lot of time for those teachers who are [2] _____ to help their students.

In fact, one of the key points of the book is that the students feel that the teacher needs to model the behaviour he or she wants to see. So, if the teacher is respectful to the students, the students will [3] _____ and learn to treat the teacher and each other with respect, too.

The students want teachers to [4] _____. As one student says, 'It feels like we're being punished when the teacher doesn't know the subject well enough to help us.' They also value enthusiasm and a determination from the teacher not to [5] _____ recent developments in their subject area, but even more than that, they want the teacher to have faith in them and encourage them not to [6] _____ when they find things hard, and to [7] _____ it until they succeed.

A fascinating read and useful for all teachers, however much experience they might have.

I can ...	Very well	Quite well	More practice
talk about the future (1).	○	○	○
talk about learning, thinking and knowledge.	○	○	○

3.2 The changing face of work

Vocabulary collocations with *time* and *money*

1 Complete each sentence with *time* or *money*. Sometimes both are possible.

1 That is a complete waste of *time/money*.
2 I wanted to do it, but I completely ran out of _____.
3 You can use an app to learn vocabulary while you're killing _____ on the bus.
4 It is very easy to lose _____ when you set up a new business.
5 He won quite a lot of _____ in a competition to design a new kind of car.
6 Don't try to do too many tasks at once to save _____. It will all just end up taking longer.

2 Complete the second sentence so that it means the same as the first, using the word in bold.

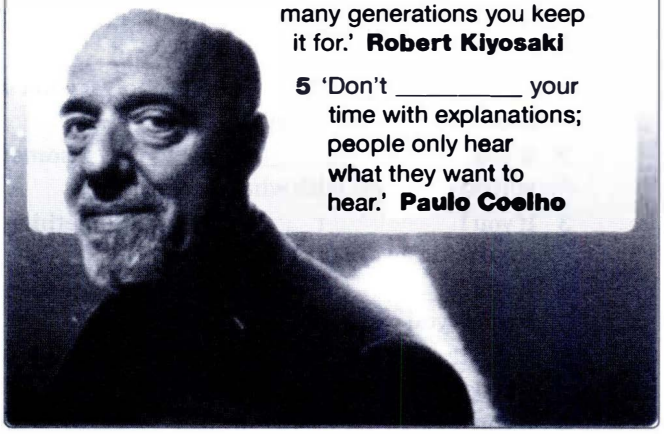
1 The train was late, so I kept busy by reading a book. **killed**
The train was late, so I *killed time* by reading a book.
2 I didn't have much money, so I took sandwiches rather than buying lunch. **short**
I _____ money, so I took sandwiches rather than buying lunch.
3 He gives a lot of time to his business. **invests**
He _____ his business.
4 It is important to pick your moment if you want to ask for a pay rise. **time**
If you want to ask for a pay rise, it is important to _____.
5 Hurry up, you are nearly out of time! **running**
Hurry up, you are _____ time!
6 Don't waste all your money on buying rubbish. **fritter**
Don't _____ all your money on buying rubbish.

STUDY TIP Try to learn collocations and fixed phrases in a sentence so you remember how they are used.

3a Complete each quote with the correct form of a collocating verb from the box. One verb is used twice.

earn make save ~~spend~~ waste

1 'Too many people *spend* money they haven't earned ... to buy things they don't want ... to impress people that they don't like.' **Will Rogers**
2 'A penny _____ is a penny _____.' **Benjamin Franklin**
3 'Don't _____ time beating on a wall, hoping to transform it into a door.' **Coco Chanel**
4 'It's not how much money you _____, but how much money you keep, how hard it works for you, and how many generations you keep it for.' **Robert Kiyosaki**
5 'Don't _____ your time with explanations; people only hear what they want to hear.' **Paulo Coelho**



b 3.3 Listen and check your answers. Other verbs may also be possible.

Grammar talking about the future (2)

4 Complete the sentences using either *will* + verb or *will* + *be* + verb + *-ing*.

1 This time next week, I *will be sitting* (sit) on a beach. I can't wait.
2 Be careful, or you _____ (fall) on the ice.
3 Good luck with the interview. I _____ (think) of you tomorrow.
4 Don't call at midnight, I _____ (sleep).
5 I promise I _____ (help) you.
6 When I get there, I'm sure he _____ (wait) for me.

5 Circle the best option to complete each sentence.

1 My parents are coming to stay next month. I hope I _____ decorating the house by then.
a will have finished
b will be finishing
c am finishing

2 Imagine! This time next year I _____ on the other side of the world.
a live
b will be living
c will have lived

3 Look at that tree. It's really leaning over – I think it _____.
a will have fallen
b is going to fall
c will be falling

4 I _____ Sara at 4 p.m., but I could meet you after that.
a see
b will have seen
c am seeing

5 **A** Mark's really late.
B Don't worry, I'm sure _____ here soon.
a he'll be
b he's being
c he'll have been

6 When do you think you _____ enough money to buy a house?
a save
b will be saving
c will have saved

6 Complete the article with the correct future continuous or future perfect form of the verbs in brackets.

Three things you're doing which seem productive, but aren't ...

In the busy world of work, it always seems that we [1] *will never have finished* (never/finish) everything before the deadline. So most of us have developed strategies to help us get things done more quickly. Unfortunately, some of these strategies don't help as much as we think they do.

Keeping your to-do list in your head

If you don't write down what you have to do, you may save a couple of minutes, but it's likely that you [2] _____ (wake up) in the middle of the night, thinking about your tasks. It would be much better to write it down and then deal with each task one by one.

Putting the most important task at the top of your list

Putting a task at the top of the list does not guarantee you [3] _____ (complete) it before the deadline. In fact, it makes it likely that you [4] _____ (still/put it off) as the deadline approaches, as highlighting the task will make you more anxious about it. Instead, do a couple of easier tasks first, to warm yourself up.

Saying yes to everything

Saying yes is much easier than saying no, but if you say yes to everything you [5] _____ (soon/feel) overwhelmed and stressed. It would be much better to only say yes to a few projects and do them well. You [6] _____ (achieve) much more by the end of the week.



PRONUNCIATION auxiliary: *have*

7a **3.4** Listen and write three sentences.

b **3.4** Listen again. Notice the pronunciation of *have*.

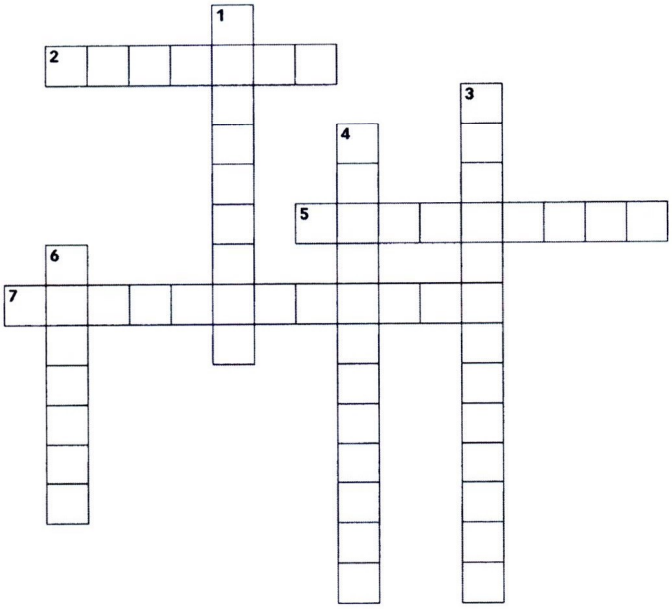
c **3.4** Listen again and repeat.

I can ...	Very well	Quite well	More practice
use collocations with *time* and *money*.	○	○	○
talk about the future (2).	○	○	○

3.3 Vocabulary development

Vocabulary development noun suffixes

1 Use the clues to complete the crossword. Note that all the words are nouns with the ending *-tion* or *-ery*.



Across ▶

2 another word for *courage*
5 what you plan to do
7 informal talk between a small group of people

Down ▼

1 objects such as rings and necklaces
3 the way in which a particular word or sound is said
4 the process of building something
6 the crime of stealing money or goods from a shop/bank

2 Complete each sentence with the missing suffix.

1 My aunt left me a house as part of my inherit*ance*.
2 He tried to go out of the entr_____ rather than the exit.
3 I don't understand the signific_____ of that.
4 Thank you! Your generos_____ is amazing.
5 My prefer_____ would be to travel by boat.
6 The lecture went on for such a long time, I thought I would die of bore_____.

3 Complete the tables with the noun form of the words in the box. Check your spelling carefully.

able achieve assist bored brave civilized construct converse curious discover encourage enjoy enter ~~excellent~~ exist free generous inherit intend invite jewel measure prefer pronounce real refer relevant rob scarce scene signify vary wise

-ence	-ance	-tion	-dom
excellence			

-ity	-ery	-ment

Vocabulary extension

4 3.5 Listen and complete the table with the words you hear. Be careful, as some of the suffixes sound very similar.

1 -ence	2 -ance	3 -tion	4 -sion

5 Complete the sentences with words from the table in exercise 4.

1 There is some *confusion* about what to do next. Could you clarify, please?
2 A river marks the _____ between the two farms.
3 The chemists tested the _____ to find out exactly what it was, and if it was dangerous.
4 Too much criticism can cause people to lose _____.
5 What _____ do you have that he committed the crime?
6 He gave his children plenty of love and _____.

3.4 Speaking and writing

Speaking saying how likely something is to happen

1 Complete the second sentence so that it means the same as the first, using the word in bold.

1 I definitely wouldn't do that. **chance**
There *is no chance of* me doing that.
2 I really don't think he will go there. **doubt**
I _____ go there.
3 I expect she will take the job. **surprised**
I _____ took the job.
4 It's possible that we will move house. **suppose**
I _____ move house.
5 That's sure to be better. **bound**
That's _____ better.

2a Complete the conversation with the missing words.

A I read this article the other day which said that as robots can do more and more for us, we will have a lot more leisure time in the future. I [1] *suppose* it might happen. What do you think?
B Er, well, I think robots and other machines are [2]_____ to do more and more of our housework. That's been happening for a long time. A hundred years ago, it took about four hours to wash a load of clothes.
A Really? Now you just pop it in the machine.
B Exactly, but I [3]_____ that it will mean we get more leisure time. I [4]_____ we'll just spend more time on our jobs.
A Oh, there's no [5]_____ of me doing that. I spend enough time at work already!
B Hmm. I wouldn't be [6]_____ if it happened.

b 3.6 Listen and check your answers to exercise **2a**. Remember that your answers might be slightly different from the listening.

Writing a balanced opinion essay

3 Complete the essay with the phrases in the box.

for example in conclusion in my opinion in recent years others, however, feel to give another example ~~without doubt~~

Increasingly, we are relying on computers for more and more daily tasks – running transport systems, monitoring our healthcare, even flying planes. Some people believe that we are becoming too dependent on technology. To what extent do you agree or disagree?

[1] *Without doubt*, we are becoming more and more dependent on computers for a variety of everyday tasks. [2]_____, computers have been used to control trains and planes, and now we even have driverless cars coming onto the market. Mobile phones, which nowadays are small computers, are also being used to monitor health conditions such as diabetes, as well as providing hundreds of other small services.

Some people believe that this process of computerization is completely beneficial. [3]_____, parents can now use their mobile phones to receive information about not just whether their baby is crying upstairs, but their baby's temperature, breathing patterns and so on. [4]_____, people with diabetes can use their phones to track their insulin levels, and the data can be sent directly to their doctor.

[5]_____ that we are becoming too dependent on technology. For instance, consider how few people actually know the phone numbers of their friends and family. Most of us depend on our phone to dial them automatically. More seriously, we need to consider what will happen when we have robots doing many jobs. How will less-educated people make a living?

[6]_____, it is clear that there are many benefits to the rise in technology. However, [7]_____, we also need to think carefully about the possible consequences in all areas of our lives.

I can ...	Very well	Quite well	More practice
say how likely something is to happen.	○	○	○
write a balanced opinion essay.	○	○	○

4 Creativity

4.1 Inventive ideas

Grammar using the passive

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold.

1 You can reduce your energy bills by turning down the thermostat. **be**
Your _____ by turning down the thermostat.

2 They treated him for his injuries at the hospital. **was**
_____ for his injuries at the hospital.

3 They haven't finished the design yet. **been**
The design _____ yet.

4 Did she monitor his heart rate? **was**
Do you know if _____?

5 They will have attached the document to the email.
The document _____ to the email. **attached**

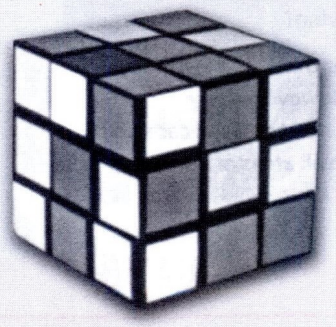
6 Make sure you place it carefully in the right position. **is**
Make sure _____ carefully in the right position.

PRONUNCIATION weak forms: *to be*

2a **4.1** Listen and check your answers to exercise 1. Pay attention to the pronunciation of the forms of the verb *to be*.

b **4.2** Listen and repeat the sentences using the weak forms.

3 Complete the text with the correct passive form of the verbs in brackets. Sometimes more than one answer is possible.



Not many toys [1]_____ (enjoy) by generations of children, but the Rubik's Cube is now over forty years old and still popular. It [2]_____ (invent) in 1974 by Erno Rubik, a Hungarian architect. He wanted to create a working model to help explain three-dimensional geometry, but after the 'magic cube' [3]_____ (design), Rubik discovered that he couldn't actually solve the puzzle himself! It was far more complicated than he had imagined, as the coloured squares can [4]_____ (arrange) in 43,000,000,000,000,000,000 different ways.

The toy [5]_____ (show) at the Nuremberg Toy Fair in 1979 and went into production in 1980. By 2009, more than 350 million cubes [6]_____ (sell) worldwide, making it the biggest-selling toy of all time.



4 Choose the correct options to complete the sentences.

1 The Rubik's Cube _____ Toy of the Year in the UK in 1980 and 1981.
a awarded c awards
b was awarded d is awarded

2 However, most children _____ the cube and just peeled the stickers off instead.
a could not be solved
b could not have been solved
c could not solve
d could not solving

3 In speed-cubing competitions, people try to see how quickly the Rubik's Cube _____.
a can be solved c will solved
b is being solved d solved

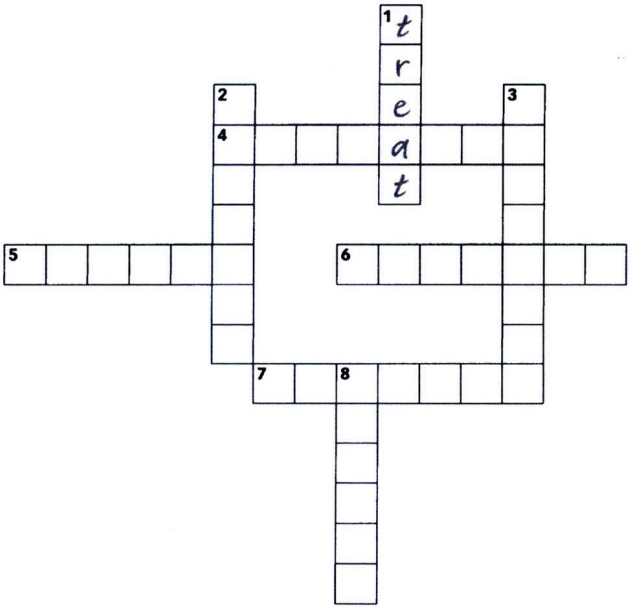
4 The current world record for speed-cubing _____ by Mats Valk, a Dutch teenager.
a held c is held
b was held d holding

5 Valk _____ the puzzle in 5.55 seconds.
a managed to solve c has been solved
b was solved d managed to be solved

6 But the cube _____ by a robot in 3.25 seconds.
a is since been solved c has since solved
b is since solved d has since been solved

Vocabulary how things work

5 Complete the crossword using the clues.



Across ▶

4 fill with electrical power again
5 make something less or smaller
6 be able to make something do what you want
7 find the size, weight, height, etc. of something

Down ▼

1 give medical care
2 keep something safe
3 produce or create something, e.g. energy
8 fasten or join something to something

6 Choose the correct options to complete the sentences.

1 When that light flashes, it means the battery needs *generating* / *recharging*.
2 The books are heavy, so make sure the shelf is firmly *fixed* / *placed* to the wall.
3 The machine *measures* / *monitors* his pulse to make sure it is not going too fast.
4 The kitchen is *controlled* / *designed* for wheelchair users.
5 The condition is usually *treated* / *monitored* with medication and a strict diet.
6 They decided to *place* / *attach* the car park right next to the hospital.

7 Complete each text using the correct form of the verbs in the boxes. In each case, there is one verb you do not need.

fix measure monitor place ~~protect~~

How to hang wallpaper

It may sound obvious, but before you start hanging wallpaper, make sure that your flooring or carpet is [1] *protected*. Wallpaper glue can be very messy indeed.

Begin at the corner of the room, but don't assume that the walls are straight. [2]_____ the walls carefully and start by drawing a straight line from the top of the wall to the bottom. If you [3]_____ your first piece of wallpaper correctly, the rest should follow.

[4]_____ the paper to the wall by carefully smoothing the paper down, using a brush. Work from the centre of the paper out to the edges.

attach control generate recharge reduce

How to use less electricity

Electricity is expensive, and most of us would like to [5]_____ our electricity bills. If you can [6]_____ the temperature, the first thing to do is to turn down the heating or air conditioning. Just a very small difference can save you a lot over a year.

Also, think about appliances that you have plugged into the wall. Leaving a mobile phone to [7]_____ overnight is a waste of energy, and you should also unplug or fully switch off the TV and the computer.

If you own your own house, think about installing solar panels on the roof, and [8]_____ your own electricity.

I can ...	Very well	Quite well	More practice
use the passive.	○	○	○
talk about how things work.	○	○	○

4.2 Creative environments

Vocabulary describing your impressions

1 Replace the word in bold in each sentence with a word from the box with a similar meaning.

~~innovative~~ odd practical remarkable silly unimaginative

1 He is always coming up with new and ~~**inventive**~~ *innovative* ideas.

2 Don't be so **childish** – that's just not funny.

3 She gave a/an **impressive** performance.

4 She has some **weird** ideas.

5 It looks good, but it isn't very **user-friendly**.

6 He's so **conventional**. He never tries anything different.

2 Circle the word which has a completely different meaning to the other two.

1	remarkable	practical	striking
2	conventional	unimaginative	childish
3	impressive	childish	silly
4	remarkable	impressive	original
5	innovative	user-friendly	practical
6	original	striking	inventive

3 Complete the adjectives in the text. The first letter is given.

Tidy desk, tidy mind?

You probably won't think it [1] o*dd* that research has found that organized, predictable and [2] c_____ people typically eat better and live longer than people who are disorganized and messy. However, researchers at the University of Minnesota, USA, recently carried out a [3] r_____ study, which, amazingly, seemed to show that just spending ten minutes in a neat office, rather than a messy one, made people twice as likely to choose an apple over a chocolate bar. So even if you aren't naturally tidy, there could be benefits to making sure your surroundings are neat.

But before you tidy up your workspace, you might also want to consider a second piece of research from the same study, which showed that people working in a neat and tidy environment tended to be a bit [4] u_____. The subjects were asked to think of new uses for ping-pong balls, and the researchers found that those in a messy environment were considerably more [5] o_____ and [6] i_____ than those who had been working in the tidy office.



PRONUNCIATION word stress – adjectives

4a Put the adjectives in the box into the correct place in the tables, according to their stress pattern.

~~childish~~ conventional functional imaginative impressive innovative inventive original practical remarkable silly striking user-friendly

1 Oo	2 Ooo	3 oOo
childish		

4 Oooo	5 oOoo	6 ooOo

b 4.3 Listen and check your answers.

STUDY TIP Mark the stress on longer words as you record them in your vocabulary notebooks.

Grammar using causative *have* and *get*

5 Complete each sentence with the correct form of the verb in brackets.

1 Instead of buying new shoes, why don't you get your old ones *mended* (mend)?
2 I had a carpenter _____ (make) me a bookshelf to fit the space in the room.
3 They had the front door _____ (paint) red because it's supposed to be lucky.
4 It was complicated, so I got her _____ (install) the new software for me.
5 Can you lend me some money? I had my wallet _____ (steal).
6 That cough sounds awful. You should have a doctor _____ (examine) your chest.
7 I've got to get my neighbour _____ (stop) playing that awful music.
8 The teacher had everyone _____ (write) an essay about the environment.

6 Rewrite the underlined part of each sentence, using the word in bold.

1 I really must get someone to fix my car. **fixed** *get/have my car fixed*
2 I'll instruct the receptionist to send you a new appointment. **have** _____
3 Someone burgled his house while he was out. **had** _____
4 Why don't you ask your father to help you? **get** _____
5 I get the hairdresser to colour my hair every six weeks. **coloured** _____
6 The screen on my phone cracked, so I got someone to repair it. **had** _____
7 I paid someone to redecorate the whole house last year. **got** _____
8 She paid someone to make her wedding dress. **had** _____

7 Choose the correct options to complete the article.

Dealing with a creative BLOCK

No matter how creative you are, all of us have moments when, hard as we try, we just can't seem to get a new or original idea [1] *to come / come* into our mind. The answer is to stop trying so hard. Instead, why not try these suggestions?

Get something or someone [2] *distract / to distract* you. Often, while we're out walking or chatting, the idea will just appear from nowhere.

Make more time for yourself. You can't be creative if you're under pressure. So get people [3] *do / to do* a few things for you. For example, having your food [4] *delivered / to deliver* rather than going shopping.

Set aside your problems. If you are worried about getting your bills [5] *paying / paid*, or whether you might have your house [6] *burgle / burgled*, you are not going to be able to be creative.

[7] *Get / Have* a colleague show you how they would work on a similar problem. Often we get stuck in a particular way of doing things, and getting your mind [8] *work / to work* differently might make all the difference.



I can ...	Very well	Quite well	More practice
describe my impressions.	○	○	○
use causative *have* and *get*.	○	○	○

4.3 Vocabulary development

Vocabulary development easily confused words

1 In six of the sentences the writer has confused one word for another. Find and correct the mistakes.

1 You can't control everything that happens to you in life. ✓
2 I'm really sorry ... I've made a fault with your booking. ___
3 Can I give you a piece of advise? ___
4 I was lucky enough to attend an excellent secondary school. ___
5 I'm so forgetful; I'm always loosing things. ___
6 I bought one tin of green paint and other of cream. ___
7 She was so quite, I thought she'd fallen asleep! ___
8 Be careful what you say – you don't know what affect you might have. ___

2 Choose the correct options to complete the text.



Callejón de Hamel, or Hamel's Alley, is a tiny little street in Havana, Cuba, which is known for its walls covered in Afro-Cuban pop art, [1] *specially / especially* the art of Salvador González Escalona, who started painting on the walls in 1990. He didn't have to buy paint [2] *specially / especially* for the project because people would give him little bits of leftover paint. It was, and is, very much a community project, with all the locals contributing in one way or [3] *other / another.*

The area is never [4] *quite / quiet*, but tourists are particularly [5] *adviced / advised* to visit on a Sunday afternoon to watch the rhumba dancing. The [6] *affect / effect* of the drumming can be completely hypnotic.

Vocabulary extension

3 Choose the correct definition, a or b, for each word in the pairs.

1 accept / except
a to agree to do something *accept*
b not including *except*
2 bring / fetch
a to go to where something is and take it back with you ___
b to come to a place with something or someone with you ___
3 principle / principal
a the head of a school ___
b moral rule or belief ___
4 farther / further
a at or by a greater distance ___
b at or by a greater distance, or in addition ___
5 beside / besides
a in addition or also ___
b next to ___
6 lend / borrow
a to give something to someone expecting that you will get it back ___
b to be given something from someone expecting that you will give it back ___

4 Complete the sentences with the correct form of suitable words from exercise 3.

1 He sat down ___ me and started telling me all about his day.
2 Have you finished, or do you have anything ___ to say?
3 I would never tell a lie as a matter of ___.
4 I've left my bag upstairs. Would you mind going up and ___ it for me?
5 Can I ___ that book? It looks really interesting. You can have it back next week.
6 I like all fruits ___ for watermelon.
7 I had a phone call from the ___ about Sonia's behaviour.
8 I don't really want to go. ___, I can't afford the train fare.
9 He just won't ___ that the relationship is over.
10 It isn't a good idea to ___ a lot of money to a friend. You could lose both.
11 That beach is nicer, but it's a lot ___ away than the other one. Have we got time to go there?
12 ___ some food to share when you come to the party.

4.4 Speaking and writing

Writing writing a summary

1 Choose a paraphrasing synonym from the box for each of the underlined words and phrases in the text.

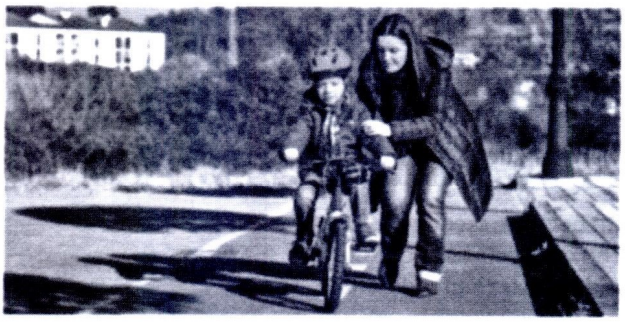
cycle develop ~~it is often said that~~ rapidly rehearse repeatedly sometimes called tell

It is often said that
[1] People say that you never forget how to [2] ride a bike. It's what is [3] known as 'muscle memory'. If you [4] practise something physical [5] over and over again, you will [6] build up a memory of the process in your brain, which means that your brain can [7] quickly [8] instruct your muscles how to do it.

2 Now complete this paraphrased version of the text in exercise **1**, using the words and phrases in the box. There are two options you do not need.

develop it is sometimes called muscle memory rapidly rehearse repeatedly ~~you never forget how to do~~

They say that riding a bike is something [1] *you never forget how to do* because of what is often referred to as [2] _____. Practising something physical [3] _____ leads us to [4] _____ a memory in our brains. As a result, our brains are able to [5] _____ inform the muscles exactly what they need to do.



Speaking giving opinions and trying to change someone's opinion

3 Divide the following phrases into two categories: (A) giving opinions and (B) trying to change someone's opinion.

1 From my point of view, ...
2 Well, you've got a point, but ...
3 Personally, I think ...
4 As I see it, ...
5 Yes, but don't you think ...?
6 No, but ...
7 It seems to me ...
8 Yes, but on the other hand ...
9 Yes, but if you look at it from a different angle, surely ...

4a Put the conversation (between two people) into the correct order.

___ Well, you've got a point, but I'm sure the teacher can tell. As I see it, exams just test your memory, not how much you really understand.
1 Would you rather have more exams, or do more work during a course?
___ Yes, but don't you think that's a bit unfair on people who aren't good at memorizing things?
___ Personally, I think exams are easier. I'm quite good at learning things by heart.
___ Well, it seems to me that they test both. No one enjoys them very much, but we've been using them successfully for a long time now!
___ Yes, but on the other hand, if people write essays at home, how does the teacher know they didn't get help?

b **4.4** Listen and check your answers to exercise **4a**.

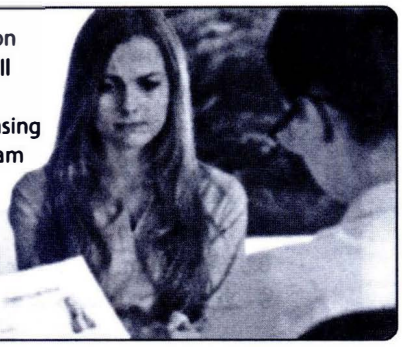
I can ...	Very well	Quite well	More practice
write a summary.	○	○	○
give opinions and try to change someone's opinion.	○	○	○

4.5 Listening for pleasure

Lying

1 Complete the texts with words from the box.

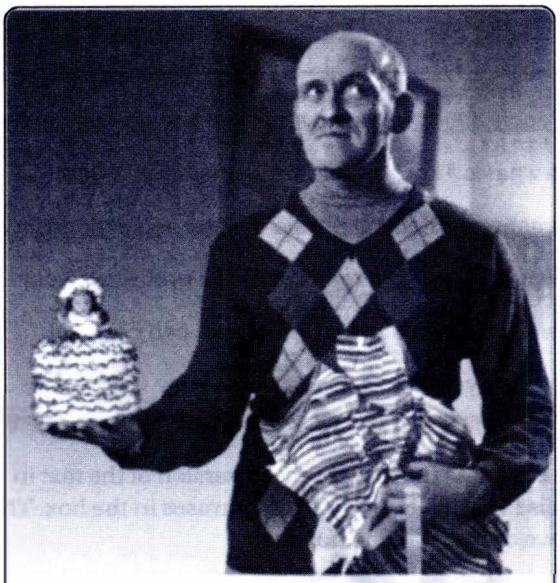
~~exaggerates~~ fibs harm imaginary friends job title white



Everyone [1] *exaggerates* on their CV, don't they? Just small things, like changing your [2] _____ a bit, or increasing the number of people in a team you managed.



All small children tell [3] _____. Not big important lies, but little untruths about unimportant things. Sometimes they're just being creative – some children invent [4] _____, for example.



Telling a [5] _____ lie, like saying you love a present when you really don't like it, is just being kind to other people. There's no [6] _____ in it.

2 What do you think about the opinions in the texts in exercise 1? Do you think lying is ever acceptable?

3 **4.5** Listen to a podcast about lying.

4 Complete the summary about the podcast in exercise 3 with the words and numbers in the box.

25% 59% ~~60%~~ count creativity details maths older young

Although most people think they are honest, in fact [1] *60%* of adults will lie at least once in a ten-minute conversation. Many people feel that harmless, or 'white' lies don't really [2] _____ and many people change the [3] _____ on their CVs.

Some recent research even showed that people who lie might be more creative. Almost [4] _____ of the participants in the study lied to the researchers about their [5] _____ scores, but the researchers found that these participants then did better on a test of [6] _____.

Scientists also believe that children who lie convincingly when they are [7] _____ are probably more intelligent than others. Only [8] _____ of two-year-olds have enough understanding of other people to be able to lie well. Parents don't need to worry as [9] _____ children learn when they shouldn't lie.

Review: Units 3 and 4

Grammar

1 **Correct the grammatical error in each sentence.**

1 I won't ring him later because he ~~will have~~ *will be having* dinner.
2 Ring me tomorrow and I will be told you the results.
3 It's freezing out there, I think I stay at home tonight.
4 We were burgled, but I don't think anything was stole.
5 Who did say that Natalie was coming to the party?
6 By this time next week, I will finished my exams.
7 How often do you have your windows clean?

2 **Choose the best options to complete the text.**

Perhaps one of the most stressful things about taking an exam is the worry about what could go wrong. What are they going to test you on? Will you [1] *pass / be passing*? What if you miss your bus or get sick?

I [2] *'m taking / take* an exam soon, and at least I won't be worrying about the practicalities because I can take it in my room at home, whenever it suits me. I just need to log on and download the software which runs the exam. Once the software [3] *downloaded / is downloaded*, I have to use the webcam to [4] *film / be filmed* the whole room, so they can check that I'm not getting anyone [5] *help / to help* me.

The exam lasts an hour and I [6] *am getting / will get* a provisional result at the end, though I will need to have the webcam film [7] *to be checked / checked* before I can get my final results.

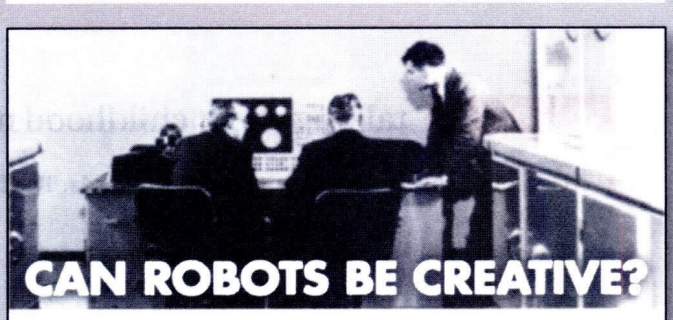
Vocabulary

3 **Complete the sentences with the correct form of the words in brackets.**

1 There is a *scarcity* (scarce) of affordable housing in this area.
2 He is full of _____ (invent) ideas.
3 Her clothes are very smart, but quite _____ (convention).
4 She won an award for her _____ (achieve).
5 _____ (manage) have decided not to give anyone a pay rise this year.
6 I can't work with all these _____ (interrupt).

4 **Complete the text with words from the box.**

ability achievement civilization confuse conversation entertaining ~~measurement~~ unimaginative



CAN ROBOTS BE CREATIVE?

Up until now, the Turing test has been the key [1] *measurement* of robot intelligence. Named after the computer scientist Alan Turing, this tests the robot by seeing whether more than 30% of judges will [2] _____ it with a human during a short [3] _____. Recently, a computer program called Eugene Goostman is said to have passed the test, which is an amazing [4] _____.

But surely the real difference between humans and computers is the [5] _____ to be creative? It is a common belief that, while computers may be brilliant at logic, they are [6] _____, but a new test called Lovelace 2.0 will ask computers to create a convincing poem or painting, or tell an [7] _____ story.

No existing computer can pass this new test, but imagine how [8] _____ could change once this does start to happen.

Speaking

5a **Put the words in the correct order to make sentences.**

1 I / surprised / be / if / it / wouldn't / happened .
2 I'm / concerned, / far / as / as ...
3 that / chance / me / of / no / there's / doing !
4 view, / from / point / my / of ...
5 Yes, / different / a / you / angle, / if / look / from / at / it / surely / but ...
6 Yes, / but / other / the / on / hand ...

b **Which of the phrases in exercise 5a are ...?**

a ways of talking about how likely something is to happen
b ways of giving your own opinion
c ways of trying to change someone else's opinion

5 Mind

5.1 As if it were yesterday ...

Vocabulary talking about childhood memories

1 Complete the sentences with memory words. The first letter is given.

1 I remember my wedding as if it were yesterday.
2 I v_____ recall seeing this film before, but I don't remember much about it.
3 He swears we've met before, but I have no r_____ of meeting him.
4 Apparently, I was sleepwalking last night; but I have no memory of it w_____.
5 I can just a_____ remember my first day at school.
6 The police officer wanted p_____ details of what the thief was wearing, but I couldn't remember.

PRONUNCIATION sentence stress (1)

2a 5.1 Listen and underline the stressed syllables in the sentences.

1 I can recall it clearly.
2 I can vaguely remember it.
3 I have no memory of it whatsoever.
4 I remember it as if it were yesterday.
5 I have a vivid memory of it.
6 I can just about remember it.

b 5.1 Listen again and check. Then repeat the sentences.

3 Complete the online article about memory with words from the box.

~~access~~ analyse fade identify recall store vivid

SIX SURPRISING FACTS ABOUT MEMORY

1
Childhood amnesia is the inability to access memories from our earliest years.

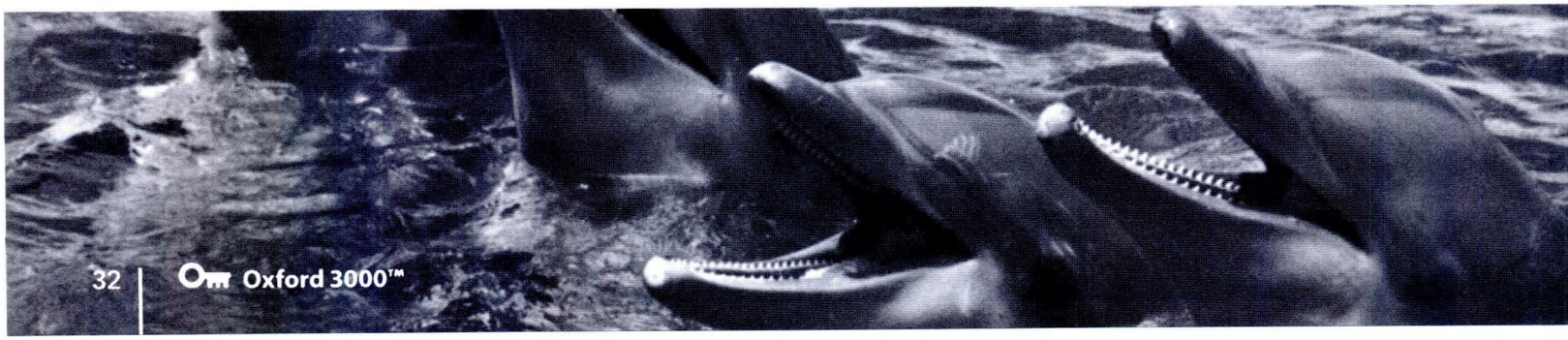
2
Studies show that for many people their first kiss is one of their most _____ memories and that most of us are able to remember 90% of the details of this experience.

3
The human brain has enough memory to _____ three million hours of television.

4
A third of us regularly _____ the meaning our dreams. The best time to _____ dreams is in the ninety seconds after you wake up.

5
Recent research suggests that unpleasant memories _____ faster than pleasant ones.

6
Dolphins have the longest memories of all non-human species. Even after twenty years of separation, they can _____ the whistles of former companions.



Grammar using verbs with *-ing* and infinitive

4 Find and correct the mistakes in five of the sentences.

1 I can't speak now as I'm about have dinner.
2 He was surprised to hear from me.
3 The shop wasn't easy finding.
4 I don't like the thought to get old.
5 We made a decision not to move house this year.
6 It's rare finding a job that doesn't get boring sometimes.
7 I'm looking for somewhere to park.
8 We've made plan for meeting up in Prague.

5 Complete the article with the correct form of the verbs in brackets and add prepositions where necessary.

Five ways to beat boredom at work

Do you ever have days at work when you feel incapable [1] *of concentrating* ***(concentrate), when you have an uncontrollable need*** [2] _____ ***(take) a nap at your desk, or are just desperate*** [3] _____ ***(get) home? We all do. Here are five ways to make your days a little more interesting.***

1 BE TASK-FOCUSED, NOT TIME-FOCUSED

Avoid the temptation to watch the clock. If you tell yourself you can go home at 5.00, the time is likely [4] _____ (crawl) slowly by. A better way of motivating yourself is to focus instead on completing the task that you are doing.

2 ACHIEVE MORE AND EARN BONUS POINTS WITH YOUR BOSS

If your work is dull, consider the idea [5] _____ (take) some extra notes during meetings, or taking on a new project. Not only will this serve the purpose [6] _____ (keep) you engaged, it will show your boss you are keen [7] _____ (get) ahead and may even get you a promotion.

3 FIGHT EXHAUSTION AND GET BACK TO WORK

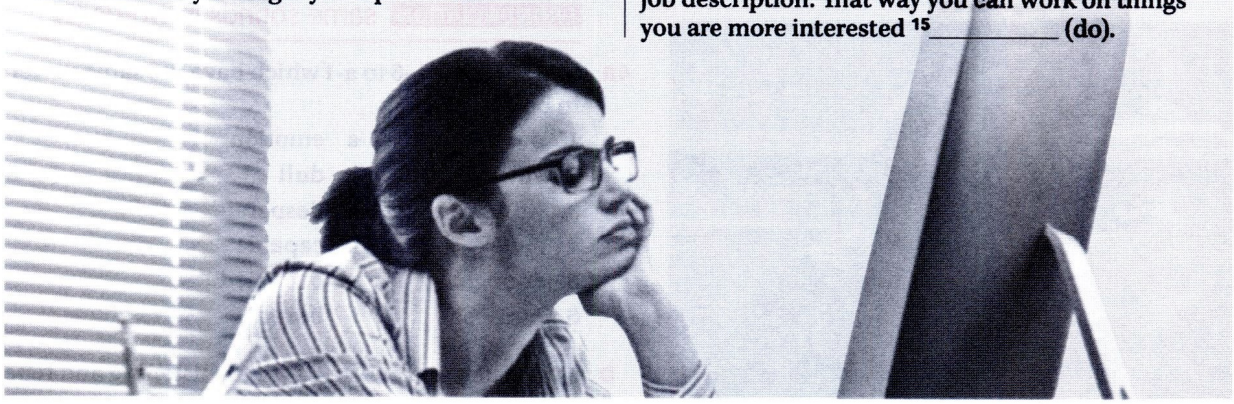
Maybe the problem isn't your work. Maybe you're just exhausted and don't have the energy to work. Performing a few quick exercises is helpful for [8] _____ (get) your blood moving and can wake you up, too.

4 LEARN A NEW SKILL DURING WORK

If there really is little or nothing [9] _____ (do), use the time productively by learning new skills. Online training makes it easy [10] _____ (do) this from your desk. While [11] _____ (improve) your abilities, you're also increasing your chances [12] _____ (find) a better job in the future. Just be sure to check your company's policies about [13] _____ (pursue) personal projects during work time.

5 GET SOME NEW RESPONSIBILITIES

You could try talking to your employer to see if they would be willing [14] _____ (change) your job description. That way you can work on things you are more interested [15] _____ (do).



I can ...	Very well	Quite well	More practice
talk about childhood memories.	○	○	○
use verbs with *-ing* and infinitive.	○	○	○

5.2 Bored!

Vocabulary emotions and behaviour

1 Complete the table with the missing words.

Noun	Verb	Positive adjective	Negative adjective
capability		1 *capable*	incapable
despair	despair	2 _____	
3 _____	desire	4 _____	5 _____
6 _____	bore	7 _____ /boring	
repetition	repeat	8 _____	
9 _____	interest	10 _____	11 _____
fascination	fascinate	12 _____	

2 Choose the correct options to complete the sentences.

1 I've had enough *of / with* this music. Can we listen to something else?
2 I'm tired *with / of* all your excuses.
3 I'm getting fed *up / out* with waiting in this queue.
4 I read that our brain can only take in information for about forty-five minutes, then we start to *lose / stop* concentration.
5 The programme wasn't very interesting. My *brain / mind* started to wander after a while.
6 He's capable *to get / of getting* good grades as long as he studies hard.
7 She was absolutely desperate *to win / for winning* the match.
8 Professor Wilson gives such boring lectures. I find myself *zooming / zoning* out after about ten minutes.



3 Complete each conversation with the correct form of a word from the box.

desire dull occupied repetitive steer ~~still~~ trapped yawn

1 **A** How was the flight?
B Fine, but the kids found it hard to sit *still* for two hours.
2 **A** Why do you feel fed up with your job?
B It's so _____. I don't like doing the same thing day in, day out.
3 **A** What's your brother's new girlfriend like?
B She's a bit _____, to be honest. She doesn't have much personality.
4 **A** Sorry, I can't stop _____.
B You're obviously exhausted. Why don't you go to bed?
5 **A** What's your earliest childhood memory?
B Getting _____ in a hotel lift – I had to be rescued by firemen.
6 **A** Why did Lazlo fall off his bike?
B He had to suddenly _____ away from a pedestrian and the bike slipped.
7 **A** One of my greatest dreams is to travel the world.
B Really? I've never had a strong _____ to go travelling.
8 **A** Do you like doing Sudoku?
B Yes, it's perfect for keeping your mind _____ on a long journey.

PRONUNCIATION same sounds in words (2)

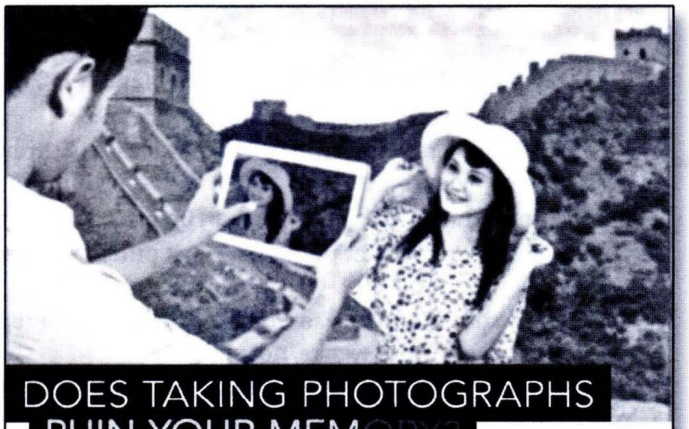
4a Match words 1–6 to a–f which have the same vowel sound in bold.

1 death	a emotion
2 yawn	b dull
3 wander	c desperate
4 zone	d capable
5 enough	e occupied
6 purpose	f bored

b 5.2 Listen and check. Pause the listening and repeat the words.

Grammar other uses of *-ing* and infinitive with *to*

5 Complete the text with the *-ing* or the infinitive form of the verbs in brackets. More than one form may be possible.



DOES TAKING PHOTOGRAPHS RUIN YOUR MEMORY?

Do you want [1] *to hold* (hold) on to your memories for longer? Then stop [2]_____ (take) so many photos.

Recent research suggests that our obsession with documenting every moment of our lives is making us [3]_____ (forget) events more quickly. Snapping photographs prevents memories from [4]_____ (form) properly, according to the new study by Linda Henkel of Fairfield University in the USA, who claims that when people rely on technology to remember for them, it can have a negative impact on how well they remember their experiences.

To conduct her research, Henkel took twenty-eight students to a museum. She got them [5]_____ (pause) in front of thirty objects. She let them [6]_____ (photograph) fifteen of them, but they were asked [7]_____ (not photograph) the other fifteen objects. They had to just look at them instead.

The next day, the students' memory was tested and the results showed that they did not remember [8]_____ (see) the objects they had photographed as clearly as they remembered the ones they had only looked at.

But surely having a database of digital photos helps you [9]_____ (remember) things? According to Henkel, this is not the case, as the volume of digital photos that we keep and the lack of organization discourages people from [10]_____ (access) them. If we want to remember things, we need to access and interact with the photos rather than just collect them.

6 Complete the sentences with the verbs in the box in the *-ing* form or the infinitive with *to*.

drive get inform lock not take renew ~~tell~~ travel

1 I wish you'd stop *telling* me what to do. I can make up my own mind.
2 We drove for two hours, then stopped _____ petrol.
3 I mustn't forget _____ my passport. It expires in a few months.
4 I'll never forget _____ by balloon over the Valley of the Kings in Egypt.
5 I really regret _____ the opportunity to travel more when I was younger.
6 We regret _____ you that you have not been selected for interview.
7 Did you remember _____ the door?
8 I'll always remember _____ a car on my own for the first time after passing my test.

7 Rewrite each sentence using the verb in bold.

1 I managed not to get flu. **avoid**
I avoided getting flu.
2 My manager said I couldn't take a holiday in June. **let**
_____
3 She doesn't go to the gym any more. **stop**
_____
4 I shouldn't have left school at the age of sixteen. **regret**
_____
5 I tried to open the link, but I couldn't. **get**
_____
6 He said he couldn't understand me, but he could. **pretend**
_____
7 She feels anxious when she flies. **make**
_____

I can ...	Very well	Quite well	More practice
talk about emotions and behaviour.	○	○	○
use other uses of *-ing* and infinitive with *to*.	○	○	○

5.3 Vocabulary development

Vocabulary development phrasal verbs with *out* and *up*

1 Choose the correct option to complete each sentence.

1 We need to ___ up with an interesting name for the new business.
a think c come
b decide d imagine

2 More than 70,000 people are expected to ___ up at the festival.
a come c arrive
b turn d go

3 I didn't think I'd enjoy the lecture, but it ___ out to be very interesting.
a ended c became
b came d turned

4 He didn't want to go to the meeting, so he ___ up an excuse about having to go to the dentist.
a invented c designed
b created d made

5 Something urgent ___ up, so I wasn't able to call you.
a came c happened
b turned d arrived

6 The printer has ___ out of ink.
a gone c run
b used d finished

7 I'm having problems with my visa application. I hope it's ___ out before I go away.
a dealt c solved
b sorted d done

8 The doctors will ___ out some tests to determine the cause of his allergy.
a bring c do
b carry d pass

9 I missed the beginning of the film, so I'm trying to ___ out what's going on.
a know c work
b mind d understand

10 Don't you hate those annoying adverts that ___ up on the computer screen?
a pop c bring
b arrive d hang

Vocabulary extension

2 Match the phrasal verbs in bold in sentences 1–6 to meanings a–f.

1 My trainers were **worn out** at the soles, so I threw them away.
2 I need to **brush up** my German before I go to Hamburg.
3 I wonder why that police car's just **pulled up** outside the house.
4 She thinks our course would be better if it was **spread out** over twelve weeks, not eight.
5 It was very dark in the corridor and I could only just **make out** the numbers on the doors.
6 A suspicious package was **blown up** in a controlled explosion by police.

a (about a vehicle) stop, especially for a short time
b covering a wide area or long time; extended
c manage to see or read something
d damaged because of being used a lot
e improve knowledge of something learnt but partly forgotten
f destroy by detonation

3 Complete the sentences with the correct form of phrasal verbs from exercise **2**.

1 Payment was _____ over six months.
2 Taxis can't _____ here. We'll have to go a bit further along the street.
3 The bridge had been _____ during the war and rebuilt.
4 The sign had faded and I couldn't _____ what it said.
5 The carpet in the hotel room was dirty and _____.
6 This cake tastes horrible. I need to _____ my baking skills!

STUDY TIP Some phrasal verbs are often used in the passive form, e.g. *worn out*, *spread out*, *blown up*. Look out for examples and write them in your vocabulary notebook.

5.4 Speaking and writing

Speaking language to give solutions

1a Complete the conversation with words from the box.

account convinced effective forward harm if ~~option~~ suppose worth



A Er! The boy next door is playing his drums again. It's so loud and it's beginning to drive me nuts!

B I know, me too! We really need to do something about it.

A Well, one [1] *option* would be to have a word with his parents.

B Yes, I think we should, but we need to take into [2]_____ that it is his hobby and he does have a right to play.

A Yes, but we have a right to some peace and quiet. What [3]_____ we ask him to move his drum kit to a different room? One which is not on the other side of our bedroom wall?

B We could do, but it might not be possible. I think a better way [4]_____ would be to suggest he only plays at certain times, say between 6 and 7 p.m.?

A Yes, but is that fair on him? It's quite limiting. Would it be [5]_____ suggesting instead that they get some of those rubber discs to put on the drums that reduce the sound?

B I'm not [6]_____ that he'll want to do that, but I [7]_____ there's no [8]_____ in suggesting it.

A I think it would be an [9]_____ solution.

B OK. You go and speak to them, then. Good luck!

b 5.3 Listen to the conversation in exercise **1a** and check your answers.

Writing an article giving advice

2 Choose the correct options to complete the online advice article.

How to remove wax from clothing

STEP 1 Let the wax cool, as this will allow it to harden. Try [1] *to not* / *not to* pick at the wax while it is still warm or [2] *else* / *otherwise* the stain may spread further. If the wax is still soft when it is at room temperature, it is advisable [3] *to place* / *placing* the clothing in the freezer.

STEP 2 When the wax is fully hardened, use a knife to scrape off excess wax. [4] *Make* / *Be* sure the knife is not too sharp, in case [5] *it cuts* / *that it cuts* the fabric.

STEP 3 Use an iron to remove the remaining wax stain: place the stained fabric between two paper towels and gently move the iron over the waxy area until the wax melts and transfers from the fabric to the paper towel. Remember [6] *to keep* / *keeping* the iron moving in circular motions to [7] *avoid* / *prevent* burning the fabric. [8] *Whatever* / *Whichever* you do, make sure the iron is not on the steam setting, [9] *else* / *otherwise* the oil will not transfer to the paper towel.

STEP 4 Repeat until no wax remains.



I can ...	Very well	Quite well	More practice
use language to give solutions.	○	○	○
write an article giving advice.	○	○	○

6 Community

6.1 Crossing cultures

Vocabulary cultures and communities

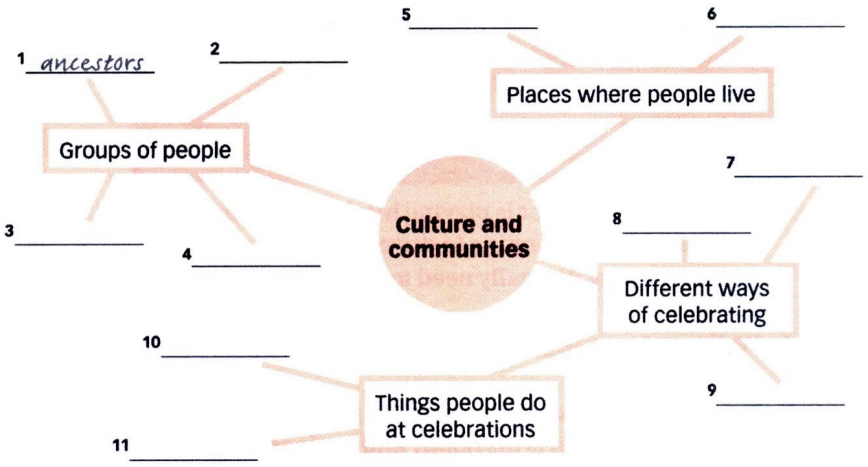
1 Match some of the words in the box to definitions 1–10. Not all the words are needed.

adjust ancestors ceremony citizens costume community custom ~~descendants~~ establish festival neighbourhood parade

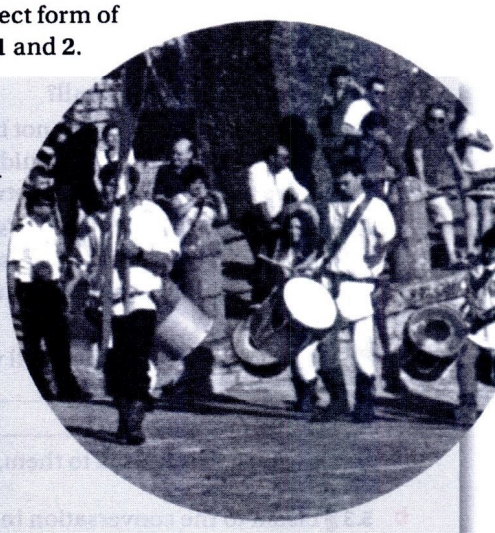
1 A person's children, children's children and all the relatives who live after them. *descendants*
2 An accepted way of behaving or doing things in a society. _____
3 A public celebration where people walk or drive through the streets. _____
4 People who have a legal right to belong to a particular country. _____
5 Get used to a new situation by changing the way you think or behave. _____
6 People in your family who lived a long time ago. _____
7 An occasion when people stop working to celebrate a special event. _____
8 A district or an area of a town or city. _____
9 All the people who live in a particular area, when seen as a group. _____
10 A public or religious occasion with a series of formal actions. _____

2 Complete the word-map with the words in the box.

~~ancestors~~ ceremony citizens community costumes decorate descendants festival immigrants neighbourhood parade



3 Complete the article with the correct form of some of the words from exercises 1 and 2.



San Marino

San Marino is one of the smallest countries in the world. Completely surrounded by Italy, it is just 61 km² and has only about 28,000 [1] *citizens* . Officially known as the Republic of San Marino, the country claims to be the oldest surviving republic in the world, founded in 301. Perhaps surprisingly for such a small country, San Marino has its own military. In the summer, the soldiers put on a celebratory [2] _____ several times a day, marching through the streets in full uniform.

Although the people who live there (the Sammarinese) still consider themselves to be a farming [3] _____, San Marino is very dependent on tourism, and the summer months are full of [4] _____ and celebrations. For example, don't miss Medieval Day, when the people dress up in medieval [5] _____ and re-enact some of the [6] _____ of their [7] _____, such as crossbow shooting in the town square.

Grammar articles

4 Choose the beginning which best matches the ending given.

1 ___ where we'd arranged to meet, but you weren't there.
   a I went to a cinema b I went to the cinema
2 ___ Netherlands.
   a He lives in the b He lives in
3 ___ The woman became his wife.
   a While he was living in Italy, he met a beautiful young woman.
   b While he was living in Italy, he met the beautiful young woman.
4 ___ Lake Maggiore.
   a He lives on the shore of the
   b He lives on the shore of
5 ___ beauty. Notice it.
   a Life is full of b Life is full of the
6 ___ biggest country in the world.
   a Russia is b Russia is the

PRONUNCIATION *the*

5a **6.1** Listen to two different ways in which *the* can be pronounced.

a the /ðiː/ b the /ðə/

b **6.2** Listen to the following phrases. How is *the* pronounced in each case? What happens to the sound of *the* before a vowel sound? Is it pronounced /ðiː/ or /ðə/?

1 The English
2 The river
3 The Italians
4 The Irish
5 The mountain
6 The immigrants
7 The ancestors
8 The community

c **6.2** Listen again and repeat.

6 Find and correct the mistakes in six of the sentences.

1 Porto is the second biggest city in Portugal.
2 It is built on the site of ancient Roman settlement.
3 In 1996, the historic centre of city was declared a UNESCO World Heritage Site.
4 Porto is situated on the banks of River Douro.
5 The River Douro flows into the Atlantic.
6 One of a biggest tourist attractions is the São Bento railway station.
7 The station is covered in beautiful blue-and-white tiles, called *azuleijos*.
8 Tourists also take the boat trips into the Douro Valley.

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

How do you celebrate the start of a new year?

Although different cultures celebrate in different ways, and even at different times of year, there seems to be a universal theme of hoping for better luck or more happiness, [1]___ love or money in the new year ahead.

Celebrating with [2]___ fireworks is common, and many cultures believe in making a lot of noise to frighten away bad luck. Some cultures, however, make noise in more unusual ways. In [3]___ Italy, particularly in [4]___ south, there is a custom, called *lancio dei cocci*, of throwing cups, mugs, pots and pans out of windows! Less dangerously, people in Puerto Rico throw [5]___ cup or bucket of water out of their windows.

Cleaning the house is another very common tradition, as people want to make a fresh start. In Brazil, people also often wear white to bring good luck and peace for the year ahead.

In [6]___ Philippines, circles have a particular importance, representing money. People wear [7]___ clothes with dots and circles and bake circular foods, and walk in a circle around the house at midnight. In Mexico, people who want to travel pack [8]___ suitcase and walk around their block of the neighbourhood.

Food is often important, too. The Spanish have possibly [9]___ most dangerous tradition as they eat twelve grapes, one to bring luck for each month of the year ahead, trying to swallow them all down before the clock stops chiming midnight. You'd have to be lucky not to choke!

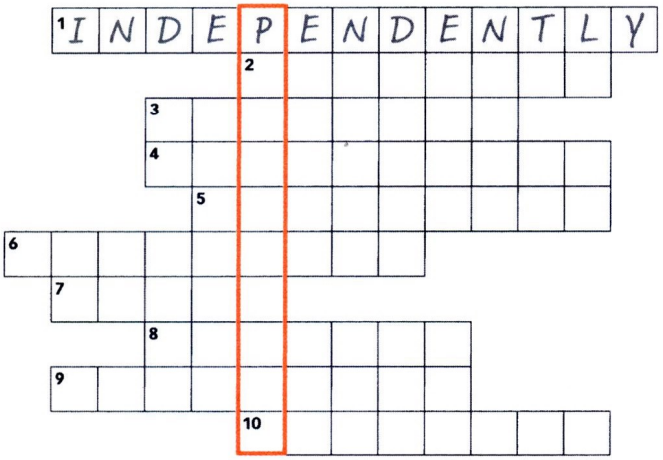


I can ...	Very well	Quite well	More practice
talk about cultures and communities.	○	○	○
understand and use articles.	○	○	○

6.2 Alone or together?

Vocabulary housing and living

1 Answer the clues to complete the acrostic. If all the answers are correct, another word from the unit will appear in the orange box.



1 Do something in a way that doesn't depend on someone else.
2 A person who lives in a particular place.
3 In a way that covers or affects the whole world.
4 Not together.
5 A supply of something that you have and can use.
6 Helped and encouraged.
7 A change from one situation to another.
8 Belonging to or for the use of a particular person or group only.
9 All the people living together in a house or flat.
10 In a way that is connected with activities which involve people meeting each other for pleasure.

2 Choose the best options to complete the sentences.

1 This company could get much bigger. We need to start thinking *globally* / *separately*.
2 The hotel has excellent conference *facilities* / *resources*, with free Wi-fi and large meeting rooms.
3 There has been a *growth* / *shift* in attitude lately; people seem to be becoming more tolerant.
4 It's important that older people can continue to live *independently* / *socially* for as long as possible.
5 He owns a number of *properties* / *households* in several different countries.
6 Los Angeles has many famous *residents* / *households*.

3 Complete the text with words from exercises **1** and **2**. The first letter is given.

Unusual retirement communities

There has been a noticeable [1] s*hift* in the choices available to older people who are still young and fit enough to live [2] i_____, but who would like to feel a little more [3] s_____. Increasingly, many of these people are choosing to live in retirement communities with others who share similar interests, cultures or values. (A retirement 'community' is not a care home, but a place where older people live together, with some healthcare provided.)

For example, Lasell Village in Massachusetts, USA, requires every [4] r_____ to participate in 450 hours of education a year. The village shares educational [5] f_____ with Lasell College, so the quality of education on offer is very high.

Another innovative American retirement community, Aegis Gardens, caters specifically for Asian Americans, with Chinese-speaking staff, regular t'ai chi classes, Chinese medicine and so on.

But is this something which is happening [6] g_____? Well, retirement communities are still largely a European and American phenomenon, but there is some evidence of a [7] g_____ in this type of community worldwide.



STUDY TIP Many words in English are used as different parts of speech. For example, *resident* can be a noun and an adjective, and *shift* can be a noun and a verb. Make a note of the word class when you record words in your vocabulary notebooks and note if the stress changes when it is pronounced.

Grammar using determiners and quantifiers

4 Complete the table with the words and phrases in the box. Some words and phrases will go in both columns.

a few a great deal of a large quantity of a little
a lot of a number of any few hundreds of little
~~many~~ much several some

Countable	Uncountable
many	

5 Replace the underlined words with another word or phrase from exercise 5 which has a similar meaning. Make any other necessary changes.

1 There were <u>hundreds of</u> people in the square. *many*
2 I only want <u>a small quantity of</u> sugar. I don't like it too sweet. _____
3 He bought <u>a great deal of</u> white paint – enough to decorate the whole house. _____
4 I recognized <u>a number of</u> people in the room. _____
5 <u>Not many</u> foreigners are able to speak Mandarin Chinese well. _____
6 I <u>have no</u> time <u>at all</u> next week. _____
7 He doesn't have <u>a lot of</u> money. _____



6 Choose the correct options to complete the article.

A SERVANT'S LIFE

[1] *Millions of* / *Much* people around the world have enjoyed watching *Downton Abbey*, a TV series set in an Edwardian country house. But in reality, the life of a servant at that time was terribly hard. Most servants worked sixteen hours a day, with one afternoon off a week, which didn't leave them with [2] *much* / *a few* free time. But then again, they didn't earn [3] *a number of* / *a great deal of* money either, and there was very [4] *a little* / *little* to spend it on.

Many of them would sleep in the kitchen. Only [5] *a few* / *a little* were lucky enough to have proper bedrooms in the attic and, even then, they would nearly always share them with [6] *few* / *several* other servants. Servants were expected to remain as quiet and invisible as possible. One of the rules from a list of the time says: 'Never begin to talk to the ladies or gentlemen unless to deliver a message, and then do it in as [7] *few* / *little* words as possible.'

[8] *Many* / *A large quantity of* servants lost their jobs for breaking the strict rules, for inviting a friend or relative into the house, or for breaking a valuable object. Once this happened, it was almost impossible for them to get [9] *any* / *much* other kind of job, and they would end up stealing or begging on the streets just to survive. It was not until after the First World War that conditions improved.

The servants in *Downton Abbey* mostly seem to enjoy their lives, but it is unlikely that their real-life counterparts did.



I can ...	Very well	Quite well	More practice
talk about housing and living.	○	○	○
understand and use determiners and quantifiers.	○	○	○

6.3 Vocabulary development

Vocabulary development high-frequency verb collocations

1 Complete the sentences with 1–2 words.

1 OK, you've made your *point*. I understand what you're trying to say.
2 I'll just take a quick _____ at the document, and then I can give you my opinion.
3 If you don't feel well, stay at home. We don't want everyone in the office getting _____.
4 All that noise has given me _____. I need to lie down in a dark room.
5 My boss has been putting a lot of _____ me to stay. He really doesn't want me to leave.
6 Isn't it nice to get the whole family _____? I think almost everyone is here.
7 Don't stand on the chair, Thomas! You're setting a _____. Your little brother might try and copy you.
8 He gave me such a _____. I hadn't heard him come in, and then he suddenly appeared.

Complete the second sentence so that it means the same as the first, using the word in bold.

1 The prisoner was released. **set**
The prisoner was *set free*.
2 She wouldn't allow me to stay out late. **give**
She wouldn't _____ to stay out late.
3 He blamed me for the accident. **put**
He _____ for the accident.
4 He is always making jokes about his little sister. **take**
He doesn't _____ his sister _____.
5 What you wear can really change how you feel. **make**
What you wear can really _____ to how you feel.
6 They started arguing almost immediately. **got**
They _____ almost immediately.
7 Have you decided when you are getting married yet? **set**
Have you _____ for the wedding yet?
8 You should take advantage of the nice weather and get outside more. **make**
You should _____ of the nice weather and get outside more.

Vocabulary extension

3 Make ten expressions by matching a word in box A to a word or phrase in box B. The verbs in box A can be used more than once.

A: do get give have make put set take

B: an effort no notice room someone a call someone a favour someone a lift something in common something into practice yourself a goal upset

4 Complete the sentences with the correct form of the expressions in exercise **3**.

1 When she heard the news, she *got upset* and started crying.
2 We found we had _____ – we both grew up in the same small town.
3 My car has broken down. Can you _____?
4 Let's talk later. Let me have your number and I'll _____ this evening.
5 You really need to _____. If you don't try harder, you won't succeed.
6 Can you _____ so I can sit down too, please?
7 I've _____ of being able to run five kilometres by the summer. I think I'll be able to manage it by then.
8 _____ of what he said, he didn't mean it.
9 Can you _____ and lend me £10? I've left my purse at home.
10 It sounds like a good idea. We'll have to see if it works when you _____.

6.4 Speaking and writing

Speaking starting a conversation with a stranger

1a Match conversation starters 1–6 to suitable responses a–f.

1 Lovely weather, isn't it? _d_
2 Have you lived round here long? ___
3 Excuse me, do you mind if I sit here? ___
4 So, how do you know Lucy? ___
5 I hope you don't mind me asking, but haven't we met somewhere before? ___
6 Sorry, but I couldn't help overhearing ... Were you saying that it's going to snow later? ___

a Oh yes, all my life. What about you?
b We work together. We're both teachers at Railsey School.
c Oh yes, you do look familiar ...
d Yes, not bad for the time of year.
e Yes, apparently there's going to be a lot. We should probably try and get home early.
f No, go ahead. It's busy today, isn't it?

b 6.3 Listen and check your answers.

2a Find and correct the mistake in each of the conversations.

1 **A** Excuse, is anyone sitting there?
B No, sorry. I'll just move my bag.
A Thank you.

2 **A** I hope you don't mind asking me, but aren't you a friend of Sarah's?
B Yes, that's right, we work together. How do you know Sarah, then?
A Oh, we're neighbours. She lives just across the road.
B Oh, in Villiers Street? That's a nice road.

3 **A** Have you worked here long time?
B No, not really. I started about a month ago.
A Ah, I thought I hadn't seen you before.

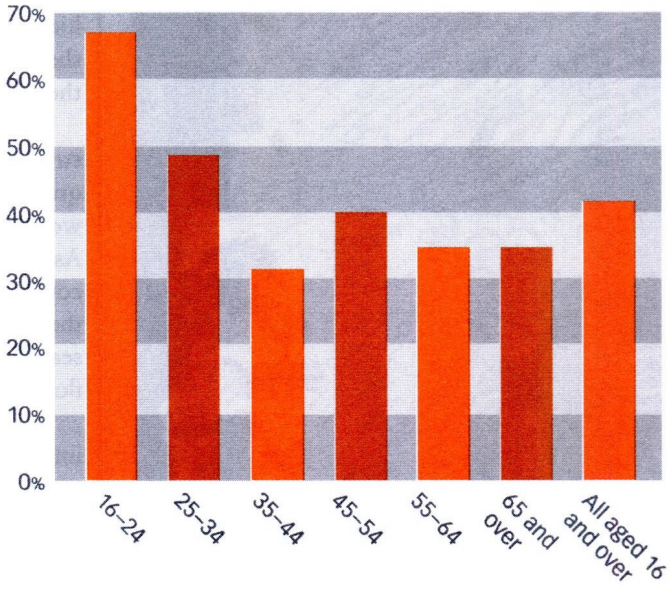
4 **A** Lovely weathers, isn't it?
B Yes, it's great to get some sunshine at last.
A Yes, it's been so cold recently.

b 6.4 Listen and check your answers.

Writing describing data

3 Complete the description of the graph using the words and phrases in the box.

by far however in contrast ~~in the chart, we can see~~ noticeable on average



[1] _In the chart, we can see_ the percentage of people, at different ages, who spend time with their friends every day or nearly every day.
[2]_____, taking all the age groups together, just over 40% of people see their friends daily, or almost daily.
[3]_____, it is [4]_____ that younger people seem to see their friends much more regularly than older people.
[5]_____ the highest percentage, at around 67%, is in the 16–24 age bracket, followed by those aged 25–34, at around 49%.
[6]_____, the age group who see their friends least frequently is those aged 35–44. Only just over 30% of these people spend time every day with friends. This increases between 45–54 to around 40%, before dropping a little for those aged 55–64 and 65 and over, both about 35%.

I can ...	Very well	Quite well	More practice
start a conversation with a stranger.	○	○	○
write a description of data.	○	○	○

6.5 Reading for pleasure

Seventeenth-century London

1 Look at the illustration. Use the words in the box to describe what is happening.

burn catch fire destroy flames
panic put out wooden

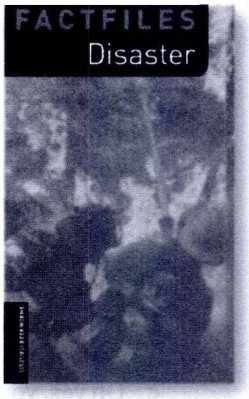


2 Can you think of any possible positive outcomes of a fire like this?

3 Read the extract from *Disaster*.

The story so far

Seventeenth-century London was crowded, dirty and full of a deadly disease, carried by rats, which had killed thousands of people in 1665. On Monday 2 September 1666, the city was changed forever when a fire started in a baker's shop.



It was two o'clock in the morning. Thomas Farynor, who made bread for King Charles the Second, was asleep above his shop, near the River Thames and London Bridge. One of Farynor's men woke up and went to light the kitchen fires. Mr Farynor kept a lot of wood in his kitchen, ready to cook the bread every day. That morning, the man discovered that some wood had caught fire, and the kitchen was beginning to burn.

In a short time the fire spread to other houses and a strong wind blew flames towards the west. The fire moved quickly though the old city. The houses were made of wood, and were built very close together in narrow streets. As the fire spread, it destroyed everything in its way, but it could not cross the River Thames. After some time, it reached the buildings beside the river where rich businessmen kept strange and exciting things from across the seas. Then London began to smell of hot pepper, and burning brandy began to flow like a river through the streets.

As Lord Mayor of London, Sir Thomas Bludworth was one of the most important and powerful men in the city. He thought that the fire could be put out easily, so he tried to organize the fire-fighting. But he soon realized that the job was more difficult than he expected, and left the city in a panic. It was then that King Charles and his brother James decided to try and help.

The king soon realized that the fire was completely out of control. He called a meeting of the Privy Council – a group of important men who could help and advise him. Together they decided to make several 'fire posts' in the city, where the fire-fighters were given everything they needed to fight the fire. King Charles led the fight, and he gave a special guinea coin to every helper. (One guinea was worth a bit more than one English pound, which was a lot of money in those days.) He worked for thirty hours without sleep, and he was much loved for his bravery.

King Charles and his men decided to clear part of the city by pulling down some houses, so that the fire had nothing to burn there. This stopped the fire, and by Wednesday 5 September 1666, the fire was finally under control.

The Great Fire of London had several important results. It finally stopped the disease which had killed so many people in 1665. It destroyed 87 churches, but it also burnt down about 13,000 wooden houses which were neither safe nor healthy. After the Great Fire, more houses were built of stone, so London became a cleaner, healthier city.

The Great Fire also badly damaged one of London's most important churches, the old Saint Paul's Cathedral, so King Charles asked Sir Christopher Wren to plan a new cathedral. In 1675, Sir Christopher finally began the 'new' Saint Paul's, which still stands in London today.

Text extract from *Oxford Bookworms Library Stage 4: Disaster!*

Review: Units 5 and 6

Grammar

1 Choose the correct options to complete the sentences.

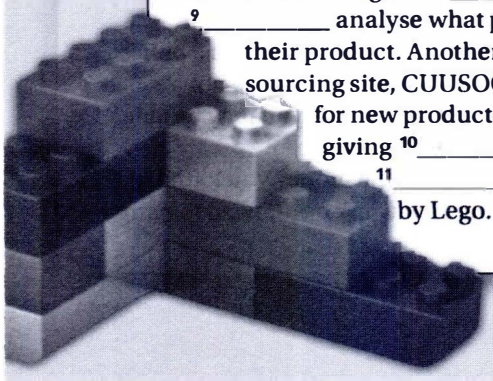
1 I've only read *little / a little* of the book so far, but I love it!
2 I remember *to see / seeing* that film years ago.
3 *The Lake Windermere / Lake Windermere* is the biggest lake in the UK.
4 *A large number of / A large quantity of* new houses are being built in the area.
5 Although he was tired, he made himself *to continue / continue* with the work.
6 I haven't seen any of my old colleagues since *to change / changing* my job.
7 I had *a / the* really vivid dream last night.
8 It isn't easy *to learn / learn* to ski.

2 Complete the text with words from the box. There are more words than you need.

a | a few | a little | an | few | little | ~~many~~ | much | (no article) | of | several | the | the | thousands of | to

LEGO'S ONLINE COMMUNITY

Nowadays, [1] *many* children play games online. Using *Minecraft*, for example, they can build very detailed online worlds, with [2]_____ virtual bricks. You might think that [3]_____ traditional toy company like Lego could be left behind. However, Lego is in fact going from strength to strength. This is partly due to the enormous success of *The Lego Movie*, [4]_____ highest grossing film of 2014, but it is also due to [5]_____ company's online presence. Lego has built up [6]_____ online communities where the company can interact with customers – for example, LegoClub, where [7]_____ people can upload photos of their Lego creations. For the customers, this is a great way to show off and get new ideas, but for Lego it's [8]_____ opportunity [9]_____ analyse what people are doing with their product. Another example is the crowd sourcing site, CUUSOO, where fans submit ideas for new products and others vote on them, giving [10]_____ of them the chance [11]_____ actually being produced by Lego.



Vocabulary

3 Complete the sentences by rearranging the letters in brackets to make words.

1 I used to work in a factory. The pay was OK but the job was really _____ (vipteretie).
2 I find it hard to focus in class. My mind _____ (dewrans) to what I'm going to have for lunch.
3 I can remember it really clearly, but he says he has no _____ (crootillneec) of what happened.
4 Watching TV may be bad for the kids, but at least it keeps them _____ (pocudice).
5 Over the next few years, the use of this approach will be gradually _____ (pashde) out.
6 The meeting was so dull I literally ran out of the room at the end, _____ (prasdeete) to escape.
7 It was so boring I kept losing _____ (carttnooncien).

4 Choose the best words or phrases to complete the text.

[1] *Globally* / *Socially*, many people celebrate Mother's Day, and even Father's Day, but not many countries celebrate Friend's Day. It was [2] *adjusted* / *established* in Argentina in 1970 to celebrate the anniversary of the first moon landings and is now a popular [3] *ceremony* / *festival* in several Latin American countries, though on different dates. It is mostly an excuse [4] *to get people together* / *to get to know someone*, though many people also [5] *take* / *put* the opportunity to get in touch with friends they haven't seen for a long time. In 2005, the number of people phoning friends [6] *made* / *put* so much pressure on the mobile phone system in Buenos Aires that it completely stopped working.

Speaking

5a Complete the sentences by adding the words in brackets in the correct position.

1 So, *how* do you know Jonathan? (how)
2 I suppose no harm in doing that. (there's)
3 Have you lived here long? (round)
4 Sorry, but I couldn't overhearing ... (help)

b 6.5 Listen and check your answers.

7 Rules

7.1 Finders keepers?

Vocabulary crime and justice



1 Complete both sentences in each pair with a word from the box.

arrest official profit report ~~reward~~ suspect

1 a The man who had lost the wallet gave her a/an _reward_ for finding it.
b I decided to _reward_ the children for their good behaviour with a trip to the zoo.

2 a I _____ she knows nothing about what happened.
b The police have announced that they have a/an _____.

3 a That man in uniform looks like a/an _____ of some sort.
b I need to get _____ permission to go there.

4 a You should _____ him for doing that, it's illegal.
b I wrote a/an _____ about the situation and gave it to my boss.

5 a People should not be allowed to _____ from other people's unhappiness.
b I bought it cheaply and sold it for a huge _____.

6 a I heard the police are going to _____ him soon. They're just getting the evidence together.
b A/An _____ must be based upon evidence.

2 Complete the sentences with the correct form of the words in bold.

1 How can you _justify_ not handing that money in to the police? It's obviously wrong. **justice**
2 I _____ that he was lying. **suspect**
3 Because it was his first offence, he was given a _____ sentence. **suspend**
4 I'm sure it's _____. It has to be against the law. **legal**
5 The company _____ him for his efforts with a promotion. **reward**
6 I always keep my _____ in a locked cupboard. **valuable**
7 He broke the law _____. He didn't realize it was a crime. **accident**

3 Complete the text with the missing words. The first letter is given.

In the UK, if you find money or [1] v_aluables_ which you think are lost [2] p_____ or have been [3] a_____, you should hand them in to a police officer or other [4] o_____. If they are not [5] c_____ after a certain time, you may be able to keep them, but it depends on the [6] c_____. If the police [7] s_____ the money you found is connected to a crime, you won't be allowed to hang on to it.

Grammar present modal verbs

4 Choose the correct options to complete the text.

How to **really annoy** your co-workers

Sharing an office is a little bit like sharing a house. There are certain things that you really [1] *should* / *can't* avoid doing unless you want to seriously annoy your co-workers.

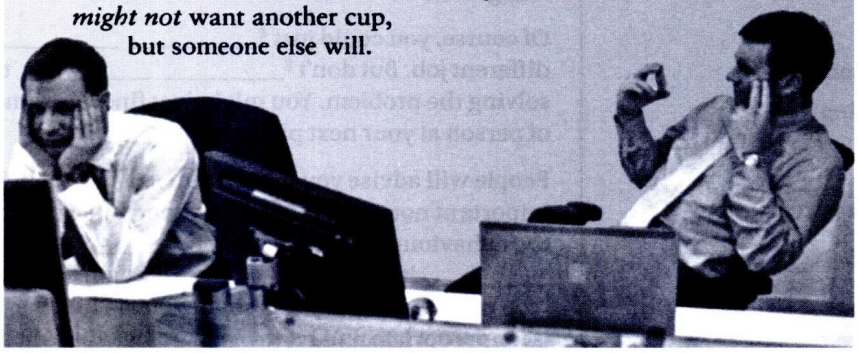
If you didn't buy the food or drink in the shared fridge, that means you [2] *can't / might not* eat or drink it. It isn't yours. The exception is when some kind person brings in chocolates or biscuits to share, and even then you should ask, [3] *'Must / May* I have one?'

And don't finish the coffee in the pot and then not make any more. You [4] *don't have to / might not* want another cup, but someone else will.

It's hard enough trying not to be distracted by other people's phone conversations, you [5] *have to / needn't* make it worse by putting the person you're talking to on speakerphone. And stop hitting 'reply all' when you answer an email. We [6] *mustn't all / don't all need to* know you got the message.

If you [7] *have to / should* gossip about your co-workers, you [8] *shouldn't / ought to* do it where they can't hear you – and definitely not on social media.

Just be considerate and think about other people. It's that simple.



5 Complete the sentences with a suitable present modal from the box. Use each modal only once.

can't have to may might mustn't ~~ought to~~

1 It's lucky I found your purse. You *ought to* be more careful with your belongings.
2 I'm going to bed early tonight because I _____ get up at 5 a.m. tomorrow to catch a flight.
3 _____ I leave the room, please?
4 I'm not sure yet where we're going on holiday this year. We _____ go to Italy if it isn't too expensive.
5 You _____ ever go there on your own at night. It's really dangerous!
6 Sorry, you _____ sit there, it's already taken.

PRONUNCIATION /t/ or /d/

6a 7.1 Listen and complete the conversations with two missing words. Contractions count as two words.

1 **A** Amir's report is late.
B You _____ him more time – he was off sick last week.
2 **A** Where is the file I left on your desk?
B I'm not sure ... Maria _____ looking at it.
3 **A** Did you know Jack got fired?
B That _____ be right! What happened?
4 **A** You _____ permission before you borrow a laptop.
B Oh, sorry. I didn't realize.
5 **A** I _____ coming in late or I'll get in trouble.
B Try setting the alarm ten minutes earlier.

b 7.1 Listen again and check your answers.

c 7.2 Listen to five sentences from exercise **6a** and write them down. Can you hear the /d/ or /t/ at the end of each modal verb or is it missed out? Tick or cross the sentences.

d 7.2 Listen again, pause and repeat.

STUDY TIP Remember that 'true' modal verbs are followed by the infinitive without *to*. But some verbs, often called semi-modals – *ought, need, have* – are followed by a full infinitive, for example:
They ought to arrive for the meeting by 9.30.

I can ...	Very well	Quite well	More practice
talk about crime and justice.	○	○	○
use present modal verbs.	○	○	○

7.2 Rules at work

Vocabulary using verbs and prepositions

1 Find and correct the mistakes in six of the sentences.

1 There were protests ~~on~~ *against* the new taxes last week.

2 I really must insist on you dressing more smartly.

3 It isn't fair to criticize me from something I haven't done.

4 He watched her carefully to see how she would react for the news.

5 Unfairly, he blamed her for the whole thing.

6 What am I accused from?

7 He thinks the rules don't apply on him.

8 Employees are absolutely prohibited to eating while working.

2 Choose the best option to complete each sentence.

1 I'm so disappointed. I was really counting _____ getting a pay rise.
a about b of c (on)

2 They reacted _____ the new rules by refusing to do overtime.
a on b against c for

3 Not wearing a hard hat just exposes you _____ injury.
a for b to c on

4 You shouldn't blame someone _____ what happened until you have all the facts.
a on b to c for

5 Employees need to be protected _____ unfair working practices.
a from b on c to

6 He insisted _____ doing all the work himself.
a on b to c against

3 Complete the text using the correct form of a verb from box 1 and a preposition from box 2 in each space. Not all the words are needed.

1 accuse apply blame count ~~criticize~~ expose insist react prohibit protect ~~protest~~

2 against ~~for~~ for from of on to

Dealing with difficult people at work

Does someone you work with constantly [1] *criticize* you *for* every little thing? Maybe they [2]_____ you _____ their mistakes, or [3]_____ you _____ doing things you haven't actually done? If this sounds familiar, you're not alone. Millions of people experience these kinds of problems at work. But how can you deal with it, without making things worse?

Of course, you could just [4]_____ _____ a different job. But don't [5]_____ _____ that solving the problem. You might just find the same sort of person at your next place of work.

People will advise you to stand up to a bully, but it's important not to get into an argument. Just describe the behaviour you don't like and [6]_____ _____ it changing. For example, you could say, 'You regularly make jokes about what I look like. This is inappropriate and I don't want to hear any more.'

The bully may [7]_____ _____ this by saying that it was 'just a bit of fun', or not taking you seriously, but just keep repeating what you said calmly. [8]_____ yourself _____ any further problems by keeping a record of what is said, or what happens, and note if there are any other witnesses. If the issue doesn't improve, take it to management to deal with.



Grammar past modals of deduction

4 Complete the sentences with a suitable past modal of deduction/speculation.

1 I have no idea why Julie isn't here yet. She _____ got stuck in traffic.
2 Apparently her husband is tall and blond. I saw a photo of a tall blond man on her desk. That _____ been him.
3 Why did you give up so easily? You _____ really wanted it.
4 All the lights are off and the doors are locked. They _____ all gone home.
5 Holly really wanted that job. She _____ been disappointed when she heard she hadn't got it.
6 Why did you eat all the biscuits? You had eaten three platefuls of dinner. You _____ been hungry!
7 Sally cycled to work today. She _____ had a problem with her car, I'm not sure.

PRONUNCIATION auxiliary: *have* (2)

5a 7.3 Listen to shorter versions of the sentences in exercise 4. Notice how *have* is pronounced.

b 7.3 Listen and repeat.

6a Look at the photos and choose the best options to complete the conversations.

1 **A** Look at the man standing on the platform. What do you think his job [1] *must have* / *could have* been?
B I have no idea! He [2] *might have* / *can't have* been giving them instructions.
A But no one seems to be paying that much attention. He [3] *must have* / *can't have* been the boss or anything.

2 **A** I think this man [4] *can't have* / *must have* been a window cleaner.
B No, he [5] *might have* / *can't have* been a window cleaner. He hasn't got any water.
A Oh, you're right. So what was he doing?
B He [6] *might have* / *must have* been trying to open the window. Maybe he was a burglar?

b 7.4 Listen and find out what these jobs *really* were.





I can ...	Very well	Quite well	More practice
use verbs and prepositions.	○	○	○
use past modals of deduction.	○	○	○

7.3 Vocabulary development

Vocabulary development the meaning of prefixes

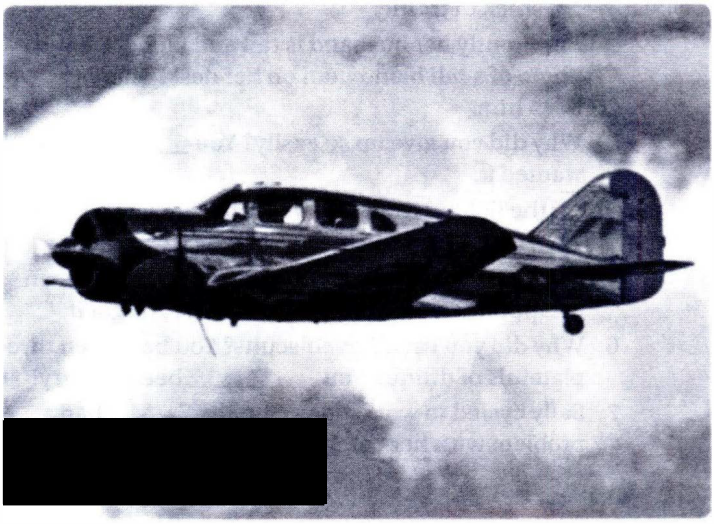
1 Complete the table using the prefixes in the box.

bi- inter- ~~mono-~~ multi- self- semi-

1 *mono*	lingual tone plane
2	circle retired human
3	interest centred awareness control destructive
4	lingual annual centenary
5	coloured millionaire storey
6	continental national connect

2 Complete the sentences with a word from the table in exercise 1.

1 It's a/an *international* company, with branches all over the world.
2 She was wearing an amazing _____ dress. It was a bit bright, but very summery.
3 I can't ever go on a diet, I have no _____.
4 He took a/an _____ flight from Australia to America.
5 He doesn't have much _____. He had no idea why she found him so annoying.
6 Put the chairs in a/an _____ so that we can all see each other and the teacher.
7 I wish I could speak another language, but I'm _____.
8 See you in six months, at the next _____ event.
9 She sold her company for an absolute fortune, and now she's a/an _____.
10 The aliens in the film look _____, with a normal body but blue skin.
11 Her mother is French and her father English, so she grew up _____.



Vocabulary extension

3 Match definitions 1–10 to words in the box.

intercultural ~~monorail~~ multifunctional multilingual multitask self-defence self-discipline self-educated semi-detached semi-professional

1 a system in which trains travel along a single rail *monorail*
2 having learnt things by reading books, rather than at school or college _____
3 to do several things at the same time _____
4 describing someone who has themselves the ability to do something, especially something difficult _____
5 joined to another house by a shared wall on one side _____
6 speaking or using several different languages _____
7 something you do or say in order to protect yourself from attack _____
8 used to describe people (usually musicians or sports players) who are paid for what they do but do not do it as their main job _____
9 existing or happening between different cultures _____
10 having several different uses. _____

7.4 Speaking and writing

Speaking agreeing and disagreeing

1 Divide the following phrases into two categories: (A) agreeing and (B) disagreeing.

1 Absolutely! ___
2 Come off it! ___
3 I beg to differ. ___
4 I can't agree with you there. ___
5 I completely agree. ___
6 I couldn't agree more. ___
7 I don't think anyone would disagree with that. ___
8 I'm with you there. ___
9 I'm not sure about that. ___
10 I'm not sure I quite agree. ___
11 That's just what I was thinking. ___
12 That's not really how I see it. ___
13 True enough. ___
14 You can't be serious! ___

2a Complete the conversation with phrases from the box.

Come off | I can't agree | ~~I quite agree with it~~ | That's true enough | Well, I don't think | You can't be serious

A Have you seen that they are planning to bring in new laws about driving while distracted?
B Yes, but I'm not sure [1] *I quite agree with it* .
A Really?
B Yes, I don't think the government should be telling people how to drive.
A [2] _____! You don't think it's dangerous for people to text while they drive, for example?
B [3] _____ anyone would disagree with that, but I don't feel it's a problem for someone to have a drink of water, for example.
A [4] _____ with you there. People need to concentrate on driving.
B [5] _____, but I'm not sure you can't drive and do some other things at the same time. Do you think people shouldn't listen to music, for example?
A [6] _____ it! That's not the same thing at all.

b 7.5 Listen and check your answers.

Writing writing a persuasive letter/email

3 Complete the phrases with one word from the box. There are more words than you need.

ask | ~~feel~~ | issue | know | reply | support | unless | when

1 I *feel* strongly that ...
2 This _____ must be addressed ...
3 I hope you will feel able to add your _____ to this campaign.
4 ... _____ something is done to ...
5 I am writing to _____ you ...
6 I look forward to your _____ .

4 Complete the letter with phrases 1–6 from exercise 3.

Dear Ms Jones,

[a] *5* support our campaign to stop pharmaceutical companies from producing Antarctic krill oil as a health supplement containing Omega-3 fatty acids. Krill are tiny sea creatures which many endangered species, such as whales, penguins and seals depend on for food. The amount of krill is dropping and [b] ___ prevent companies causing further shortages, krill may become very scarce.

We know that krill populations have already dropped by 80% since the 1970s, and the number of penguins has also declined sharply. [c] ___ other ways to produce these supplements should be explored using plants or farmed fish.

[d] ___ or the consequences for the Antarctic ecosystem are likely to be disastrous. [e] ___.

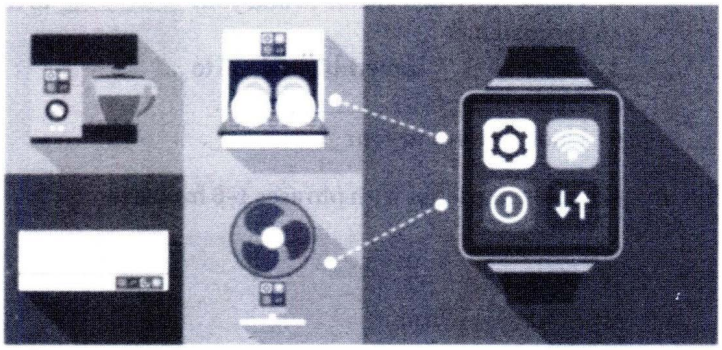
[f] ___.

I can ...	Very well	Quite well	More practice
agree and disagree.	○	○	○
write a persuasive letter/email.	○	○	○

8 Old and new

8.1 The Internet of Things

Vocabulary smart technology



1 Match words 1–12 to definitions a–l.

1 advances (*n pl*)	i	7 threat (*n*)	___
2 broadband (*n*)	___	8 remotely (*adv*)	___
3 data (*n pl*)	___	9 smart (*adj*)	___
4 device (*n*)	___	10 technical (*adj*)	___
5 fault (*n*)	___	11 privacy (*n*)	___
6 hack (*vb*)	___	12 wireless (*adj*)	___

a connected with the practical use of machinery, methods, etc. in science and industry
b facts or information, often used to find things out or make decisions
c not using wires
d from a distance
e the freedom to be alone and not disturbed by other people
f something that is wrong
g a connection to the internet which allows you to receive information and images quickly
h get into someone else's computer system without permission
i progress or developments
j (about a device) controlled by a computer so it appears to be 'intelligent'
k a thing that is likely to cause trouble or danger
l an object or machine designed for a particular job

2 Complete the sentences with the correct form of suitable words from exercise 1.

1 My elderly neighbour has just had *broadband* installed. Before that, she didn't use the internet.
2 A_____ phone is a perfect _____ for listening to podcasts on the go.
3 If your product develops a _____ within a year, we will repair or replace it free of charge.
4 If your phone is stolen, you can lock it _____ to stop thieves from accessing your personal _____.
5 Any internet-connected device, e.g. phone, computer or a smoke alarm, can be _____.
6 The plane took off at 11.40, but had to turn back after a _____ fault was discovered.
7 I think parents of small children should respect their children's _____ and not post photos of them online.
8 Internet-connected devices are useful, but the data can be made available to many people, making them a _____ to security.
9 At home I use _____ broadband, but at work I connect my computer to the internet using a cable, as it is more reliable.
10 If we want to compete in today's business world, we need to keep up with _____ in technology.

PRONUNCIATION same sounds in words (3)

3a **8.1** Decide if the underlined vowels sound the same or different. Write *S* or *D*. Then listen and check.

1 develop	technology	___
2 privacy	private	___
3 broadband	load	___
4 data	later	___
5 threat	wet	___
6 fault	laugh	___
7 install	technical	___
8 wireless	access	___
9 device	notice	___

b **8.2** Listen to the words again and repeat.

Grammar relative clauses

4a Complete the text with *who, which, that* or *whose*. Sometimes there is more than one possible answer.

Web-connected toothbrush joins the Internet of Things

The list of objects [1] *which/that* can be connected to the web is growing rapidly, and one of the latest household objects to join the Internet of Things is the toothbrush.

The electronic toothbrush market has recently seen the launch of toothbrushes [2]_____ track your brushing habits. The toothbrushes, [3]_____ internal sensors can monitor how long you brush for and how much pressure you apply, were designed with the aim of encouraging people to brush for longer and to brush more gently.



The brushes are controlled by an app [4]_____ collects data about your brushing habits and displays it on your phone. The data can also be accessed by your dentist, [5]_____ can then give feedback on your technique and remotely programme special brushing routines into your toothbrush.

As well as monitoring the tooth-brushing techniques, the app also provides news headlines, weather forecasts and other information, [6]_____ helps to maintain the user's attention and motivation while brushing.

But is an internet-connected toothbrush, [7]_____ currently costs between $100 and $300, something which consumers will want to buy? Are there really people out there [8]_____ are interested in tracking their tooth-brushing habits? The manufacturers clearly believe so. Perhaps they are right, when you consider that we now live in a world in [9]_____ more and more people choose to measure and record data about themselves. There is a name for this global trend. It is known as the 'Quantified Self' or QS. QS accounts for the growing popularity of apps [10]_____ enable you to monitor health and fitness, for example, by counting the number of steps [11]_____ you take, the number of calories [12]_____ you consume, or by tracking your sleeping patterns.

If the manufacturers are right, then the smart toothbrush may have a significant impact on the future of oral care.

b Which of the relative pronouns in exercise **4a** can be omitted?

5 Add commas to the following sentences if they contain a non-identifying relative clause. Tick them if they do not need (further) commas.

1 Kevin, who I went to university with, is now CEO of a large software development company.
2 I decided not to buy the laptop which I'd seen in the sale. ✓
3 Tim Berners-Lee is the man who invented the World Wide Web.
4 My phone charger which is the only one I've got seems to have disappeared.
5 Kim is one of those people who has to own the latest gadget, even those which aren't very useful.
6 Headphones which cancel out external noise tend to be more expensive than those which don't.
7 I know someone whose phone has been hacked twice.
8 My sons who are ten and twelve both own smartphones.
9 The wireless speakers which I bought only last week don't work.

6 Rewrite the sentences as one sentence with an identifying or non-identifying relative clause.

1 I've bought a kettle. I can turn it on remotely using my phone.
I've bought a kettle which/that I can turn on using my phone.
2 Tom works with me. He has got a driverless car.
_____
3 My uncle's a multimillionaire. His fortune was made by investing in smart technology.
_____
4 My mother has an app. It measures her blood pressure.
_____
5 He was offered a job. Over a hundred people had applied for it.
_____

I can ...	Very well	Quite well	More practice
talk about smart technology.	○	○	○
use relative clauses.	○	○	○

8.2 Gen X, Gen Y, Gen Z

Vocabulary describing people

1 Match sentences 1–8 to words a–h.

1 No matter how hard you try to persuade Claire to do something, she refuses. *g*
2 Geoff isn't the sort of person you can trust to do the right thing. He tends not to think about the consequences of his actions. ___
3 Roger is one of those people who is knowledgeable about all sorts of different subjects. ___
4 The thing about Jenny is that it's all about her. She never thinks about other people's needs or feelings. ___
5 I can always rely on Sasha to support me, even when I'm in the wrong. ___
6 Alex is very quick to find fault with things and tell you what he doesn't like about them. ___
7 Samantha clearly thinks she's better and more important than others around her, and can be quite rude, too. ___
8 Craig is able to accept things as they are – he isn't over-optimistic. ___

a	arrogant	e	realistic
b	critical	f	self-centred
c	irresponsible	g	stubborn
d	loyal	h	well-informed

2 Unscramble the words in bold to complete the conversations.

1 **A** Emily always gets so tense and anxious about everything.
B True, she isn't very _____, is she? **syea-nggoi**
2 **A** Ted's quite unusual in the way he thinks and behaves, isn't he?
B Yes, he's not at all _____. **convonalenti**
3 **A** Jack is quite insecure, isn't he?
B True, he needs to be a bit more _____. **flse-centdonfi**
4 **A** Katy is pretty good at fixing computer issues, isn't she?
B She's one of the most _____ people I know. **tche-vysav**
5 **A** Nicola isn't the kind of person who doesn't listen to or accept new ideas, is she?
B Not at all. She's really _____. **enop-demdin**
6 **A** Adrian's life revolves around his kids, doesn't it?
B Yes, he's very _____. **flimay-fusoced**
7 **A** Did you know Victor has two Masters degrees?
B No, I didn't know he was that _____! **elwl ecateddu**

PRONUNCIATION word stress in compound adjectives

3a **8.3** Listen and underline the word with the strongest stress in these compound adjectives. In two of them, there is equal stress on both words.

1 easy-going
2 self-confident
3 well educated
4 self-centred
5 tech-savvy
6 well informed
7 open-minded
8 family-focused

b Complete the rules about word stress in compound adjectives.

1 When the first word is an adjective or adverb and the second word ends in *-ed*, the stress is on the *first / second* word.
2 When the first word is *self*, the stress is on the *first / second* word.
3 When the first word is a noun, the stress is on *both words / the second word.*

STUDY TIP Note that if a compound adjective is followed by a noun, both words in the compound adjective have equal stress. Compare *he's self-centred* and *he's a self-centred person.*

c **8.3** Listen again to the compound adjectives in exercise **3a**. Pause the listening and repeat the words.

Grammar participle clauses

4 Complete the article with the correct participle form of the verbs in brackets.

A 4G FUTURE:

Four generations in the same workplace by 2030



Imagine a thirty-year-old [1] *managing* (manage) someone twice his age or a university graduate [2]_____ (work) for someone old enough to be her grandfather. Then consider what a team [3]_____ (consist) of four generations would be like. This is the working environment [4]_____ (predict) for the future, according to a recent UK study.

The Future of Work study, [5]_____ (conduct) by the UK Commission for Skills, suggests that an aging population, [6]_____ (combine) with improved health, will create four-generation or 4G offices [7]_____ (make) up of staff in their 70s and 80s [8]_____ (work) alongside those in their 20s.

Is this likely to lead to problems caused by differences in attitudes between the generations? Not according to the results of another major survey of 3,000 employees and 900 employers. This survey, [9]_____ (call) 'Managing an age-diverse workforce', found that employers and employees very much welcomed the benefits [10]_____ (offer) by a multi-generational workplace. Employers commented on benefits [11]_____ (include) knowledge-sharing and improved customer service, while employees claim to enjoy the new perspectives and fresh ideas [12]_____ (inspire) by working with people of diverse ages.

5 Complete the sentences with the correct participle form of the verbs in the box.

book come contain leave sing situate ~~stand~~ take

1 There was a crowd of people *standing* outside the building.
2 Any luggage _____ unattended will be removed.
3 Tickets _____ in advance can be collected from the box office.
4 There's a burning smell _____ from the kitchen.
5 He won't eat anything _____ meat.
6 All you could hear was the birds _____.
7 This photo, _____ when I was in Greece, is one of my favourites.
8 The apartments _____ at the back of the building have the best views.

6 Join the sentences to make one sentence.

1 I almost didn't hear the phone. It was ringing. *I almost didn't hear the phone ringing.*
2 The meeting has been cancelled. It was scheduled for 10 a.m. tomorrow. _____
3 I am sure I recognize that woman. She is waiting at the bus stop. _____
4 The mountain climber was reported missing two days ago. He has now been found safe and sound. _____
5 There was a lot of rubbish. It had been left on the beach. _____
6 We saw some wonderful paintings at the gallery. They were painted by Rembrandt. _____
7 I found a wallet on the street. It contained over £200 in cash. _____
8 There was a huge storm. It resulted in many fallen trees. _____

I can ...	Very well	Quite well	More practice
describe people.	○	○	○
use participle clauses.	○	○	○

8.3 Vocabulary development

Vocabulary development adjectives + dependent prepositions

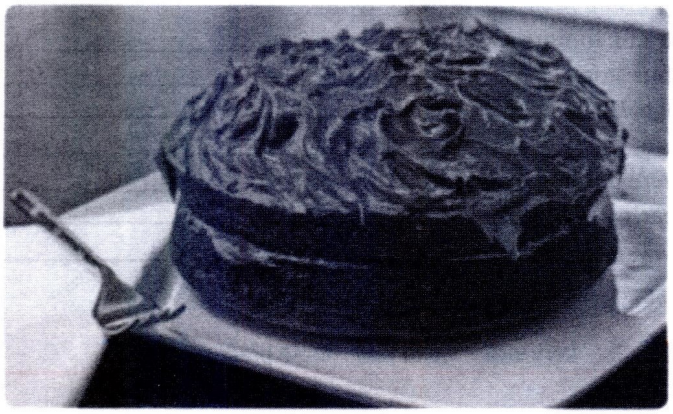
1 Match the sentence halves and add a preposition.

1 The economies of some African countries are dependent ___on___ _d_
2 Are you fussy _____ ___
3 New York is sometimes known _____ ___
4 Green chillies are rich _____ ___
5 Who's responsible _____ ___
6 People tend to associate Mexican food _____ ___
7 Roberto wasn't very enthusiastic _____ ___

a 'the Big Apple'.
b what kind of coffee you drink?
c the idea of cooking a meal tonight.
d revenue from coffee exports.
e tacos and burritos.
f making this mess in the kitchen?
g vitamin C.

2 Choose the correct options to complete the sentences.

1 Some young children are suspicious *with* / *at* / (*of*) new foods.
2 Reusing leftover food is preferable *for* / *to* / *of* throwing it away.
3 He's vegetarian, not because he's sympathetic *towards* / *with* / *for* animals, but because he dislikes meat.
4 Molecular gastronomy is the study of the physical and chemical processes involved *on* / *in* / *for* cooking and eating.
5 Consumers are becoming more aware *with* / *on* / *of* the health benefits of organic food.
6 I was very impressed *by* / *of* / *for* the cake he made.



Vocabulary extension

3 Match the adjectives and prepositions in bold to meanings a–f.

1 It was **unreasonable of** her to criticize his cooking. _c_
2 This soup tastes **identical to** the one my mother makes. ___
3 I'm very **familiar with** South Korean cuisine, having lived in Seoul for two years. ___
4 Do you think fresh pasta tastes **superior to** dried pasta? ___
5 I read that tomatoes and chillies are closely **related to** the tobacco plant. ___
6 He is strongly **opposed to** animal experimentation. ___

a in disagreement with
b exactly the same as
c not fair or acceptable
d know something very well
e better in quality than
f connected to, or from the same family as

4 Complete the sentences with an adjective and preposition from exercise **3**.

1 There is a wild mushroom whose flavour is ___identical to___ chicken. It tastes exactly the same.
2 Vegans are _____ eating animal products.
3 Are you _____ the Argentinian drink *maté*?
4 I thought it was _____ her to complain about the food.
5 Your cooking skills are far _____ mine.
6 The doctor thinks his stomach problems are _____ eating dairy.

STUDY TIP *It was* + adjective + *of* + somebody *to* ... (e.g. *unreasonable of her to* ...) is a very common pattern. It can be used with many adjectives which describe behaviour, for example:
It was arrogant of him to say that.
It was irresponsible of her to leave the child alone in the house.

8.4 Speaking and writing

Speaking giving your impressions of an event

1a Complete the conversation between Chris (C), Emma (E), Joe (J) and Sarah (S) with suitable words. The first letter is given.

C So what did you think of the sculptures?

E I loved them. They were very [1] *inspiring* and I really liked the [2] w_____ that art and nature combined to produce such a [3] s_____ landscape.

C Exactly. And what I [4] p_____ liked was seeing how each one was just a little bit different because of how the weather has changed them.

E Yes, me too. It was definitely [5] w_____ seeing it, wasn't it? Yes, and wasn't it wonderful when the sun started to set behind them? For me that was the [6] h_____.

C What did you make of them, Joe?

J Mmm ... I wasn't [7] t_____ impressed by them, to be honest. I didn't really see the [8] p_____ of them. Just a bunch of statues standing in the sea ...

E How can you say that?

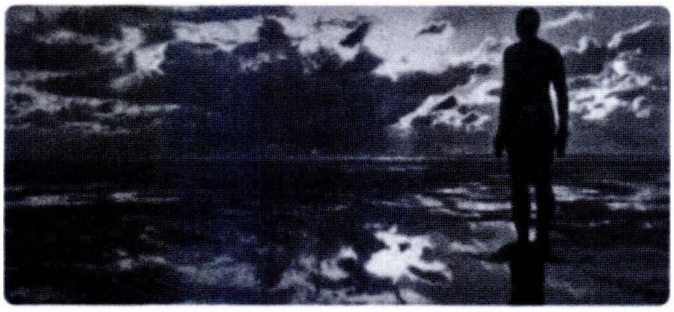
J I don't know – they just didn't live up to my [9] e_____. Also, it was much too cold for my [10] l_____. Maybe that's why I didn't appreciate them.

E Er, what about you, Sarah?

S I liked them, but I [11] f_____ them a bit disturbing.

E That's what the artist was trying to do, I think – provoke different reactions in people.

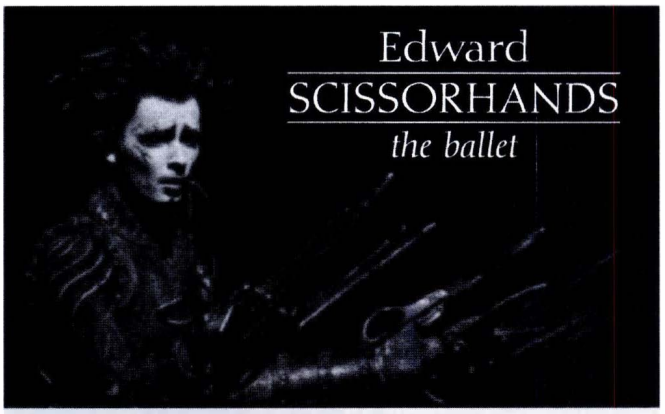
b **8.4** Listen to the conversation in exercise **1a** and check your answers.



Writing writing a review

2 Complete the review with words from the box.

~~based~~ convinced created happening leaving leaping starring



When a friend bought tickets for the ballet *Edward Scissorhands*, [1] *based* on the 1990 film [2] _____ Johnny Depp, I didn't expect I'd enjoy it. I couldn't imagine being engaged by a show without dialogue or song. However, I was captivated from start to finish.

The choreography, the set and the costumes were stunning and the talent of the dancers was breathtaking. I was transported into a different world. Despite not saying a single word, the dancers were able to bring to life the story of Edward Scissorhands, a young man [3] _____ by an inventor who dies, [4] _____ him alone in the world to navigate the challenges posed by having only scissors for hands.

At times there was so much [5] _____ on the stage that it was difficult to know where to look – characters [6] _____ into swimming pools, rollerbladers dancing – but this added to the magic of the show.

I would recommend this show to anybody not [7] _____ by ballet. You will see it in a different light!

3 Add the following punctuation to sentences 1–3: comma (,), quotation marks (' ') and colon (:).

1 The only word to describe the show is breathtaking.

2 I've seen two ballets before *Swan Lake* and *Cinderella*.

3 The show is on tour in Europe America and Asia.

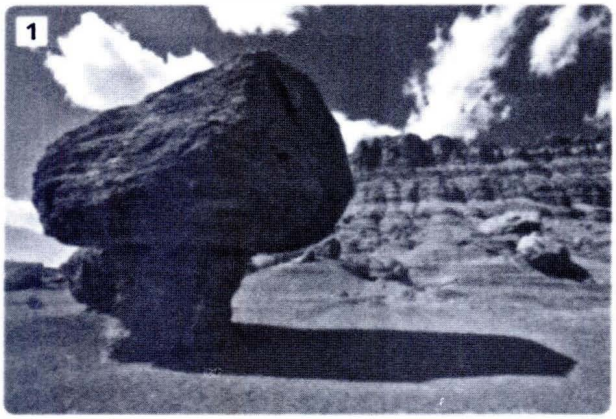
I can ...	Very well	Quite well	More practice
give my impressions of an event.	○	○	○
write a review.	○	○	○

8.5 Listening for pleasure

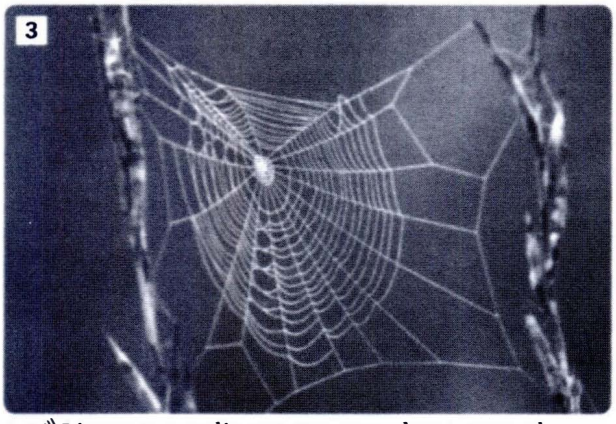
Natural navigation

1 Read the definition of 'natural navigation'. Then look at photos 1–5. How do you think these things can help you work out which direction you are going in?

natural navigation is the skill of finding your way around using the signs provided by nature, (e.g. the sun, moon and the wind) instead of a map, compass or GPS.









2 **8.5** Listen to a radio programme about natural navigation. Were your ideas in exercise 1 mentioned?

3 **8.5** Listen again and write five sentences from the listening. Listen again as many times as you need to.

1 _____
2 _____
3 _____
4 _____
5 _____



4 Answer the questions.

1 Would you like to have a go at natural navigation?
2 Would you be interested in doing a course about natural navigation? Why/Why not?

Review: Units 7 and 8

Grammar

1 Rewrite each sentence so that it has a similar meaning to the first sentence, using the word or words in the box.

mustn't might can't ~~can~~ ought don't have to

1 Is it all right if I borrow your car?
Can I borrow your car?
2 It isn't necessary for you to book the restaurant in advance.
_____
3 It's important that you don't lose this key.
_____
4 Perhaps they stopped to get petrol.
_____
5 I'm sure he didn't understand what I said.
_____
6 You should wear a helmet when you're cycling.
_____

2 Choose the correct options to complete the sentences.

1 Have you finished reading the book *what* / (*that*) / *who* I lent you?
2 I have a friend *who's* / *who* / *whose* sister is a well-known politician.
3 There was heavy fog *that* / *which* / *it* slowed the traffic down.
4 I got a letter from the bank *inform* / *informing* / *informed* me I was overdrawn.
5 The painting *stealing* / *stole* / *stolen* from the museum is worth several million dollars.

Vocabulary

3 Find and correct the nine spelling mistakes in words 1–14.

1	arogant	*arrogant*	8	responsable	_____
2	sympathetic	_____	9	confidencial	_____
3	dependant	_____	10	occurr	_____
4	preferable	_____	11	disorientated	_____
5	criticize	_____	12	relieved	_____
6	accidently	_____	13	valueable	_____
7	aukward	_____	14	seperately	_____

4 Complete the article with words from the box.

~~come up with~~ contributing data devices smart threat



Alarm clock is top of 'endangered tech' list

An online electronic products shop has [1] *come up with* a list of the ten most endangered technologies. The list was compiled on the basis of sales [2] _____ and in consultation with industry experts. Alarm clocks came top of the list, and in second place was stand-alone satnavs, which are under [3] _____ as satnavs are now frequently built into new cars and phone navigation apps have become increasingly common. Remote controls are also in decline as phone and tablet apps let users control a number of [4] _____ from one place. The rise of [5] _____ TVs, that use motion sensors to change channels, is also [6] _____ to the decline of the remote control.

5 Complete the sentences with words from the boxes.

abandoned ~~arrested~~ discovery multi-storey

1 Police have *arrested* a man following the _____ of several thousand pounds' worth of stolen goods in a car _____ in a _____ car park.

bilingual citizen household immigrants

2 My mother is a British _____, but was raised in a Spanish-speaking _____, as her parents were Chilean _____. So she is _____.

6 Complete the sentences by adding one of the words from the box in the correct place.

beg liking see that well ~~with~~

1 I'm *with* you there.
2 That's not really how I it.
3 I to differ.
4 It was a bit violent for my.
5 I wasn't impressed by the costumes.
6 It was worth seeing.

9 Nightlife

9.1 Dark days and white nights

Vocabulary different climates and lifestyles

1 Complete the sentences with the correct form of the words in bold.

1 It was a *magical* evening: delicious food, romantic music, and great company. **magic**
2 There's no need to be so _____. It isn't a disaster, just a small problem. **drama**
3 She is _____ taller than her husband, just a couple of centimetres. **slight**
4 It's _____ very simple. You just press this button. **basic**
5 I think his family _____ came from Ireland. **origin**
6 It's _____ getting warmer, spring should be here soon. **gradual**

2 Complete the definitions. The first letter is given.

1 If you are c*osy*, you are warm, comfortable and safe.
2 Something that is d_____ makes you feel sad and unenthusiastic.
3 If something happens a_____, it always happens as a result of a particular action.
4 Someone who is l_____ is full of life and energy.
5 If you say someone is c_____ more attractive than another person, it means they are much more attractive.
6 An a_____ flower is a man-made copy of a real one.
7 If something has a d_____ effect, the effect is strong and surprising.
8 When something happens g_____, it happens slowly over a long period of time.

3 Choose the best options to complete the text.

Summer nights in
St Petersburg

[1] *Dramatic* / *Artificial* as St Petersburg is when covered in snow, the best time to visit the city has to be the summer, when the white nights mean that the city [2] *considerably* / *basically* never sleeps. Obviously bars, restaurants and clubs are very [3] *cosy* / *lively*, but you could also take part in a more traditional, and [4] *automatically* / *considerably* cheaper, tradition by gathering on the banks of the River Neva to watch the river bridges open at 2 a.m. to let the bigger boats through. It's a [5] *magical* / *depressing* sight, with the lights of the bridges shining against the still-bright sky.

[6] *Originally* / *Basically*, mid-summer was a quiet time in St Petersburg's theatres and operas, but since 1993, when the Stars of the White Nights Festival was founded, there have [7] *slightly* / *gradually* been more and more operas, ballets and concerts, and you will now never be short of entertainment, however you decide to spend those long white nights.



Grammar adjectives and adverbs

4 Complete the sentences with the correct form of the words in brackets.

1 The cake was *absolutely* (absolute) delicious.
2 He was not very _____ (encourage) about my plans.
3 It was a truly _____ (remark) performance.
4 Music was playing _____ (soft) in the background.
5 I can't believe you would behave so _____ (irresponsible).
6 Despite his injury, he continued to climb _____ (determined) up the mountain.
7 The room was lit _____ (artificial) because the windows were very small.
8 The room is small, but very _____ (cosiness).

5 Find and correct the mistakes in five of the sentences.

1 Think carefully about what you are doing. ✓
2 He seems happily enough about his new job. ___
3 Her manner is very self-confidently, almost arrogant. ___
4 The novel was beautifully written. ___
5 When we had finished, the house looked beautifully. ___
6 I can't honest say that I agree with you. ___
7 It is considerable colder at night than during the day. ___
8 Personally, I think it's a great idea. ___

PRONUNCIATION syllables in adjectives

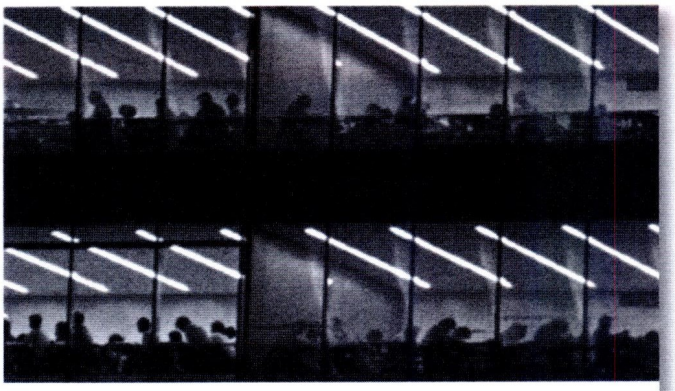
6a Match adjectives 1–4 to adjectives a–d which have the same number of syllables and the same stress pattern.

1	magical	a	depressing
2	dramatic	b	cosy
3	artificial	c	beautiful
4	lively	d	accidental

b 9.1 Listen and check your answers.

c 9.1 Listen again, pause and repeat.

7 Choose the correct options to complete the text.



Light school

Umeå, in Sweden, is only 500 kilometres from the Arctic Circle, which means that from October to February it only gets between 42 and 45 minutes of sunlight every day. And that's only if it isn't raining when, [1] *depressing / depressingly*, it may never get light at all.

But students at Dragonskolan, an upper secondary school in the city, are getting a lot more sunlight than that this year, even if it is [2] *artificial / artificially* sunlight. They are part of an experiment to discover if [3] *bright / brightly* electric light can make a difference to students' well-being and performance.

When we are exposed to light in the morning, the brain takes it as a signal to stop producing melatonin, the hormone that makes you want to sleep. If you don't get any light, the body delays producing the signal that it's time to wake up. Over time, you [4] *basic / basically* get a kind of 'jet lag' where your body clock is not set [5] *correct / correctly* for the time of day.

The hope is that by exposing students to a bright light all day, they will be less [6] *sleepy / sleepily* during the day, and get a better rest at night. They should also be less likely to become depressed. It will be [7] *interesting / interestingly* to see the results.

■ **jet lag** the sensation of being tired and disorientated after a long aeroplane journey

I can ...	Very well	Quite well	More practice
talk about different climates and lifestyles.	○	○	○
use adjectives and adverbs.	○	○	○

9.2 Sleep

Grammar past and present habits

1 Replace *used to* with *would* in five sentences.

1 When I lived on the coast, I ~~used to~~ would go for long walks along the beach.

2 Every year, we used to go to the same place on holiday.

3 I grew up in the countryside. We used to play in the fields and woods.

4 I used to be much more energetic when I was in my twenties.

5 Do you remember how Grandad used to call us all silly names as a joke?

6 He used to enjoy his job, but lately he's lost interest.

7 When I was your age, I used to write in a diary every day.

8 There used to be a school here, but now it's a housing estate.

2 Choose the correct option to complete each sentence.

1 I am *used to drinking* / *used to drink* strong coffee. It doesn't have much effect on me.
2 He's been here a few years, so he has *used to* / *got used to* driving on the left.
3 I didn't *use to* / *used to* like spicy food, but now I love it.
4 You must be *used to* / *use to* sharing if you have six brothers and sisters!
5 Where did you *use to* / *be used to* live?
6 It was hard when she moved because she *used to* / *was used to* living in a village.

3 Complete the article with the correct form of the words and phrases in the box. In some cases, there is more than one possibility and some words and phrases are used more than once.

be used to get used to used to ~~usually~~ would



Do you [1] *usually* leap out of bed in the morning, eager to get started on the day? Or do you find it impossible to wake up, having, as usual, gone to bed too late the night before? I [2]_____ think that dividing people into Larks (early risers) and Owls (at your best in the evening) was just a kind of joke, but now it seems that there may actually be a genetic difference between these kinds of people. Scientists at the University of Surrey have identified a gene called Period 3. We all have the gene, but there are two different versions. People with the long version of the gene are Larks and those with the short version are Owls.

This could explain why some people can never [3]_____ getting up early, no matter how hard they try. But, in fact, only about 20% of us are strongly Owls and about 10% are strongly Larks. The rest of us can [4]_____ adapt our behaviour if we need to.

We also don't necessarily keep the same pattern throughout life. A few years ago, my son [5]_____ happily wake up at 7 a.m. and rush downstairs to watch his favourite programme. Nowadays, though, I [6]_____ having to almost drag him out of bed, as he has reached his teenage years and his body clock has changed. At the other end of life, many people who [7]_____ enjoy staying up late at night find, as they get older, that they are starting to wake up earlier and earlier.

Vocabulary sleep patterns

4 Match 1–7 to a–g to make idioms about sleep.

1	get up at the crack	a	awake
2	nod	b	off
3	fast	c	asleep
4	wide	d	a wink
5	not sleep	e	asleep
6	sleep like	f	a log
7	fall	g	of dawn

5 Complete the idioms with either *have* or *be*.

1 *have* a nap
2 _____ a snooze
3 _____ a light sleeper
4 _____ a lie-in
5 _____ fast asleep
6 _____ wide awake
7 _____ a good night's sleep

6 Complete the second sentence so that it means the same as the first, using one of the idioms in exercises **4** and **5**. More than one answer may be possible.

1 I couldn't wake him up – he was sleeping very deeply.
I couldn't wake him up – *he was sleeping like a log.*
I couldn't wake him up – *he was fast asleep.*

2 The smallest noise wakes me up ... I don't sleep very deeply.
The smallest noise wakes me up ...
_____

3 The film was so boring, I fell asleep.
The film was so boring,
_____

4 He usually has a short sleep after lunch.
He usually _____
He usually _____

5 I didn't manage to get any sleep at all last night.
I _____ last night.

6 I'm going to have an early night because I need to get up very early.
I'm going to have an early night because I need to
_____

7 It was the middle of the night, but he didn't feel at all sleepy.
It was the middle of the night, but he
_____

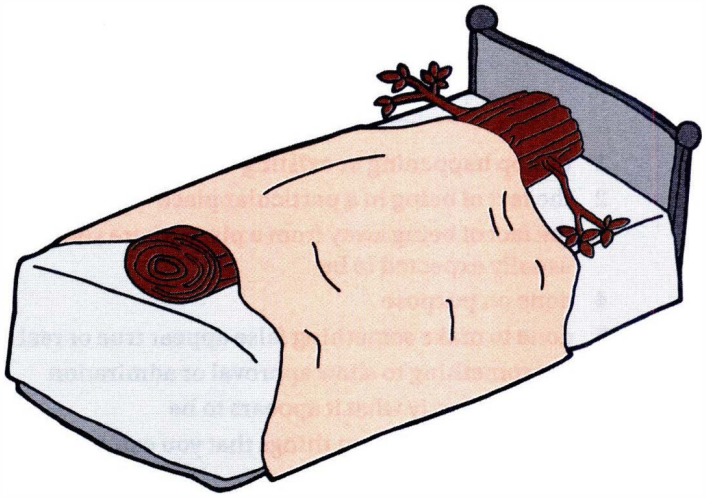
8 It's Saturday tomorrow, so I'm not going to get up early.
It's Saturday tomorrow, so I'm going to
_____

PRONUNCIATION intrusive sounds

7a Mark the links between words in the following phrases. In two cases there is an extra /j/ sound.

1 be fast asleep
2 be wide awake
3 fall asleep
4 nod off
5 be a light sleeper
6 have a lie-in

b **9.2** Listen and check your answers, then repeat.



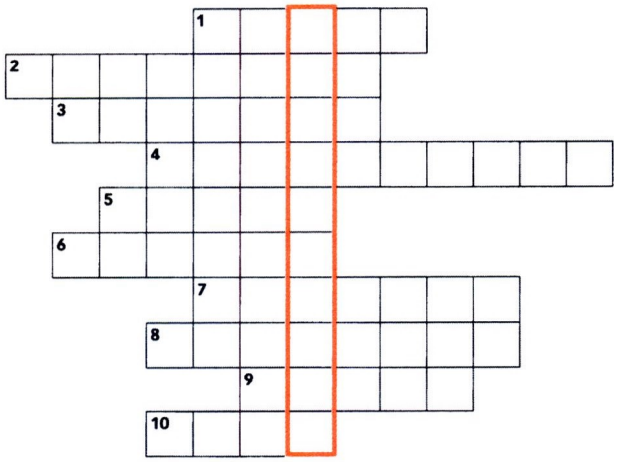
STUDY TIP Many idioms could be illustrated with a clear image. For example, *sleep like a log* could be illustrated with a picture of a wooden log in bed (see above). As you record idioms in your vocabulary notebook, try adding little sketches to help you remember them.

I can ...	Very well	Quite well	More practice
talk about past and present habits.	○	○	○
talk about sleep patterns.	○	○	○

9.3 Vocabulary development

Vocabulary development synonyms and antonyms

1 Answer the clues to complete the acrostic. When the crossword is complete, another word will appear in the orange box.



1 to stop happening or existing
2 the fact of being in a particular place
3 the fact of being away from a place where you are usually expected to be
4 done on purpose
5 done to make something false appear true or real
6 say something to show approval or admiration
7 real, or exactly what it appears to be
8 a difference between things that you can see clearly when you put them together
9 have the same colour, pattern or style and look good together
10 morally bad and cruel

2 Decide whether both words are possible in the sentences. Cross out any which are *not* possible.

1 He looked carefully at the diamond and concluded that it was *fake* / *genuine*.
2 When giving children *praise* / *criticism*, you should be specific about what they did well.
3 His mistake was probably *accidental* / *deliberate*. He's usually pretty careful.
4 He apologized for his *absence* / *presence* the previous day. He had been ill in bed.
5 The boy *stopped* / *ceased* crying as soon as he saw the ice cream.
6 I love the way you have decorated the room. The colours *contrast* / *match* beautifully.
7 He came up with a/an *evil* / *good* plan to win the battle.

Vocabulary extension

3 Match words 1–10 to a synonym (S) or antonym (A) from the box. Label each word *S* or *A*.

alternative difficult ~~lose~~ modern peaceful plan poverty see-through strong urban

1 acquire	lose	A	6 strategy		
2 aggressive			7 substitute		
3 contemporary			8 transparent		
4 delicate			9 wealth		
5 tough			10 rural		

4 Complete the sentences with words from the box. One sentence has two possible answers.

acquire aggressive alternative contemporary delicate rural strategy substitute tough ~~transparent~~ urban wealth

1 The light woke me early because the curtains were almost *transparent*.
2 He came into a great deal of _____ when his aunt died and left him everything.
3 If you don't have any strawberries, you could use another berry as a/an _____.
4 She shouted at me and pointed her finger in a very _____ way.
5 Her health was not very good and she was generally quite _____.
6 Deciding which university to go to was a _____ decision – they were both good.
7 Although it's an old house, the inside feels very _____.
8 He grew up in a very _____ environment, surrounded by nature.
9 What's your _____ for the meeting tomorrow? Have you thought about what to say?
10 Over the years, I have managed to _____ a large collection of silver jewellery.
11 Foxes are increasingly found in cities and other _____ areas in the UK.

9.4 Speaking and writing

Speaking interrupting appropriately

1 9.3 Listen to two conversations. In each case, decide if the people talking are ...

a work colleagues who don't know each other very well.

b good friends.



2a Complete the conversations with the missing words.

Conversation 1

A So, we're all agreed that we should go to Luigi's on Friday, then?

B [1] *Hang* on a minute, when did we agree that? You know I'm not very keen on Italian food.

A But it's really good. Surely there must be something you like?

B No, not really. I don't see why we ...

C Can I [2]_____ say that you chose where we went last time, and it wasn't very good. At least we know the food is good at Luigi's.

A Just a [3]_____, I've got an idea. How about going to that new place in the square? They do Italian and other stuff as well, and I've heard it's great.

Conversation 2

A So, as I was saying, having looked at the projected sales for the next few months, it's very clear to me that ...

B Excuse me for [4]_____, but I don't think we've actually all seen those figures.

A Well, they're in the handout, page 6. Anyway, as you can see, the sales figures look very strong, so it's clear to me that we should be thinking of expanding ...

B I'd like to say something, if I [5]_____. The sales figures are mainly based on just one order, so I don't really think ...

b 9.3 Listen again to check your answers.

Writing a report

3 Read the report from a local council meeting and answer the questions.

1 What problem was being discussed at the meeting?

2 Who was causing the problem?

3 What three actions were suggested?

4 Complete the report with words from the box.

according consider evident majority pointed ~~purpose~~ suggested

The [1] *purpose* of this report is to summarize the meeting held to discuss the condition of the play area in Dell Park.

[2]_____ to Councillor Jones, who opened the discussion, the play area is badly in need of repair, with several items of equipment being damaged or even unusable.

Mrs E. Smith, a local resident and parent, [3]_____ out that much of the damage is not caused by the children who use the park, but by a particular group of teenagers who gather in the park at night. She [4]_____ that the park should be locked when it gets dark. The [5]_____ of local residents who attended agreed that this would be a good idea.

It was [6]_____ from the photos that it will be necessary to repair or replace some of the play equipment. The council might also like to [7]_____ employing someone to keep an eye on what is happening in the park, at least on a part-time basis.

I can ...	Very well	Quite well	More practice
interrupt people appropriately.	○	○	○
write a report.	○	○	○

10 Senses

10.1 Can you believe your eyes?

Vocabulary words for looking and seeing

1 Choose two of the three words in the box to complete the sentences in each pair.

~~gazing~~ glancing glaring

1 a 'You're the most beautiful woman I've ever seen,' he said, *gazing* into her eyes.
b 'I don't want him to see me,' she said, _____ quickly around the room.

observed spotted stared

2 a 'I was looking at the accounts last night and I think I've _____ a problem.'
b 'Through a series of experiments, scientists have _____ that animals may be able to see colour.'

glanced glared observed

3 a She _____ at him, angry that he wouldn't do what she wanted.
b He only _____ at her face, but could see immediately that she was upset.

Complete the sentences with a word or phrase from the box.

distinguish focus on reflect reveal ~~visible~~ vision

1 The little cottage was just *visible* through the trees.
2 He turned on the light to _____ a scene of complete chaos.
3 The darkness or lightness of a colour affects how much light it can _____.
4 It was so dark I could only just _____ where the path lay.
5 The doctor tested him and announced that he had perfect _____.
6 I felt nervous while I waited for him to arrive, so decided to _____ the beautiful gardens around me.

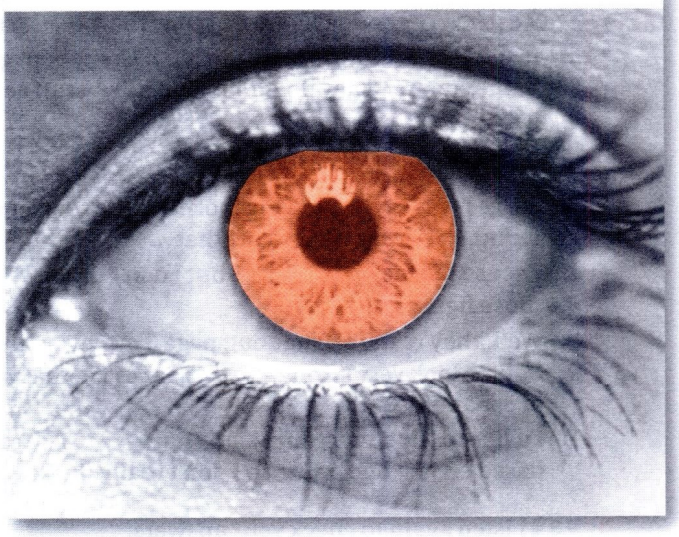
3 Choose the best options to complete the texts.

How do we see in colour?

An object becomes [1] *visible* / *vision* to us when light hits it. Some of the light is absorbed by the object, and the rest is [2] *revealed* / *reflected* back in lightwaves. These lightwaves hit the retina at the back of our eyes, and, depending on the wavelength of the lightwave, we will see the object as a different colour. The majority of human beings have three types of 'cones' at the back of their eyes, which means they can [3] *distinguish between* / *focus on* red, blue, green and yellow (and all the colours in between).

Does [1] *staring* / *glaring* at the sun damage your eyes?

A quick [2] *glance* / *gaze* is unlikely to do any permanent damage, but it could still cause temporary problems to your [3] *vision* / *reflection*. However, [4] *observing* / *gazing* at the sun for any length of time could even result in blindness.



STUDY TIP Many verbs need to be used with a specific preposition when they have a direct object. For example, *gaze at*, *glance at*, *stare at*, *glare at*, *focus on*. Make sure you take a note of these dependent prepositions when recording words in a vocabulary notebook or folder.

Grammar order of adjectives

4 Find and correct the six mistakes in word order in these sentences.

1 Don't worry, it was just a/an old cheap thing.
Don't worry, it was just a cheap old thing.

2 What's that tall German blond boy called?
_____

3 She drove up in a/an expensive Japanese sports car.
_____

4 The roses were pink and yellow and beautifully arranged.
_____

5 She keeps her pencils in jam empty glass jars.
_____

6 She was wearing a black silk gorgeous dress.
_____

7 What a/an amazing Chinese old vase!
_____

8 She always wears a delicate silver little chain around her neck.
_____

5a Choose the correct phrase to complete the sentences.

1 Across the room, a _____ man was staring at me.
a (tall, dark and handsome)
b handsome, dark and tall
c dark, handsome and tall

2 I'm planning to wear a _____ shirt to the wedding.
a silk black-and-white
b black-and-white silk
c white-and-black and silk

3 She makes all her own clothes on a/an _____ machine.
a beautiful sewing old
b old beautiful sewing
c beautiful old sewing

4 In the corner of the room, there was a/an _____ table.
a dressing French antique
b antique French dressing
c French antique dressing

5 Her hair was _____, and she looked amazing.
a curly and long, blonde
b blonde, curly, long
c long, curly and blonde

6 I'm looking for a _____ mirror to put over the fireplace.
a large square silver
b silver square large
c large silver square

b **10.1** Listen and check your answers.

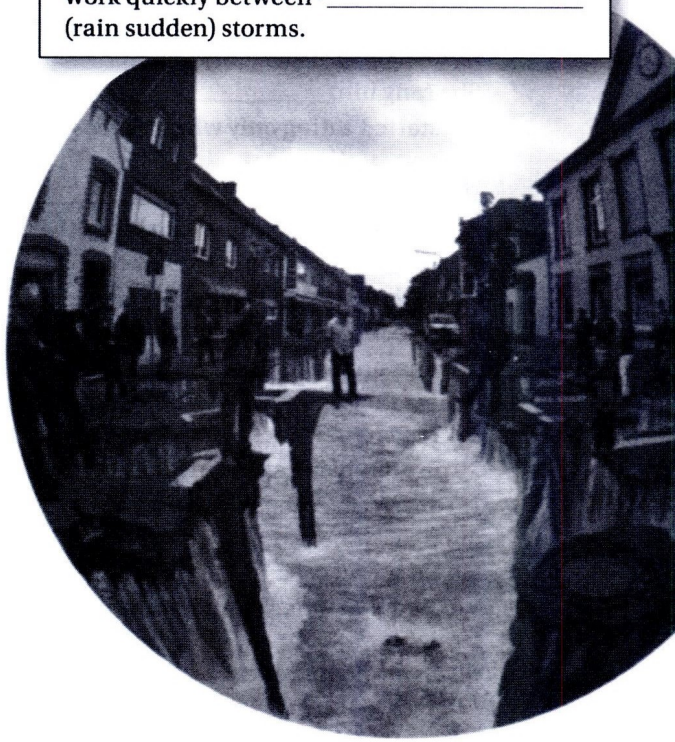
PRONUNCIATION pauses in long sentences

c **10.1** Listen to the sentences in exercise **5a** again and draw lines to mark where the speaker pauses in the sentences.
Across the room, // a tall, dark and handsome man // was staring at me.

6 Complete the text by putting the words in brackets in the correct order. Add *and* if appropriate.

It's an [1] *ordinary German* (German ordinary) street, but the ground has cracked open to reveal a [2] _____ (terrifying deep) crevasse. A family are struggling to help each other across, standing on little islands of [3] _____ (glowing volcanic) rock. The river which flows beneath them looks [4] _____ (wild dangerous).

It took German artist Edgar Mueller five days to create this [5] _____ (3D large) optical illusion, using [6] _____ (acrylic wall) paint. The paint was waterproof, but only when it had fully dried, meaning that Mueller had to work quickly between [7] _____ (rain sudden) storms.



I can ...	Very well	Quite well	More practice
talk about looking and seeing.	○	○	○
use adjectives in the correct order.	○	○	○

10.2 Sense of humour

Grammar *if* + other conjunction clauses

1 Complete the sentences with the correct form of the verbs in brackets (present simple, present continuous, present perfect or *will*).

1 You can't understand why he's so popular if you *have never seen* (see) him perform live.
2 If you _____ (look) for Jon, I think he's in the garden.
3 I always take some extra money in case I _____ (run out).
4 If you tell me what you want to say, I _____ (pass) a message on.
5 I won't be happy unless he _____ (call) me tonight.
6 I _____ (tell) you as soon as I hear anything.

2 Complete the second sentence so that it means the same as the first sentence, using the word in bold.

1 I won't go if you don't come with me. **unless**
I won't go *unless you come with me*.
2 When she heard the news, she rang him immediately. **soon**
She rang him _____.
3 We started eating only when all the guests arrived. **until**
We didn't start eating _____.
4 I'll have a cup of tea and then I'll do the washing-up. **when**
I'll do the washing-up _____.
5 Take an umbrella, it might rain. **case**
Take an umbrella _____.
6 Unless they pay me, I won't be able to afford my rent. **don't**
I won't be able to afford my rent _____.
7 He doesn't succeed because he doesn't work hard enough.
He would succeed _____. **harder**
8 When the TV programme finishes, I'll do my homework straightaway.
I'll do my homework _____. **as**

3 Choose the correct options to complete the text.

Can computers have a sense of humour?

Scientists have created a computer which can identify and laugh at puns. The software, created by Julia Taylor and Dr Lawrence Mazlack, can check [1] *if* / *unless* each word in a sentence fits with the context and meaning of the other words. [2] *In case* / *As soon as* it finds a word which does not seem to fit, the computer quickly searches for similar sounding words.

For example, the software should understand a joke about a man asking his friend: 'How was your trip to Helsinki?', to which she replies: 'Terrible, all our luggage vanished into Finn Air', because 'Finn' does not fit within the context of luggage and air, but does sound like 'thin'.

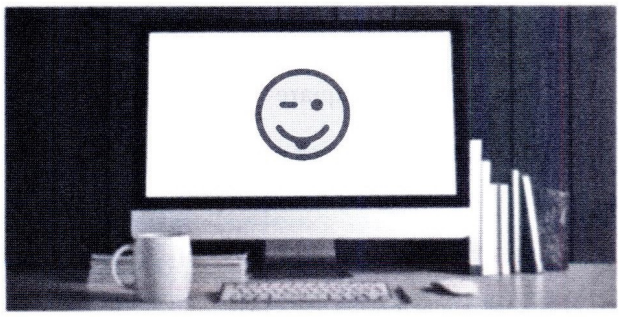
However, the computer will not understand a joke [3] *unless* / *if* the word does not fit in the context. For instance, the computer did not find this joke funny:

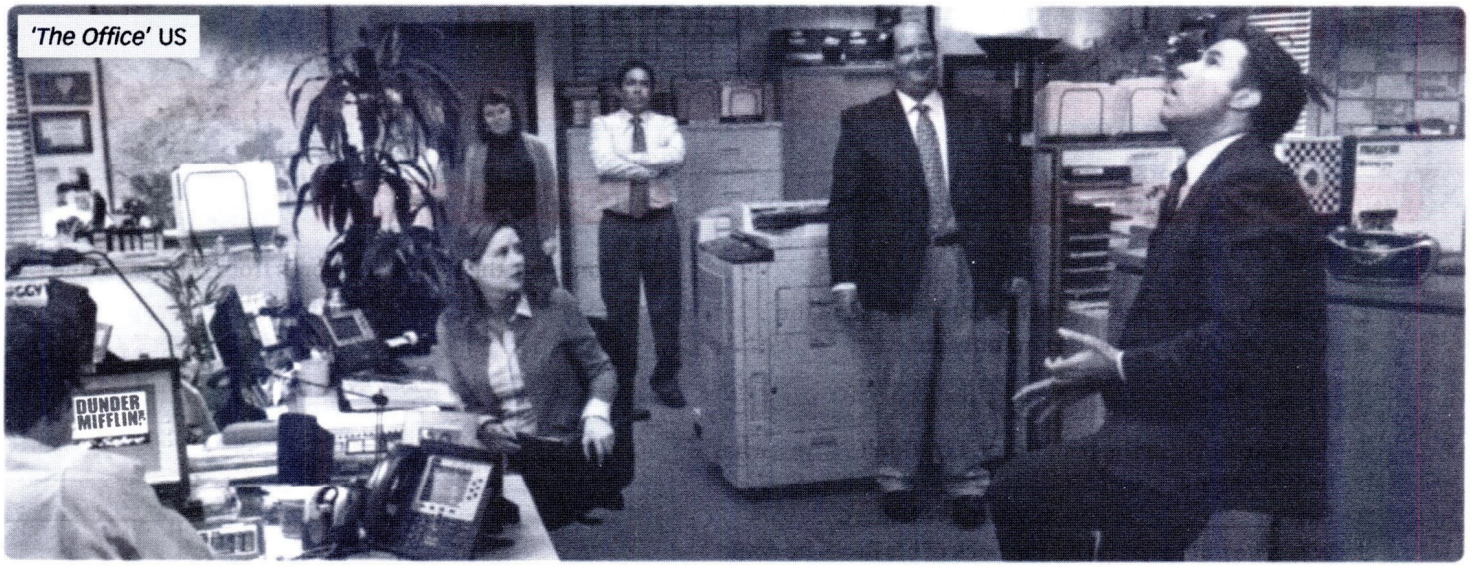
Patient: 'Doctor, doctor, I swallowed a bone.'
Doctor: 'Are you choking?'
Patient: 'No, I really did!'

Someone probably would see the doctor [4] *if* / *until* he or she were choking, so the computer is unable to identify the exchange as a joke.

Ms Taylor is also working on adapting the program to take into account personal preferences. For example, if someone has been in a car accident, the computer will avoid joking about this [5] *unless* / *in case* the person gets upset.

Why is this important? [6] *When* / *Until* a computer can understand what a joke is, it can't think like a person, which is a limitation on artificial intelligence.





'The Office' US

Vocabulary rating performances

4 Complete the sentences with the correct form of the words in brackets.

1 I found some of the jokes rather offensive and *distasteful* (taste).
2 I can't believe that anyone could find this funny. It's a _____ (point) waste of time.
3 I don't find puns funny; it's a bit _____ (child) to play with words like that.
4 He had such a _____ (comic) look on his face, I had to laugh.
5 The film was a bit _____ (predict); you could tell what the ending would be from the start.
6 I hate recorded laughter on TV shows; it's so _____ (annoy).

5 Choose the best option to complete each definition.

1 A *witty* / *thought-provoking* person is able to write or say clever and amusing things.
2 If something is *pointless* / *tedious* it lasts too long and is not interesting.
3 If something is *ridiculous* / *hilarious*, it is very silly or unreasonable.
4 If something is *predictable* / *thought-provoking*, it makes you think seriously about something.
5 A *hilarious* / *witty* joke is one that you find extremely funny.
6 If something is *distasteful* / *irritating*, you find it annoying.

6a Complete each sentence by replacing the underlined word or phrase with a suitable adjective from the box. There is one adjective you do not need.

childish distasteful ~~hilarious~~ irritating predictable tedious witty

1 I laughed until my sides hurt; it was <u>incredibly funny</u>. *hilarious*
2 I love reading his articles; he's so <u>smart and funny</u>. _____
3 The film was so <u>boring</u>, I started checking my phone instead. _____
4 It wasn't funny, just really <u>unpleasant and offensive</u>. _____
5 It was completely <u>obvious what was going to happen</u>. _____
6 Throwing cream pies at people isn't funny, it's just <u>silly and immature</u>. _____

b **10.2** Listen and check your answers to exercise **6a**.

PRONUNCIATION sentence stress (2)

c **10.2** Listen again. Circle the words in the sentences which are given the most emphasis and which are most stressed, then repeat.

I can ...	Very well	Quite well	More practice
use *if* + other conjunction clauses.	○	○	○
rate performances.	○	○	○

10.3 Vocabulary development

Vocabulary development easily confused sense verbs

1 Complete the sentences using the correct form of the words in the box. Use each word only once.

feel	~~hear~~	listen	look	see	touch	watch

1 It was so noisy in the restaurant. I couldn't *hear* what he was saying.
2 Don't _____ it, you might make it dirty.
3 When he put his hand on the back of his head, he could _____ a small bump.
4 I've been _____ this game for nearly an hour, and no one has scored a goal yet.
5 Just stop and _____ to the sound of the birds singing. It's beautiful.
6 I _____ behind me to see if he was following.
7 I was just about to ring her, when I _____ her car pull up on the drive.

2 Find and replace the incorrect verb in six of the sentences with a more suitable one from the box in exercise **1**.

1 I've told you that at least ten times, you never ~~hear~~ *listen to* me.
2 It was very easy to see her in the crowd – she was wearing a shiny yellow coat.
3 Watch me when I'm talking to you!
4 I realized I needed glasses when I couldn't look at what was on the board from the back of the room.
5 I was relaxing on the sofa when I listened to an awful noise outside.
6 There's no point talking to him while he's seeing tennis.
7 **A** What are you listening to?
B It's a podcast.
8 Some plants are so poisonous that if you even feel them, you will get a rash.

Vocabulary extension

3 Complete the table with words from the box. Some words may belong in more than one column.

~~bitter~~	bright	crunchy	fresh	prickly	savoury	sharp
shiny	smooth	sour	spicy	sticky	striped	stunning

Words to describe how things ...

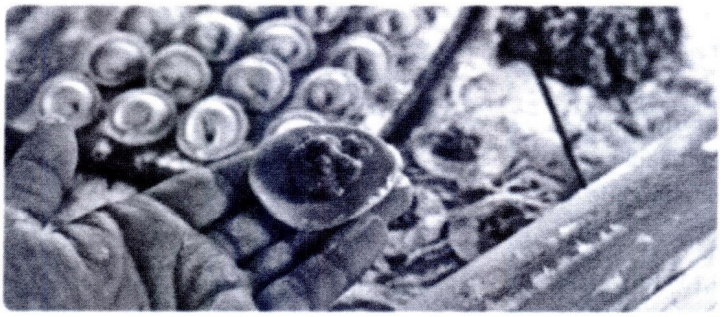
look	taste	feel
	bitter	

4 Complete each sentence using an appropriate word from the table in exercise **3**.

1 His shoes were so *shiny* that he could see his own reflection in them.
2 The table felt _____ where the children had spilt the orange juice.
3 The fruit had just been picked and tasted really _____.
4 Painting the hall white made it feel _____ and much bigger.
5 The dish was tasty, but the extra chillies made it a little too _____ for me.
6 Unsweetened chocolate with more than 70% cocoa solids is good for you, but can taste quite _____.
7 The lemonade was too _____, so I added more sugar.
8 The table was covered with a range of _____ snacks such as pizza, meat pastries and crisps.
9 The view from the window was breathtaking, absolutely _____.
10 The bush has pretty flowers, but be careful not to hurt yourself. It's _____.
11 Someone had left the packet of crisps open, so they were no longer _____.
12 She wore a pink-and-white _____ skirt.
13 The surface of the stone felt very _____, polished by the water flowing over it.

10.4 Speaking and writing

Speaking checking and clarifying



1 **10.3** Listen to Pawel describing how to make pierogi and put the stages in order.

___ Mash potatoes with cheese, salt and pepper.
1 Whisk butter, sour cream, eggs and oil.
___ Cut the dough into circles and stuff each pierogi with filling.
___ Boil potatoes in a saucepan.
___ Add wet ingredients to the flour.
___ They are done when they float to the top of the water.
___ Let the dough stand for 15–20 minutes.
___ Boil pierogis in a pan of salted water.

- **dough** a mixture of flour and water
- **filling** food to put inside the dough

2 **10.3** Match the two halves of the phrases. Then listen to the conversation in exercise 1 again and check your answers.

1	Am I right	a	quite catch that last bit.
2	Do you see	b	still with me?
3	I'm sorry, I didn't	c	in thinking that ...?
4	Sorry, did	d	what I mean?
5	Are you	e	you say ...?

3 **10.4** You will hear phrases 1–5 in exercise 2 again. Each phrase is said twice. Decide which repetition, a or b, sounds more polite and write *P* next to the correct letter.

1	a ___	b ___		4	a ___	b ___	
2	a ___	b ___		5	a ___	b ___	
3	a ___	b ___					

Writing describing a scene in detail

4 Read the description of a famous restaurant in Kraków, Poland. Put the following topics in the order they are found in the description.

___ What the food smells and tastes like
1 The outside of the restaurant
___ What you can hear in the restaurant
___ What the inside looks like

5 Choose the correct options to complete the description.

Wierzynek

Kraków

According to legend, Wierzynek, a famous restaurant in Kraków, Poland, dates all the way back to 1364, when the merchant, Nicholas Wierzynek, organized a great feast to celebrate a royal wedding.

The restaurant today may or may not have been where this feast was held, but it is clear before you even walk inside that the place has a real sense of history. The entrance is through a beautiful archway decorated with the name of the restaurant in [1] *golden / prickly* letters. Inside, there are no less than eight separate dining rooms, each with a different theme and feel. On the walls, you can see eighteenth-century paintings, [2] *decorative / bitter* clocks or [3] *ancient / twinkling* swords and armour. Windows open on to a [4] *crisp / stunning* view of the Main Market Square and Cloth Hall.



The rooms on the upper floors are quiet, with both waiters and customers speaking in a low [5] *clatter / murmur*. Downstairs, in the cellar, the atmosphere is livelier, with a constant [6] *hum / crunch* of conversation.

But people do not just come to Wierzynek for the atmosphere. The food is also famous, and the aroma, a fresh, [7] *smooth / savoury* smell of herbs and spices, reaches you as soon as you enter the building. Try the [8] *delicious / sticky* traditional soups – and, of course, the pierogi.

I can ...	Very well	Quite well	More practice
check and clarify.	○	○	○
write a detailed description of a scene.	○	○	○

10.5 Reading for pleasure

Authentic newspaper article

1a Match adjectives 1–6 to meanings a–f.

1 fast-paced	a making you feel peaceful and relaxed
2 stimulating	b very bad, horrible
3 calming	c making you feel less worried or uncertain
4 unpleasant	d not something you enjoy, disagreeable
5 hideous	e making you feel more active or energetic
6 reassuring	f at a quick speed



b What music or sound could you describe using each adjective?

2 Read the article.

A sound idea

Can noise make us work harder?

Julian Treasure

Can sound really enhance office workers' productivity? *The Times* thinks it can. The newspaper has installed the sound of old-fashioned typewriters in its newsroom, with the sound getting louder and louder at press deadline.

Sound powerfully affects us in four ways, even though we're generally not conscious of it. Physiologically, sound alters all our rhythms, including heart rate, breathing and even brainwaves. Psychologically, sound changes our moods and emotions. Cognitively, sound affects how well we can think. And behaviourally, sound affects what we do and where we do it: we move away from unpleasant sound if we can. Hearing is our primary warning sense, so sound goes very deep very fast – and since we have no earlids, our ears are working even while we sleep.

It's dangerous to generalize about sound because many of its effects work through association. These can be universal: we all instinctively associate any sudden, unexpected noise with danger, while most people find sounds like gentle rainfall or birdsong calming and reassuring. But many associations are very personal. Every individual's listening is as unique as his or her fingerprints because we all listen through filters that develop from our personal mix of culture, language, values and beliefs. That is why one person's musical taste is another person's hideous noise.

Most of the sound around us is accidental, unpleasant and counterproductive. We stand on street corners or sit in restaurants, yelling over 80dB of noise and pretending it doesn't exist. In society, noise is costing billions, mainly through loss of sleep, which affects one in five Europeans.

Is music a solution? Sadly, piped music in so many public spaces is often just more noise. Rarely is it carefully designed to improve our experience; much more likely it is there because retailers believe, incorrectly, that music makes people spend more. In fact, research has shown that fast-paced music generally speeds us up, so we leave sooner and spend less – exactly the opposite of the effect the retailers desire.

Music is designed to be listened to, so it's calling for attention all the time, interfering with our ability to listen to the voice in our head we need when we're doing mental work. Of course, listening to music may make a boring task more fun and help us to get it done – and everyone's different, so there may indeed be some people who are far more productive when they are listening to death metal.

Bearing that in mind, some useful rules of thumb are: slow-paced sound tends to relax; fast-paced tends to stimulate; stochastic sound (a wash of sound, like rainfall) tends to be good for working. The most distracting sounds are human conversation, telephones and alarms of any kind (hence the sounds in hospitals being disastrous for patient rest and sleep).

Conscious sound design can definitely help us all to become more productive, healthier and happier. But in offices, it needs to be designed after looking at the research available and installed by consensus on appropriate sound systems. Time will tell if *The Times* trial works, but my guess is that the sound won't last without the staff agreeing to it.

3 Do you find music or any other noise helps you work, or is it always distracting?

Review: Units 9 and 10

Grammar

1 **10.5** Listen and write the words. Then put the words in the correct order to make sentences.

2 **Complete the text using the words and phrases in the box.**

comfortable got used to if likely significantly unless when ~~would~~

Lost something? Try closing your eyes



When I was a child and had lost something, my mother [1] *would* tell me to close my eyes and try and remember where I had last seen it. Now it seems that scientists have proved that my mother was right. According to a study by the University of Surrey, closing your eyes is the best way to recall memories, and is [2]_____ to help find lost items.

[3]_____ the scientists asked volunteers to remember precise details of two short films, the results were [4]_____ better [5]_____ the volunteers closed their eyes while trying to remember.

They also found that the results improved as the volunteers [6]_____ working with the researchers and built up a good relationship. Closing eyes led to better recall, but [7]_____ the volunteers felt [8]_____ with the researchers, they could not fully relax with their eyes closed.

The research findings should prove very useful for police who need to interview witnesses.

Vocabulary

3 **Circle the word which is the best synonym or antonym of the word in capitals.**

1 CONTEMPORARY (synonym) – tough / urban / (modern)
2 GAZE (synonym) – glare / stare / glance
3 AGGRESSIVE (antonym) – deliberate / peaceful / delicate
4 WITTY (synonym) – ridiculous / amusing / pointless
5 ANNOYING (synonym) – irritating / thought-provoking / hilarious

4 **Choose the best options to complete the text.**

The power of **colour**

If you're finding it hard to [1] *(nod off)* / *have a lie-in* at night, you might be surprised to learn that a blue sleeping pill will be more effective than an orange one. This has nothing to do with the ingredients, just the colour blue, and the calming effect it has on our brains. In [2] *case / contrast*, reds and oranges are stimulating, and make us feel more [3] *lively / cosy*.

Numerous studies over the years have found evidence that the impact of colour on our minds and bodies is [4] *tedious / genuine*. In 2004, a study found that football teams which wore red were [5] *slightly / gradually* more likely to win than those wearing other colours. Paintings with red in them also fetch [6] *considerably / basically* higher prices than those without.

Some scientists believe that we developed the ability to [7] *distinguish / reflect* the colour red as we lost the hair on our faces and could see the skin. With little or no hair (or fur), vital emotions such as anger were [8] *visible / vision* on the faces of those around us.

Speaking

5a **Label the phrases *I* (for interrupting), *C* (for checking) or *A* (asking for clarification).**

1 I'm not quite sure what you mean by ... ___
2 Can I just come in there? ___
3 Can I say something here? ___
4 If I could just interrupt a second, ...? ___
5 So, are you saying ...? ___
6 So, if I understand you correctly ... ___
7 Do you mean ...? ___
8 I'd like to comment on that. ___
9 I'm sorry, what did you say about ...? ___
10 You look a bit confused. ___

b **10.6** Listen and tick which phrases in exercise 5a are used in the conversation.

11 Media

11.1 Extreme streaming

Vocabulary television viewing habits



1 Match the two halves of the phrases.

1 commercial	a highlights
2 home	b improvement
3 current	c tips
4 match	d analysis
5 celebrity	e break
6 DIY	f plot
7 in-depth news	g chef
8 gripping	h affairs

2 Complete each sentence with the correct form of a suitable phrase from exercise **1**.

1 The programme had lots of useful *DIY tips*, like how to put tiles on in a straight line.
2 The book had such a _____ that I literally couldn't put it down.
3 I always go and make myself a cup of coffee during the _____.
4 I don't understand _____ programmes. Who wants to watch someone putting up wallpaper?
5 I couldn't go and see the football match, but at least I could watch the _____ on television.
6 It's quite a serious magazine, which provides _____ and commentary on what's happening in the world.
7 I like to keep up with _____, so I read at least the headlines of the news every day.
8 Just because someone is a _____ doesn't mean their recipes are always good.

3 Match the words in the box to their meanings, 1–10.

back-to-back ~~complex~~ cookery dialogue enable indicate series sitcom survey transform

1 difficult to understand *complex*
2 an investigation into people's opinions _____
3 happening one after another, without stopping _____
4 to make it possible for somebody to do something _____
5 to completely change something, usually for the better _____
6 show that something is possible or likely _____
7 the activity of preparing and heating food _____
8 a regular programme on television that shows the same characters in funny situations _____
9 conversation in a book, play or film _____
10 a set of radio or television programmes that deal with the same subject or have the same characters _____

4 Complete the article with the correct form of the words in the box.

complex drama enable gossip indicate ~~survey~~

According to a recent [1] *survey* carried out by the Girl Scout Research Institute, reality TV shows may be having a negative effect on teenage girls' relationships and beliefs about the world. For example, 78% of those who watched them regularly believed that '[2]_____ is a normal part of a relationship between girls', as opposed to 54% of non-watchers. 50% of watchers also believed that the 'real-life' reality or 'reality' shows were unscripted, whereas in fact they are simply a kind of [3]_____. Girls who watch reality TV regularly are also more likely to believe that 'you have to lie to get what you want' or that 'being mean earns you more respect than being nice'.

However, the picture is quite [4]_____, as the research also [5]_____ that watching reality shows can teach girls some useful life skills, open up lines of communication, and serve as learning and motivational tools. This might be most relevant for shows like *MasterChef* or other competition programmes. Equally, some of the situations which they saw on television [6]_____ them to start a conversation with their parents about some difficult or embarrassing topics.



Grammar reported speech

5 Change the reported sentences into direct speech.

1 She asked why he wasn't at the meeting.
'Why isn't he at the meeting?'

2 They told us that they had seen her the previous day.
_____

3 He says he's going to do it later.
_____

4 She asked whether I was feeling OK.
_____

5 You said you usually get up early.
_____

6 He said he had never been there before.
_____

6 Complete the second sentence so that it means the same as the first sentence.

1 'I've almost finished,' said Jackie.
Jackie said *she had almost finished.*

2 'I'm going away on holiday tomorrow,' said Luke.
Luke said _____

3 'I'll help you get everything ready,' said Simon.
Simon said _____

4 'Do you enjoy travelling?' asked Cathy.
Cathy asked _____

5 'We went to the theatre last night,' said Damian.
Damian said _____

6 'What's your favourite flavour of ice cream?' asked Jane.
Jane asked _____

PRONUNCIATION connected speech

7a 11.1 Listen and choose which sentence you hear.

1 a She asked when I'd be ready. ___
b She asked when I'll be ready. ___

2 a He said he's going to buy a new house. ___
b He said he was going to buy a new house. ___

3 a She said she's never been there. ___
b She said she'd never been there. ___

4 a I asked whether you live round here. ___
b I asked whether you lived round here. ___

5 a He said he'd give me a lift. ___
b He said he'll give me a lift. ___

6 a He asked me if I'd liked the show. ___
b He asked me if I liked the show. ___

b 11.1 Check your answers on page 94. Then listen again and repeat.

I can ...	Very well	Quite well	More practice
talk about television viewing habits.	○	○	○
use reported speech.	○	○	○

11.2 Positive news

Vocabulary talking about news

1 Choose the best option to complete each collocation.

1 medical *breakthroughs* / *agreements*
2 armed *crisis* / *robbery*
3 unfortunate *death* / *campaign*
4 economic *crisis* / *robbery*
5 peace *crisis* / *agreement*
6 environmental *campaign* / *death*

2 Complete each sentence with a suitable word from the unit. The first letter is given.

1 The protest was peaceful, rather than becoming v*iolent*.
2 A young man was badly w_____ in a knife attack in a busy street.
3 With fighting breaking out daily, there seems to be little hope of avoiding a wider c_____ between the two nations.
4 And now, an u_____ and i_____ story about a teenager who was able to save his best friend's life.
5 After the recent s_____, we ask if gun ownership should be better controlled.
6 Scientists have made a new breakthrough in their search for a c_____ for cancer.
7 Millions of people are s_____ from an inability to get a good night's sleep.
8 A man fell thirty metres and, amazingly, he s_____ with only minor injuries.
9 Bangladesh won a comfortable v_____ against England in the cricket.
10 Recent reports about the economy have been more e_____, with some signs of a recovery.
11 The government has just released some rather d_____ unemployment figures, showing a sharp increase.

3 Complete the news items with words and phrases from the boxes. In each case, there is one word or phrase you do not need.

~~armed robbery~~ shooting survived unfortunate death wounded suspects

Two policemen responding to a/an [1] *armed robbery* were shot and badly [2]_____ on Monday night, and police are still hunting for one of the [3]_____. Although the officers [4]_____ the [5]_____, they remain in a critical condition.

cure disturbing encouraging medical breakthrough suffering

Patients [6]_____ from the pain of arthritis have been given hope with a new [7]_____ from researchers at the University of Illinois. While they have not yet discovered a/an [8]_____, they have learnt much more about how the disease develops and how to treat it. This is [9]_____ news, as current treatments do not work effectively for up to a third of patients.



STUDY TIP When you read a text about a particular topic, such as a medical breakthrough or a crime, underline all the words you can find related to the topic and list them together in your vocabulary notebook.

Grammar reporting verbs

4 Use the words given plus any other necessary words to make reported speech sentences.

1 He / persuade / her / stay out later.
He persuaded her to stay out later.

2 She / remind / me / not forget / my key.
_____

3 He / blame / her / lose / the race.
_____

4 I / admit / be / rude.
_____

5 She / claim / be / very wealthy.
_____

6 They / deny / take / the money.
_____

7 I / warn / you / not say / that.
_____

8 He / suggest / go early.
_____

5 Find and correct the mistakes in six of the sentences.

1 He asked her ~~help~~ *to* help him carry the suitcase.

2 She promised emailing him every day.

3 He announced that he would be leaving at the end of the week.

4 She pointed out him that they were already late.

5 He argued that he was the best candidate for the job.

6 She encouraged him go to university.

7 He warned him that not to go.

8 She assured that he was doing it correctly.

6 Complete the text with the correct form of the verbs in the box.

add ~~admit~~ assure encourage invite praise remind

Getting in touch

A few years ago, Hannah Brencher [1] *admits* that she was feeling lonely living in the big city of New York. She started leaving notes all over the city, inside books, or tucked into benches, [2]_____ the reader's that she believed in them or [3]_____ them that they shouldn't give up on their dreams.

Hannah explained that she hoped that people would read them and feel better, [4]_____ that she never expected the idea to grow in the way that it has. There are now around 13,000 people involved in doing the same thing, and people who find the letters are [5]_____ to post them on a website.

Social policy research charity, the Joseph Rowntree Trust, warns us that social isolation is one of the biggest problems in people's lives and Hannah has been widely [6]_____ for helping both the people who find the notes, and those who have been [7]_____ to write them by finding out about her project.

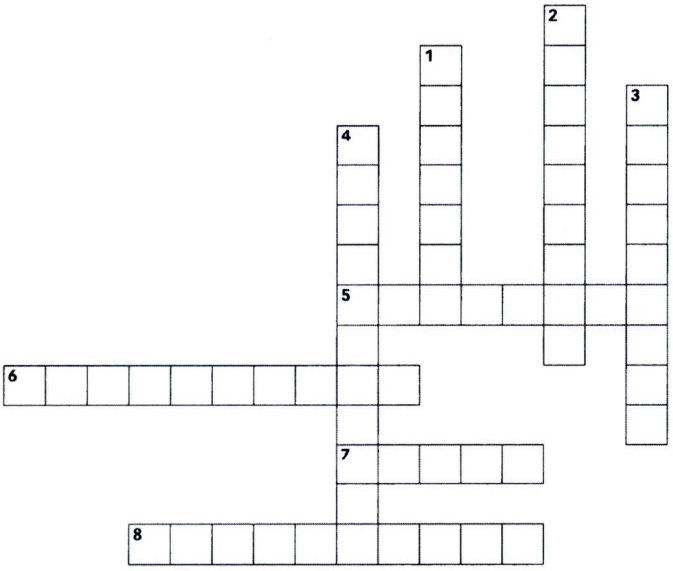


I can ...	Very well	Quite well	More practice
talk about news.	○	○	○
use reporting verbs.	○	○	○

11.3 Vocabulary development

Vocabulary development adjective suffixes

1 Complete the crossword with words from the clues. Note that all the words are adjectives ending *-able*, *-ive*, *-al* or *-ant*.



Across ▶

5 closely connected with the subject you are discussing
6 connected with the buying and selling of goods and services
7 perfect, most suitable
8 possible to deal with or control

Down ▼

1 having the usual qualities or features of a particular type of person, thing or group
2 happening all the time or repeatedly
3 difficult to stop taking or doing
4 giving useful information

2 Complete the adjectives with the correct suffix. Make any spelling changes necessary.

1 Overnight the video went viral, with over 1,000,000 views.
2 Do you have a ment_____ picture of what you're looking for?
3 Is the water drink_____, or should I boil it first?
4 My car isn't very rely_____, it keeps breaking down.
5 The school is very select_____ about who they will take.
6 If you would like an object_____ opinion, I'm not involved in the situation.
7 The domin_____ feature of the room was a huge stained glass window.
8 It's important to choose a business name that will be google_____.

Vocabulary extension

3 Complete the table with the words in the box in their adjectival form. Check your spelling carefully.

~~accept~~ addition distance logic represent sense spirit tolerate vacancy

-able	-ant	-ive	-al
acceptable			

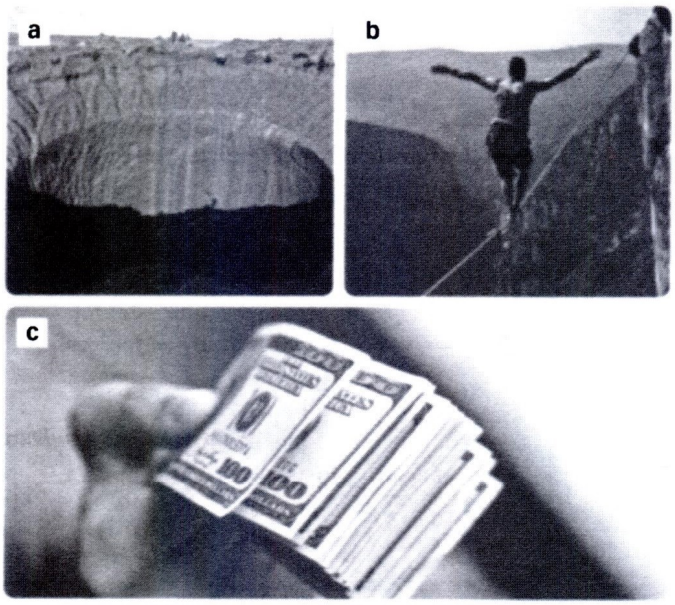
4 Complete each sentence using an appropriate word from the table in exercise **3**.

1 This childish behaviour is simply not *acceptable*.
2 Just give me a sensible, _____ reason, and I'll lend you the money.
3 She is slightly more _____ of other people nowadays. She used to find everyone annoying.
4 He sold all his material possessions so he could concentrate on his _____ life.
5 If you run out of space, you can write any _____ information on the back.
6 Careful what you say - she is very _____ and easily offended.
7 After a few years, it became just a vague and _____ memory.
8 Most of the apartments in the building are still _____; no one seems to want to buy them.
9 Are your views _____ of most people in your class, or do you think differently to them?

11.4 Speaking and writing

Speaking retelling a (news) story

1 **11.2** Listen to two conversations about some recent news stories. Which of the photos are mentioned?



2 **11.2** There is a mistake in each of the following extracts from the conversations in exercise 1. Listen again and correct the mistakes.

1 Have you heard about ...? ~~Apparent~~ *Apparently*, they've found even more of them.

2 Yes, I think so. Weren't they anything like eighty metres wide?

3 What's worrying on it is that they think they may have been caused by climate change.

4 Well, I exactly can't remember, but ...

5 Well, accord to this news item I saw ...

6 From that I understand, he spent the lot!

Writing an opinion essay in a formal style

3 Choose the best options to complete the essay.

Too much of the news we hear is bad news. Discuss.

[1]_____ Every day we hear about shootings, armed robberies, disasters and deaths.

[2]_____ Why, therefore, do newspapers, television and online news outlets not choose to tell more positive news stories? Surely we should receive a balanced account of what is happening in the world?

[3]_____ People are far more interested in finding out about the latest disaster than they are in reading an inspiring or uplifting story about something which turned out well. According to scientists, we may have a natural bias towards hearing bad news because we are programmed to pay attention to stories which could warn us of a danger which might affect us.

That said, most of the bad news stories we hear nowadays do not directly affect our own lives. [4]_____ So, although I think it is natural to be interested in bad news, [5]_____

1 (a) There is no question that the majority of the daily news is bad news.
  b Definitely most news we hear is bad news.
2 a I think because we hear so much bad news we usually think that the world is really bad.
  b Without doubt, this daily diet of negativity has an effect on how we perceive the world.
3 a Bad news sells, doesn't it?
  b The simple fact is that bad news sells.
4 a Much of the bad news we hear does nothing other than to make us feel sad and anxious about the world.
  b Hearing bad news mainly just makes us feel sad and anxious about the world.
5 a I do think that the news providers should make more of an effort to give a balanced view of the world.
  b I do think that more of an effort should be made by the news providers to present a balanced view of the world.

I can ...	Very well	Quite well	More practice
retell a (news) story.	○	○	○
write an opinion essay in a formal style.	○	○	○

12 Life stages

12.1 Nearest and dearest

Vocabulary family and relationships

1 Complete the phrases with suitable particles.

1 be close *to*
2 be devoted ___
3 be left ___
4 be spoilt ___
5 bring joy ___
6 bring ___
7 care ___
8 get ___ someone's nerves
9 look ___ to
10 take ___
11 tell ___
12 turn ___ someone

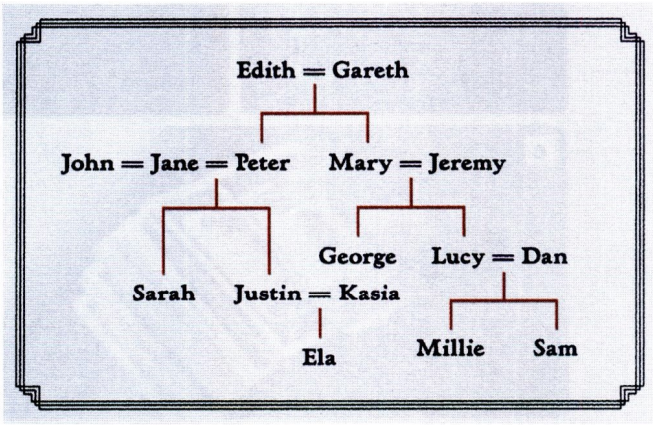
2 Write six phrases from exercise 1 to match meanings 1–6.

1 knowing somebody very well and liking them very much
be close to someone
2 look or behave like an older member of your family
___
3 go to someone for help or advice
___
4 care for a child as they grow up, teaching him or her how to behave ___
5 not included or mentioned ___
6 speaking angrily to someone because they did something wrong ___

3 Replace the underlined part of the sentence using a completed phrase from exercise 1, making any necessary grammatical changes.

1 <u>His parents give him everything he wants.</u>
He is spoilt by his parents.
2 She really <u>admires</u> her older brother.
___
3 He <u>looks after</u> his elderly father at home.
___
4 My children are hard work but they <u>make me very happy</u>.
___
5 That noise is really starting to <u>annoy me</u>.
___
6 <u>He really loves his wife. He would do anything for her.</u>
___

4 Look at the family tree and answer the questions.



Who is Sarah's ...

1 twin? *Justin*
2 sister-in-law? ___
3 stepfather? ___
4 second cousin? ___
5 niece? ___
6 sibling? ___
7 aunt? ___

PRONUNCIATION phrase stress

5 **12.1** Listen to the sentences and mark which word in italics carries the main stress.

1 His grandparents helped to *bring* him *up*.
2 I *care for* my mother at home.
3 They really *look up to* their big sister.
4 Who do you *take after*?
5 Please don't *tell* me *off*.
6 I didn't know who to *turn to*.

Grammar unreal situations

6 Complete the second sentence so that it means the same as the first.

1 I only helped you because I didn't know what you planned to do.
If I had *known what you (had) planned to do, I wouldn't have helped you.*

2 I don't have much money because I decided to be a nurse.
If _____, I would have more money.

3 I'm only going tonight because Jack is going.
I wouldn't go tonight if _____

4 I don't have a pet because I live in a flat.
If I _____

5 He didn't get the job because he doesn't speak English very fluently.
If he spoke English more fluently, _____

6 He didn't make an effort to get to know people, so he was quite unhappy.
He might have been happier if _____

7 Find and correct the mistakes in six of the sentences.

1 I wouldn't have met my husband if I ~~didn't take~~ *hadn't taken* this job.

2 If I'd had more sleep last night, I would feel better now.

3 If I had forgotten the ticket, I might not been able to travel.

4 My feet would be soaking wet if I hadn't bring my boots.

5 If he had stayed at home, he wouldn't have had an accident.

6 If you lived closer, I would given you a lift home last night.

7 We might not have met if Simon doesn't introduce us.

8 If we didn't need to live near the children's school, we will move.

8 Read the article and then complete the sentences with the correct form of the words in brackets.

1 If the taxi driver _____ (not ask) about the other baby, the Backmans _____ (not know) Lin was a twin.

2 If the Backmans _____ (not write down) the names, they _____ (not be able to) find Emilie.

3 The girls _____ (could know) each other sooner if the adoption papers _____ (be) correct.

4 If Emilie _____ (not be) on Facebook, Lin _____ (could not contact) her.

5 The girls _____ (could go) to each other's weddings if they _____ (meet) earlier.

6 If it _____ (not be) for the taxi driver, the girls _____ (not know) each other now.

Twins born in Indonesia find each other in Sweden thirty years later

Lin Backman was adopted nearly thirty years ago from an orphanage in Indonesia. As her new parents drove away from the orphanage with her in a taxi, the driver asked them about the baby's twin sister. They had no idea that Lin was a twin. The Backmans wrote down both girls' Indonesian names, and back in Sweden they were able to find the other twin, Emilie's adoptive family.

However, the adoption papers showed different names for the girls' fathers, so the families decided the girls couldn't be twins after all – or even siblings, as they were the same age – and the families lost touch.

Years later, Lin found Emilie on Facebook using her adoptive name and decided to contact her. The girls discovered that they had a lot in common. They were both teachers and had both got married on the same day (a year apart) and danced to the same song at their wedding.

A DNA test proved that they are indeed twins, and it now seems that their father was a taxi driver. He may even have been the taxi driver who first spoke to Lin's parents.



I can ...	Very well	Quite well	More practice
talk about family and relationships.	○	○	○
talk about unreal situations.	○	○	○

12.2 If I could turn back time ...

Vocabulary life events and choices

1 Complete each sentence with one or two words. The first letter is given.

1 It takes c*ourage* to ask for a pay rise, but it's usually worth the risk.
2 For our first d_____, my husband and I went for a pizza.
3 Don't be rude about someone's appearance; that's just m_____.
4 She had an unusual c_____ p_____; first she was an actor, then she retrained as a doctor.
5 I never work at the weekend. It's important to spend q_____ t_____ with my family.
6 As well as being a lovely house, his p_____ has doubled in value since he bought it.
7 I'm worried that my p_____ won't be enough to live on when I retire.
8 They had a huge r_____, and now they're not speaking to each other.
9 You need to stop wasting time and t_____ your studies s_____.

2 Put the words in brackets in the correct order to complete the sentences.

1 Bullies often stop if you *stand up to them* (them / stand / up / to).
2 My mother taught me to always _____ (up / with / make / someone) straightaway after a row.
3 He's nearly forty now. Isn't it time he _____ (with / down / settled / someone)?
4 He was offered the job, but he _____ (it / down / turned).
5 It's hard for him to give up smoking now because he _____ (it / took / up) when he was just a teenager.
6 This is a great investment opportunity – don't _____ (miss / it / on / out).

STUDY TIP All the verbs in exercise **2** are phrasal verbs. When you learn phrasal verbs, make sure you note whether they can be separated. For example, 'turn down a job' or 'turn a job down' are both possible – but 'stand up to someone' is inseparable, and *cannot* be 'stand up someone to'.

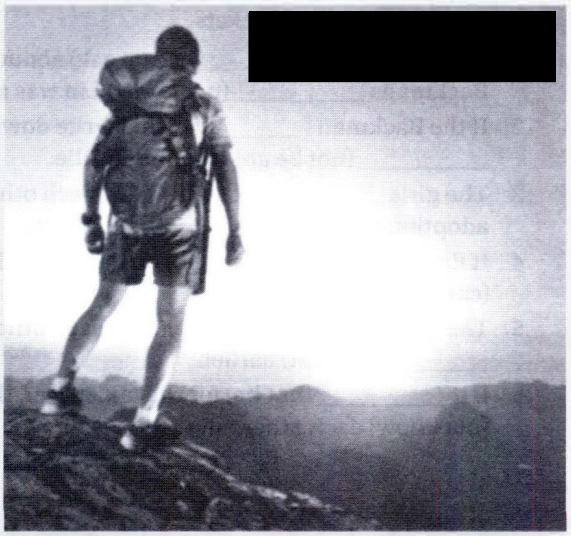
3 Choose the best options to complete the text.

#FOMO
and how to get over it

We've probably all felt it at some point, that disturbing thought that people are having a good time without us. It's so common, it even has a name – FOMO, or 'fear of missing [1] *out* / *on*'. We worry that if we [2] *turn down* / *take up* an invitation, it might just be the party of the year and we won't be there. But if that means we agree to go to everything, then we won't be able to spend much quality [3] *opportunity* / *time* at home with our family.

If we are concerned that [4] *settling down* / *making up* early will mean less adventure and travel, well, it probably will. But then again, those who choose to concentrate on their [5] *work* / *career* path might worry about whether they will ever meet the right person to start a family with.

Beating FOMO means having the [6] *courage* / *value* to accept that someone else probably *is* having more fun than you, while realizing that what matters is to enjoy the life you are living now, rather than always worrying about what everyone else is doing.



Grammar using *wish* and *if only*

4 Complete the sentences with the correct form of the verbs in brackets. Add *would* where appropriate.

1 I wish you *would stop* (stop) making so much noise.
2 If only I _____ (not lose) my bag. It had my wedding ring in it.
3 I wish I _____ (pay) attention more in class, I might not have failed the exam.
4 I wish the holidays _____ (come). I'm really ready for a break.
5 If only he _____ (stop) smoking. I'm worried about his health, but he doesn't seem to care.
6 I wish you _____ (take) the job. I think it was a mistake to turn it down.
7 I wish you _____ (take) the job, is there anything I can say to persuade you?
8 If only you _____ (live) nearer ... I'd love to meet up more often.

5 Complete the quotes using the words and phrases in the box.

could see ~~had invented~~ had known might have done wasn't

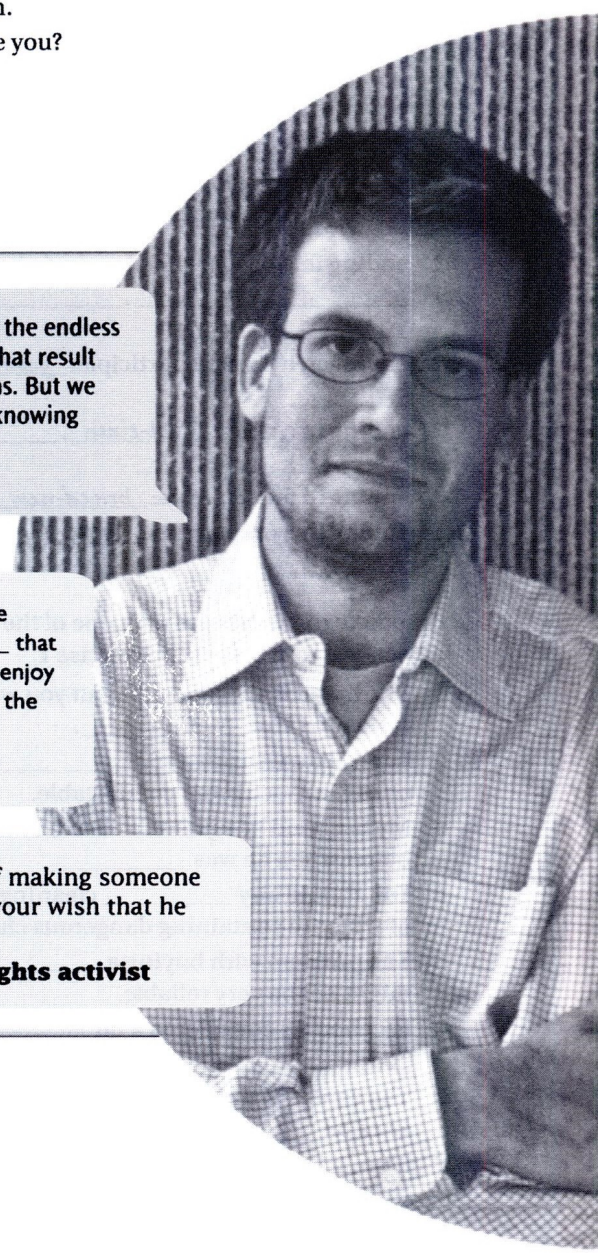
'I have often said that I wish I [1] *had invented* blue jeans: the most spectacular, the most practical, the most relaxed and nonchalant. They have ... all I hope for in my clothes.'
Yves St Laurent, fashion designer

'If only we [2] _____ the endless string of consequences that result from our smallest actions. But we can't know better until knowing better is useless.'
John Green, author

'Success makes so many people hate you. I wish it [4] _____ that way. It would be wonderful to enjoy success without seeing envy in the eyes of those around you.'
Marilyn Monroe, film star

'The release of atom power has changed everything except our way of thinking ... the solution to this problem lies in the heart of mankind. If only I [3] _____, I should have become a watchmaker.'
Albert Einstein, theoretical physicist

'The art of acceptance is the art of making someone who has just done you a small favour wish that he [5] _____ you a greater one.'
Martin Luther King, Jr., civil rights activist



6 Choose the correct option to complete each sentence.

1 I *wish he wasn't* / *hope he isn't* late this time.
2 If only she *wasn't* / *isn't* married to my best friend.
3 I wish you *stopped* / *would stop* calling me that silly name.
4 She wishes she *had never met* / *would never meet* him.
5 If only the weather *was* / *had been* better. The rain spoiled the holiday.
6 He wished he *had bought* / *bought* a better seat. He couldn't see much of the play at all.

I can ...	Very well	Quite well	More practice
talk about life events and choices.	○	○	○
use *wish* and *if only* for wishes and regrets.	○	○	○

12.3 Vocabulary development

Vocabulary development compound adjectives

1 Put the compound adjectives in the box into the correct category, 1–5.

~~brand-new~~ clean-shaven eco-friendly fixed-wheel
floral-patterned ~~full-time~~ ~~good-looking~~ ~~high-heeled~~
home-made little-known low-tech old-fashioned
run-down second-hand thick-rimmed tight-fitting
turned-up ~~worn-out~~

1 ending in a past participle: *high-heeled*, _____, _____, _____, _____, _____, _____

2 ending in a present participle: *good-looking*, _____

3 ending in a noun: *full-time*, _____, _____, _____

4 ending in an adjective: *brand-new*, _____

5 ending in a preposition: *worn-out*, _____, _____

2 Complete the sentences with one of the compound adjectives from the box in exercise **1**.

1 The bread is shop-bought, but you wouldn't know, it tastes just like *home-made*.
2 I don't like wearing very _____ clothes. Baggy ones are much more comfortable.
3 My husband has grown a beard, but I think he looked better when he was _____.
4 You should buy _____ cleaning products instead of all those containing dangerous chemicals.
5 The problem with buying a _____ car is that it might not be very reliable.
6 Facebook is considered a bit _____ by some people – they're all on Instagram instead.
7 The centre of the city is very smart, but the suburbs are a bit _____.
8 It's a _____ fact that Plato disapproved of people writing things down.

Vocabulary extension

3 Choose one ending from the box to complete the compound adjectives in each group. There are more endings than you need.

brained headed hearted minded ~~sighted~~ worthy

1 far-*sighted*
short-*sighted*
2 absent-_____
narrow-_____
open-_____
3 praise_____
news_____
trust_____
4 level-_____
light-_____
5 half-_____
kind-_____
hard-_____
light-_____
whole-_____

4 Match meanings 1–8 to some of the completed compound adjectives in exercise **3**.

1 slightly faint, not completely in control of your thoughts or movements *light-headed*
2 complete and enthusiastic _____
3 that you can rely on to be good or honest _____
4 giving no importance to the feelings of other people _____
5 not willing to listen to new ideas or to the opinions of others _____
6 calm and sensible, can make good decisions even in difficult situations _____
7 deserving approval _____
8 tending to forget things _____



12.4 Speaking and writing

Speaking reflecting on life events and choices

1 **12.2** Listen to Maria talking about a choice she made. Does she generally feel positive or negative about the decision?

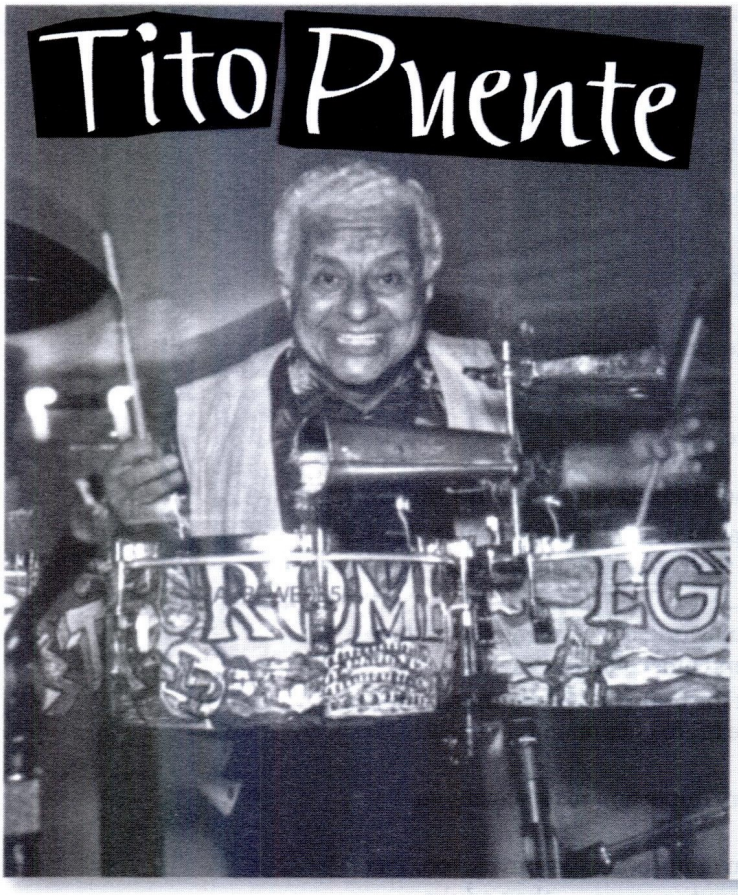
2 **12.2** Complete the phrases. Then listen again to check.

1 You know, *in* retrospect, it's no great surprise that ...
2 What was I _____?
3 Thank _____ my parents finally persuaded me ...
4 ... my poverty was a _____ in disguise ...
5 So thanks, Mum, that was a good _____!
6 I feel very _____ to have so much support.

Writing a biography

3 Complete the biography with words from the box. Some of the phrases aren't needed.

at the age ~~brought up~~ changed dramatically dropped out funeral in his childhood
of all time pioneer renowned took an unexpected turn for the better turned upside down



Tito Puente, known as the King of Latin Jazz, was born and [1] *brought up* in New York in the 1920s, the son of Puerto Rican immigrants.

[2] _____ of six he started taking piano lessons, but his real passion was always dancing, and, as a young man, he won several awards for this. His life was [3] _____, however when he had a bad bicycle accident, and was forced to give up on the idea of becoming a champion dancer.

He [4] _____ of school early and started working as a musician, but his life [5] _____ once again when the Second World War broke out. In 1942, he joined the Navy and was lucky to survive nine major sea battles.

After the war, however, his life [6] _____ when he was able to join the world famous Juilliard School of Music, as part of a project which enabled ex-soldiers to gain an education.

He went on to compose more than 450 songs, record 120 albums and give more than 10,000 live performances. The creative way he combined traditional Latin music with jazz and other genres of music made him one of the most popular musicians [7] _____, and when he died, in 2000, his fans queued for days to pay their respects at his [8] _____.

I can ...	Very well	Quite well	More practice
reflect on life events and choices.	○	○	○
write a biography.	○	○	○

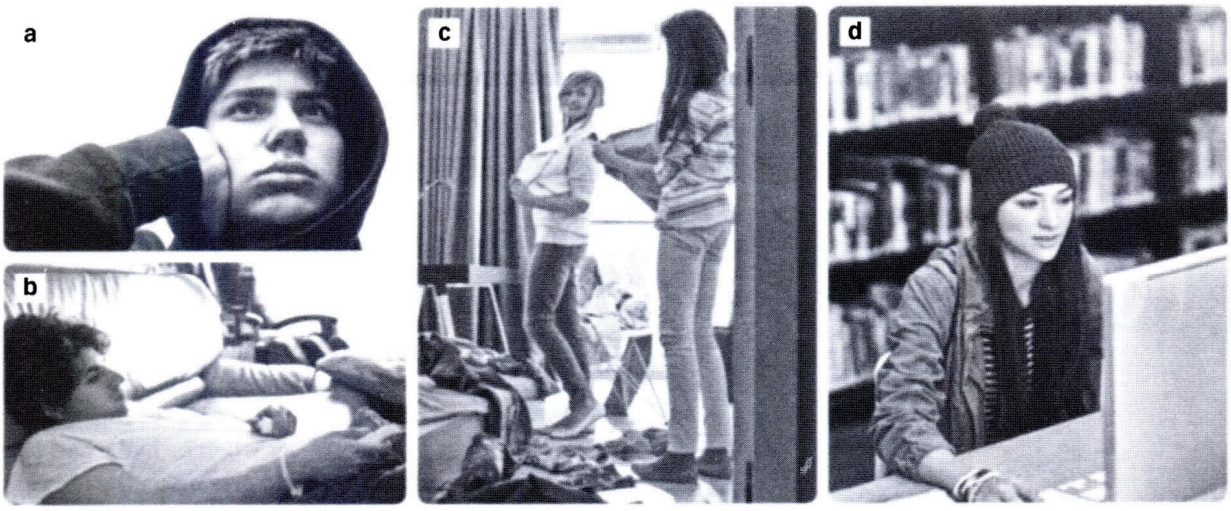
12.5 Listening for pleasure

Adolescence

1a Match words 1–4 to their synonyms or antonyms a–d.

1 lazy	a messy
2 sensible	b hard-working
3 untidy	c impulsive
4 moody	d grumpy

b Choose four of the words in exercise **1a** to match photos a–d. There may be more than one correct answer.



c Which of the words in exercise **1a** would you use to describe a stereotypical teenager? Do you think the stereotype is fair?

2 **12.3** Listen to a radio programme about adolescence.

3a **12.3** Listen again and complete the extracts from the listening with up to five words.

1 The word 'teenager' apparently first appeared in print in 1921, and the whole idea has basically grown since then. Before that, we didn't really have teenagers in the same way because young people were expected to _____.

2 Nowadays, we separate off teenagers from the adult world by requiring them to go to school until they are around eighteen, so they spend most of their time with _____.

3 Until relatively recently, it used to be thought that the brain had pretty much stopped developing _____. But we now know that the brain goes on making new connections until the early twenties.

4 How they are judged by people around them is very important to teenagers, so _____ all the time may not be the best idea.

5 Their sleep clock actually shifts, and we see this in many other mammals, too. Their bodies are programmed to go to bed and get up about _____ than adults.

6 Some schools are experimenting with starting the school day later, at 10 a.m., and they are _____.

b **12.3** Listen again and check.

Review: Units 11 and 12

Grammar

1 **Complete the second sentence so that it means the same as the first sentence, using the word in bold.**

1 'I saw her yesterday,' he said. **previous**
He said he *had seen her the previous day*.

2 I really regret having bought that second-hand car. **only**
_____ bought that second-hand car.

3 The way you leave your clothes on the floor really gets on my nerves. **wish**
I _____ leave your clothes on the floor.

4 'Why did he say that?' **wonder**
I _____ he said that.

5 I'd really like to speak Mandarin Chinese. **spoke**
If only I _____.

6 I only met my wife because a friend introduced us. **hadn't**
I wouldn't have met my wife _____.

2 **Complete the text using 1–2 words in each gap.**

How to get your family into good TV-watching habits

Experts warn [1] *that* too much TV-watching can cause behaviour problems in children, and has even been blamed [2] _____ affecting their sleep. They suggest [3] _____ TV-watching time to no more than 1–2 hours a day. If you find it hard to persuade your children [4] _____ this, at least try to get them to agree [5] _____ a limit which you both find reasonable.

Encourage them [6] _____ more educational programmes and remind them [7] _____ off the TV when they aren't watching it. Don't use TV as background to other activities, especially homework.

Vocabulary

3 **Complete the table with words from the box.**

armed robbery conflict ~~cookery~~ current affairs drama series economic crisis investment niece pension shooting sibling

Types of TV programme	Family members	Money	Violence
cookery			

4 **Choose the best words and phrases to complete the article.**

How to make a video go viral?

Why is it that some videos are just much more [1] *extensive / shareable* than others? What makes a video clip go viral, and how can you make one?

Well, it's a [2] *well-known / run-down* fact that most people have very short attention spans. So you need to produce something that's immediately [3] *dominant / gripping*. It's estimated that you have just seven seconds before people move onto something more [4] *additional / inspiring*.

Secondly, your clip needs to tell a story. This might be something [5] *ideal / uplifting*, or it could just be very [6] *comical / tolerant*. Humour is probably the number one reason for a video going viral.

Thirdly, a [7] *typical / vacant* viral video will involve an animal. This could be something emotional, like a pet who is [8] *distant / devoted* to his elderly owner, or just funny (remember how important humour is).

Speaking

5a **Put the words in the correct order to make phrases and sentences.**

1 didn't / I / turn / to / know / who / to .
2 impressive / is / what's / about / that / it ...
3 newspaper / to / I / according / read / the ...
4 wished / have / better / for / opportunity / I / a / couldn't .
5 understand / I / what / from ...
6 myself / now / about / kick / I / it .

b **12.4 Listen and check your answers, then repeat.**

c **Decide if the phrases in exercise 5a are used for a) retelling a story or b) reflecting back on life events and choices.**

Audioscripts

Unit 1 Communication

Page 4, Exercise 3b

1.1

1 establish impression offence
2 ease enthusiastic misunderstanding
3 entertaining dominate appropriate
4 awkward small story
5 loud talk row

Page 9, Exercise 1b

1.2

Conversation 1

A Oh, it's been great talking to you, Jess. I'll let you get on.
B Oh, I'm not in any hurry. I've got plenty of time to chat.
A Well, actually, I've got a ton of work to do, so ...
B But I haven't told you about the party.
A Tell me about that next time.
B All right, then. Bye.

Conversation 2

C Good morning. I'm calling from JP Solar Heating Systems. I wonder if I could interest you in some products ...
D No, thanks. And I don't take sales calls, so can you please remove my name from your database? Goodbye.

Conversation 3

E Good morning. It's Stan from Go Sports. I'm calling with regard to your order of ...
F I'm sorry. Someone's at the door. Could you bear with me a moment? Right, I'm back. Sorry about that.
E That's fine. I was calling to say ...
F I'm really sorry. It's the doorbell again. Could you hold the line?
E I think I've caught you at a bad time, haven't I? I'll call back later.

Conversation 4

G Hi, Bernard. Thanks for getting back to me. I was calling to see if you'd booked the flights ... Sorry? ... I can't hear you very well. The coverage is terrible here. Sorry, I'm losing you again. What was that? ... How much? Bernard, could you call me on my landline? Thanks.

Unit 2 Escape

Page 10, Exercises 2a & b

2.1

although
caught
cough
daughter
enough
laugh
rough
taught
thorough
tough

Page 13, Exercise 5b

2.2

1 delighted
2 furious
3 satisfied
4 miserable
5 terrified
6 relieved
7 petrified
8 disorientated

Page 14, Exercise 3a

2.3

1	tomato	tomato
2	data	data
3	leisure	leisure
4	vase	vase
5	thorough	thorough
6	router	router
7	anti-	anti-
8	z	z

Page 14, Exercise 3b

2.4

1 personal data
2 a green tomato
3 an antisocial person
4 a leisure centre
5 a broken vase
6 a thorough examination
7 zee oh oh: 'zoo'

Page 15, Exercise 1b

2.5

A Have I ever told you about what happened to me at Frankfurt Airport?
B No, what?
A Well, I was flying home to Seattle from Rome via Frankfurt. This happened about two years ago. Anyway, the Rome–Frankfurt flight was delayed and when we finally landed there was no gate available. So the aeroplane was parked on the tarmac – coincidentally, right next to the Frankfurt–Seattle plane I was supposed to transfer to.
B So you could see the aeroplane but couldn't get on? That must have been frustrating.
A It was! Anyway, a bus came to take us to the airport entrance. It took us to the other side of the airport, so I ended up miles away from the Seattle aeroplane. So I ran as fast as I could and arrived at the Frankfurt–Seattle departure gate just as the last passengers were boarding the Seattle aeroplane.
B I bet you were relieved.
A I was, but not for long, as that wasn't the end of the story. You're not going to believe what happened next. The agent asked, 'Which flight are you coming from?' I said, 'Rome.' The agent said, 'I'm sorry, madam. That flight has been delayed and you won't make the connection.'
B You're kidding!
A So I said, 'I have made the connection. I'm here!' Anyway, to cut a long story short, by the time he'd finished questioning me, the doors had closed, and the half-empty flight had left without me.
B No way!
A Ha! And to make matters worse, it was the last flight of the day!

Unit 3 Invest

Page 18, Exercise 2b

3.1

1

A Do you want to see a film this weekend?

B Sorry, I can't. I'm going on a business trip.

2

A I'm going to go back to university. I decided last week.

3

A Is Jack coming, too?

B Hang on a minute, we'll ask him.

4

A It's really dark. I think it's going to rain.

5

A The exam is in May. You'll never be ready!

6

A This is so complicated.

B Don't worry, I'll help you.

7

A Do you want to have lunch together tomorrow?

B Sorry, I can't. I'm meeting Louisa.

Page 18, Exercise 2c

3.2

1

A Is Jack coming, too?

B Hang on a minute, we'll ask him.

2

A The exam is in May. You'll never be ready!

3

A This is so complicated.

B Don't worry, I'll help you.

Page 20, Exercise 3b

3.3

1 Too many people spend money they haven't earned ... to buy things they don't want ... to impress people that they don't like.
Will Rogers

2 A penny saved is a penny earned.
Benjamin Franklin

3 Don't spend time beating on a wall, hoping to transform it into a door.
Coco Chanel

4 It's not how much money you make, but how much money you keep, how hard it works for you, and how many generations you keep it for.
Robert Kiyosaki

5 Don't waste your time with explanations; people only hear what they want to hear.
Paulo Coelho

Page 21, Exercises 7a, b & c

3.4

We will never have finished everything.
You will have completed it.
You will have achieved much more.

Page 22, Exercise 4

3.5

evidence	substance
affection	confusion
division	confidence

Page 23, Exercise 2b

3.6

A I read this article the other day which said that as robots can do more and more for us, we will have a lot more leisure time in the future. I suppose it might happen. What do you think?

B Er, well, I think robots and other machines are bound to do more and more of our housework. That's been happening for a long time. A hundred years ago, it took about four hours to wash a load of clothes.

A Really? Now you just pop it in the machine.

B Exactly, but I doubt that it will mean we get more leisure time. I expect we'll just spend more time on our jobs.

A Oh, there's no chance of me doing that. I spend enough time at work already!

B Hmm. I wouldn't be surprised if it happened.

Unit 4 Creativity

Page 24, Exercise 2a

4.1

1 Your energy bills can be reduced by turning down the thermostat.

2 He was treated for his injuries at the hospital.

3 The design hasn't been finished yet.

4 Do you know if his heart rate was monitored?

5 The document will have been attached to the email.

6 Make sure it is placed carefully in the right position.

Page 24, Exercise 2b

4.2

1 Your energy bills can be reduced.

2 He was treated for his injuries.

3 The design hasn't been finished yet.

4 Do you know if his heart rate was monitored?

5 The document will have been attached.

6 Make sure it is placed carefully in the right position.

Page 26, Exercise 4b

4.3

1 childish, silly, striking

2 functional, practical

3 impressive, inventive

4 innovative

5 conventional, imaginative, original, remarkable

6 user-friendly

Page 29, Exercise 4b

4.4

A Would you rather have more exams, or do more work during a course?

B Personally, I think exams are easier. I'm quite good at learning things by heart.

A Yes, but don't you think that's a bit unfair on people who aren't good at memorizing things?

B Yes, but on the other hand, if people write essays at home, how does the teacher know they didn't get help?

A Well, you've got a point, but I'm sure the teacher can tell. As I see it, exams just test your memory, not how much you really understand.

B Well, it seems to me that they test both. No one enjoys them very much, but we've been using them successfully for a long time now!

Page 30, Exercise 3

4.5

Most of us think of ourselves as pretty honest, but according to a study by the University of Massachusetts, 60% of adults can't have a ten-minute conversation without telling at least one lie. You probably think you'd be in the 40% of adults who were more honest than this, but the people in the study were shocked when they saw the video of their conversation and realized how many lies they had told.

The thing is that there are a lot of little fibs we tell which we may not even count as lies. Most people feel that white lies don't count. Isn't it better to tell someone they look good, than to make them feel bad by saying the colour doesn't suit them? But if we keep telling white lies, eventually people will realize that they are never going to get an honest response from us, and it will damage the relationship.

Other people tell small lies to make life a little easier. For example, exaggerating on a CV or in a job interview is very common. Few people actually invent jobs or qualifications they don't actually have, but many people change little details to make themselves look better. Be very, very careful, though. Trust is very important, and if your employer finds out about your fibs, you could be out of a job.

Of course, if that does happen to you, you could try telling your employer about some recent research which claims that people who lie are actually more creative.

First, the researchers asked people to do a simple maths test. They were rewarded for getting a high score, but the researchers allowed the participants to report their own scores, giving them an opportunity to lie to the researchers. However, they didn't realize that the researchers also knew the real scores.

Next, the participants were asked to take part in a test of their creativity. They received sets of three words, such as *falling, dust, actor*, and had to think of a fourth word to link all the words together – in this case 'star' – *a falling star, star dust, an actor who is a star*. Participants who could do this task well showed creativity in linking ideas together.

Nearly 59% of the participants exaggerated how well they had done in the maths test. These people also seemed to be more creative thinkers, as they scored more highly on the word task than the more honest participants.

The researchers concluded that allowing people to break rules may make them more creative.

This finding may be connected to other research, showing that children who tell fibs have better-developed brains and are likely to be more successful in life. Around 90% of four-year-olds lie regularly, but those that do well in later life are those who start telling lies at an early age and whose lies are very believable. Apparently, being a good liar at a young age is a sign of intelligence and nothing to worry about, in children at least.

Being able to lie convincingly requires the child to be able to see the situation from another person's point of view, to realize that not everyone sees the world in the same way that they do. At the age of two, only about 25% of children are able to do this, but at seven or eight nearly everyone can, and children of that age lie a lot! Parents often worry about this, but there is no need because by the age of about twelve, children lie much less, as they start to learn when it is not acceptable to lie.

So, if lying is a sign of creativity and intelligence, perhaps being 100% honest isn't only impossible for most of us, but not even desirable.

Unit 5 Mind

Page 32, Exercises 2a & b

5.1))

1 I can recall it clearly.
2 I can vaguely remember it.
3 I have no memory of it whatsoever.
4 I remember it as if it were yesterday.
5 I have a vivid memory of it.
6 I can just about remember it.

Page 34, Exercise 4b

5.2))

1 death desperate
2 yawn bored
3 wander occupied
4 zone emotion
5 enough dull
6 purpose capable

Page 37, Exercise 1b

5.3))

A The boy next door is playing his drums again. It's so loud and it's beginning to drive me nuts!
B I know, me too! We really need to do something about it.
A Well, one option would be to have a word with his parents.
B Yes, I think we should, but we need to take into account that it is his hobby and he does have a right to play.
A Yes, but we have a right to some peace and quiet. What if we ask him to move his drum kit to a different room? One which is not on the other side of our bedroom wall?
B We could do, but it might not be possible. I think a better way forward would be to suggest he only plays at certain times, say between 6 and 7 p.m.?
A Yes, but is that fair on him? It's quite limiting. Would it be worth suggesting instead that they get some of those rubber discs to put on the drums that reduce the sound?
B I'm not convinced that he'll want to do that, but I suppose there's no harm in suggesting it.
A I think it would be an effective solution.
B OK. You go and speak to them then. Good luck!

Unit 6 Community

Page 39, Exercise 5a

6.1))

the /ðiː/
the /ðə/

Page 39, Exercises 5b & c

6.2))

1 The English
2 The river
3 The Italians
4 The Irish
5 The mountain
6 The immigrants
7 The ancestors
8 The community

Page 43, Exercise 1b

6.3))

1
A Lovely weather, isn't it?
B Yes, not bad for the time of year.
2
A Have you lived round here long?
B Oh yes, all my life. What about you?
3
A Excuse me, do you mind if I sit here?
B No, go ahead. It's busy today, isn't it?
4
A So, how do you know Lucy?
B We work together. We're both teachers at Railsey School.

5
A I hope you don't mind me asking, but haven't we met somewhere before?
B Oh yes, you do look familiar ...
6
A Sorry, but I couldn't help overhearing ... Were you saying that it's going to snow later?
B Yes, apparently there's going to be a lot. We should probably try and get home early.

Page 43, Exercise 2b

6.4
1
A Excuse me, is anyone sitting there?
B No, sorry. I'll just move my bag.
A Thank you.
2
A I hope you don't mind me asking, but aren't you a friend of Sarah's?
B Yes, that's right, we work together. How do you know Sarah, then?
A Oh, we're neighbours. She lives just across the road.
B Oh, in Villiers Street? That's a nice road.
3
A Have you worked here long?
B No, not really. I started about a month ago.
A Ah, I thought I hadn't seen you before.
4
A Lovely weather, isn't it?
B Yes, it's great to get some sunshine at last.
A Yes, it's been so cold recently.

Page 45, Exercise 5b

6.5
1 So, how do you know Jonathan?
2 I suppose there's no harm in doing that.
3 Have you lived round here long?
4 Sorry, but I couldn't help overhearing ...

Unit 7 Rules

Page 47, Exercises 6a & b

7.1
1
A Amir's report is late.
B You should allow him more time – he was off sick last week.
2
A Where is the file I left on your desk?
B I'm not sure ... Maria might be looking at it.
3
A Did you know Jack got fired?
B That can't be right! What happened?
4
A You must ask permission before you borrow a laptop.
B Oh, sorry. I didn't realize.
5
A I must stop coming in late or I'll get in trouble.
B Try setting the alarm ten minutes earlier.

Page 47, Exercises 6c & d

7.2
1 You should allow him more time.
2 Maria might be looking at it.
3 That can't be right!
4 You must ask permission.
5 I must stop coming in late.

Page 49, Exercises 5a & b

7.3
1 She might have got stuck in traffic.
2 That must have been him.
3 You can't have really wanted it.
4 They must have all gone home.
5 She must have been disappointed.
6 You can't have been hungry!
7 She could have had a problem.

Page 49, Exercise 6b

7.4
People working in factories often listen to music or the radio, but what did they do before that? This first photo shows a newspaper reader in a factory. They were employed to read aloud to the workers to keep them entertained while they worked.

The second photo shows you what people had to do before alarm clocks were invented. If you needed to get up early, you could employ a 'knocker-up'. This man would come with a long pole and knock on your window until you woke up.

Page 51, Exercise 2b

7.5
A Have you seen that they are planning to bring in new laws about driving while distracted?
B Yes, but I'm not sure I quite agree with it.
A Really?
B Yes, I don't think the government should be telling people how to drive.
A You can't be serious! You don't think it's dangerous for people to text while they drive, for example?
B Well, I don't think anyone would disagree with that, but I don't feel it's a problem for someone to have a drink of water, for example.
A I can't agree with you there. People need to concentrate on driving.
B That's true enough, but I'm not sure you can't drive and do some other things at the same time. Do you think people shouldn't listen to music, for example?
A Come off it! That's not the same thing at all.

Unit 8 Old and new

Page 52, Exercise 3a

8.1
1 develop – technology (different)
2 privacy – private (same)
3 broadband – load (different)
4 data – later (same)
5 threat – wet (same)
6 fault – laugh (different)
7 install – technical (different)
8 wireless – access (different)
9 device – notice (different)

Page 52, Exercise 3b

8.2
1 develop – technology
2 privacy – private
3 broadband – load
4 data – later
5 threat – wet
6 fault – laugh
7 install – technical
8 wireless – access
9 device – notice

Page 54, Exercises 3a & c

8.3

1 easy-going
2 self-confident
3 well educated
4 self-centred
5 tech-savvy
6 well informed
7 open-minded
8 family-focused

Page 57, Exercise 1b

8.4

C = Chris, E = Emma, J = Joe, S = Sarah

C So what did you think of the sculptures?

E I loved them. They were very inspiring, and I really liked the way that art and nature combined to produce such a stunning landscape.

C Exactly. And what I particularly liked was seeing how each one was just a little bit different because of how the weather has changed them.

E Yes, me too. It was definitely worth seeing it, wasn't it? Yes, and wasn't it wonderful when the sun started to set behind them? For me that was the highlight.

C What did you make of them, Joe?

J Mmm ... I wasn't that impressed by them, to be honest. I didn't really see the point of them. Just a bunch of statues standing in the sea ...

E How can you say that?

J I don't know – they just didn't live up to my expectations. Also, it was much too cold for my liking. Maybe that's why I didn't appreciate them.

E Er, what about you, Sarah?

S I liked them, but I found them a bit disturbing.

E That's what the artist was trying to do, I think – provoke different reactions in people.

Page 58, Exercises 2 & 3

8.5

P = Presenter, JC = Jack Cole

P These days we have maps, compasses, and GPS devices to help us find our way. But recently there has been a trend in learning the skills our ancestors used to establish which direction they were going in, using only nature's signposts. Here to tell us more is Jack Cole, who runs courses in natural navigation. Jack, would you give us some examples of natural navigation? How does it all work?

JC Sure, so natural navigation is, as you say, about using clues from nature, such as the sun, the moon and the wind, to work out your direction. And the first thing I show people is how to use the sun as a signpost. The main thing to remember is that when the sun is at its highest, in the middle of the day, it is in the south.

P Really, but isn't the sun overhead in the middle of the day?

JC That's what many people believe, but no, it's in the south. So, if it's the middle of the day, and you want to go south, follow the sun.

P Hmm, interesting. I didn't know that. And is that true for all countries? Some of our listeners live in the southern parts of the world.

JC No, that's a very important point. If you are in the southern hemisphere, in Australia, or Argentina, for example, then the sun is in the north in the middle of the day.

P OK, so, what if it's cloudy and you can't actually see the sun?

JC Even when it's cloudy the sun's heat travels to the Earth and you can work out the position of the sun by feeling the temperature on both sides of a rock. The sun will heat up one side of a rock more than the other. The warmer side will be the southern side.

P Or the northern side, if you're in the southern hemisphere?

JC Indeed.

P Ha, ha. And what other signposts can we look out for?

JC Well, the shape of trees can tell us a lot. In northern parts of the world the sun is mostly in the southern part of the sky. The side of the tree that gets the most sun, the southern side, is denser and heavier than the side that is shaded by its own leaves.

P I see. Interesting. So trees are not symmetrical?

JC No, and the branches grow in different directions, too. The branches on the south side grow more horizontally, out towards the sun, whereas the northern branches tend to grow upwards in their search for more sunlight.

P Hmm, well, that is fascinating. Now, you mentioned the wind earlier ...

JC Yes, one of the simplest things you can do is look up to the sky and note the direction in which the clouds are moving. You can use this to stop yourself from getting disorientated.

P Ah, yes. Good tip.

JC Another clue to look out for is spiders' webs. Spiders always build their webs on the north-east side of a building or wall or tree, so that the south-west wind, which is the strongest wind here in the UK, doesn't destroy their web. Obviously it's different in the southern countries, but the same principle applies.

P So the spider knows instinctively to build its web on the north-east side? Isn't nature incredible? Well, all these clues are fascinating, Jack, but isn't natural navigation a bit of a slow process? Wouldn't it be simpler to use a map?

JC Of course, but natural navigation isn't about getting quickly from A to B. It's more about making your journey more interesting. It's a way of stopping to appreciate the world around you. It forces you to look at things in a different way.

P Well, you've certainly inspired me to give it a try. Jack, many thanks for coming in today. And if you're interested in taking a course in natural navigation, you can ...

Unit 9 Nightlife

Page 61, Exercises 6b & c

9.1

1 magical – beautiful
2 dramatic – depressing
3 artificial – accidental
4 lively – cosy

Page 63, Exercise 7b

9.2

1 be fast asleep
2 be wide awake
3 fall asleep
4 nod off
5 be a light sleeper
6 have a lie-in

Page 65, Exercises 1 & 2b

9.3

Conversation 1

A So, we're all agreed that we should go to Luigi's on Friday, then?

B Hang on a minute, when did we agree that? You know I'm not very keen on Italian food.

A But it's really good. Surely there must be something you like?

B No, not really. I don't see why we ...

C Can I just say that you chose where we went last time, and it wasn't very good. At least we know the food is good at Luigi's.

A Just a second, I've got an idea. How about going to that new place in the square? They do Italian and other stuff as well, and I've heard it's great.

Conversation 2

A So, as I was saying, having looked at the projected sales for the next few months, it's very clear to me that ...

B Excuse me for interrupting, but I don't think we've actually all seen those figures.

A Well, they're in the handout, page 6. Anyway, as you can see, the sales figures look very strong, so it's clear to me that we should be thinking of expanding ...

B I'd like to say something, if I may. The sales figures are mainly based on just one order, so I don't really think ...

Unit 10 Senses

Page 67, Exercises 5b & c

10.1

1 Across the room, a tall, dark and handsome man was staring at me.
2 I'm planning to wear a black-and-white silk shirt to the wedding.
3 She makes all her own clothes on a beautiful old sewing machine.
4 In the corner of the room, there was an antique French dressing table.
5 Her hair was long, curly and blonde, and she looked amazing.
6 I'm looking for a large square silver mirror to put over the fireplace.

Page 69, Exercises 6b & c

10.2

1 I laughed until my sides hurt; it was hilarious.
2 I love reading his articles; he's so witty.
3 The film was so tedious, I started checking my phone instead.
4 It wasn't funny, just really distasteful.
5 It was completely predictable.
6 Throwing cream pies at people isn't funny, it's just childish.

Page 71, Exercises 1 & 2

10.3

P OK, you start by stirring together flour and salt. Then whisk together the butter, sour cream, eggs and oil.

J Am I right in thinking that's in a separate bowl?

P Oh, yes, that's right. You stir the wet ingredients into the flour after you've whisked them. Do you see what I mean?

J Yes, that's fine. What's next?

P You boil the potatoes while the dough is left to stand for fifteen to twenty minutes.

J I'm sorry, I didn't quite catch that last bit.

P You leave the dough in the bowl for fifteen to twenty minutes while you cook the potatoes. Put a towel over it so it doesn't dry out.

J Oh, OK.

P Mash the potatoes with cheese, and season with salt and pepper.

J Sorry, did you say mash them with cheese?

P Yes, that's right. That's the filling. Then you roll out the dough and cut out circles. You put the filling in the middle of the circles and then seal them into semi-circles ... are you still with me?

J Yes, that's fine. And how do you cook them?

P You boil them, but not for long. They're done when they float to the top of the water. Then, you ...

Page 71, Exercise 3

10.4

1 Am I right in thinking that ...?
Am I right in thinking that ...?
2 Do you see what I mean?
Do you see what I mean?
3 I'm sorry, I didn't quite catch that last bit.
I'm sorry, I didn't quite catch that last bit.
4 Sorry, did you say ...?
Sorry, did you say ...?
5 Are you still with me?
Are you still with me?

Page 73, Exercise 1

10.5

1 large / a / through / post / came / square / brown / parcel / the
2 you / unless / I / succeed / help / won't / me
3 driving / I / to / on / am / the / used / left
4 was / the / sunny / and / room / welcoming
5 on / amazingly / jacket / good / her / the / looked
6 he / became / hideous / monster / suddenly / a / old

Page 73, Exercise 5b

10.6

A It's very important that we think outside the box on this project. Bea, you look a bit confused. Do you get what I'm trying to say?

B I'm not quite sure what you mean by 'thinking outside the box'.

A I mean that we need to think in new and creative ways.

C Can I just come in there? It's fine to say we have to be creative, but the ideas have to actually work, don't they?

A Of course. What we're looking for is a completely new way of approaching the problem that will work much better than what we're doing ...

B So, are you saying that what we're doing at the moment isn't working?

A No, I'm not saying that, exactly, but I think we could probably be more effective.

C I'd like to comment on that. I think it's important to say how we could be more effective.

Unit 11 Media

Page 75, Exercises 7a & b

11.1

1 She asked when I'd be ready.
2 He said he was going to buy a new house.
3 She said she's never been there.
4 I asked whether you lived round here.
5 He said he'll give me a lift.
6 He asked me if I liked the show.

Page 79, Exercises 1 & 2

11.2

Conversation 1

A Have you heard about those mysterious craters they found in Siberia, Russia? Apparently, they've found even more of them.
B Yes, I think so, weren't they something like eighty metres wide?
A Yes, that's right. What's worrying about it is that they think they may have been caused by climate change.
B Really? How?
A Well, I can't remember exactly, but it's something to do with gas exploding out of the Earth because the ice has melted on the surface.

Conversation 2

C Have you ever accidentally been given some money that didn't belong to you, like when someone gives you too much change?
D Occasionally, yes. I usually give it back if I notice.
C Well, according to this news item I saw, there's a teenager in America who found something like 30,000 dollars in his bank account that wasn't really his.
D Wow! What did he do with it?
C From what I understand, he spent the lot!
D Oops. I bet he got into trouble, didn't he?

Unit 12 Life stages

Page 80, Exercise 5

12.1

1 His grandparents helped to bring him up.
2 I care for my mother at home.
3 They really look up to their big sister.
4 Who do you take after?
5 Please don't tell me off.
6 I didn't know who to turn to.

Page 85, Exercises 1 & 2

12.2

You know, in retrospect, it's no great surprise that I ended up being a teacher. My mother was a teacher, my grandmother was a teacher ... it's in the family. But when I was younger, I was determined to be an actor. What was I thinking? There are virtually no jobs and it's a really hard life. I tried it for a couple of years, but spent most of the time doing really badly paid secretarial jobs to get some money.

Thank goodness my parents finally persuaded me to train as a teacher. Even then, I thought I would just do it so I could earn some money and get back to acting. But I found that I actually really loved it. If I hadn't been so desperate for money, I wouldn't have even thought about going into teaching, but in the end my poverty was a blessing in disguise because I found what I really wanted to do – teach. So thanks, Mum, that was a good call!

Of course, it makes a difference that I was able to find a job at such a good school. I feel very fortunate to have so much support ... I don't think every teacher is as lucky.

Page 86, Exercises 2, 3a & b

12.3

P = Presenter, **JH** = Jon Holmes, **SL** = Sarah Lind

P Lazy, untidy, grumpy and prone to taking stupid risks. Teenagers don't exactly have a good reputation. But how fair is this stereotype? And are teenagers the same around the world, in different cultures? Or is being a teenager simply a modern western invention?
Here to discuss these questions we have Sarah Lind, who is something of an expert on the teenage brain, and anthropologist Jon Holmes. Welcome to the show.
JH/SL Thank you!
P Jon, is being a teenager just a modern, western invention?
JH Well, basically, yes it is. The word 'teenager' apparently first appeared in print in 1921, and the whole idea has basically grown since then. Before that, we didn't really have teenagers in the same way because young people were expected to start work much earlier. In the Victorian age, most young people would leave school at ten or eleven – if, indeed, they ever went to school – and join the adult world of work. Nowadays, we separate off teenagers from the adult world by requiring them to go to school until they are around eighteen; so they spend most of their time with other teenagers, not adults.
It's completely different still in many other cultures around the world, where teenagers spend their time with adults, learning from them about how to behave in the world.
P So are you saying that if teenagers spent time with adults instead of other teenagers, all the stereotypical behaviour wouldn't happen?
JH Yes, pretty much.
P But I can remember from when I was at school a quote from Shakespeare about teenagers, something like 'I would there were no age between ten and three and twenty' – that's twenty-three – and he goes on to list all the bad behaviour this age group takes part in. So can we really say that teenager behaviour is just a modern invention?
SL I don't doubt that Jon has a good point about the impact of changes in society, but there's no doubt that a lot of the behaviour we associate with teenagers is down to biological changes in the brain. Until relatively recently, it used to be thought that the brain had pretty much stopped developing by twelve or thirteen; but we now know that the brain goes on making new connections until the early twenties. And the last part of the brain to fully develop is the frontal cortex, which is responsible for controlling impulsive behaviour and risk-taking.
P So there is a biological basis for stereotypical teenage behaviour?
SL Absolutely. Teenagers just don't generally have the self-control that we develop later. But, as I said, I do think Jon has a point about being surrounded by other teenagers. How

they are judged by people around them is very important to teenagers, so being surrounded by other teenagers all the time may not be the best idea.

JH Yes, that's right. In fact, research shows that a teenage driver is five times more likely to have a car accident when they are driving with one or more friends of the same age in the car. Their desire for their peers to approve of them is more important than any risks they're taking.

P Interesting stuff. Are any of the other typical teenage traits down to biology, Sarah?

SL Well, we all know that teenagers are supposed to have difficulty in getting out of bed in the morning, and that probably has a biological basis, too. Their sleep clock actually shifts, and we see this in many other mammals, too. Their bodies are programmed to go to bed and get up about three to four hours later than adults.

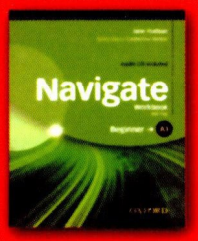
P That would cause problems getting up for school.

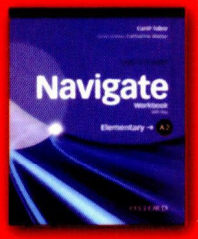
SL Yes, it does. In fact, some people think that the reason teenagers are so moody is because they are so sleep-deprived. They just don't get enough sleep. Some schools are experimenting with starting the school day later, at 10 a.m., and they are seeing noticeably improved exam results. I think it's something that all schools should be doing ...

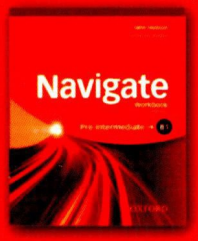
Page 87, Exercise 5b

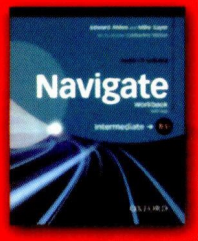
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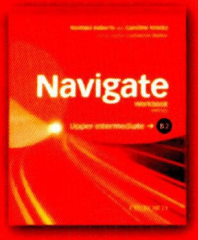
1 I didn't know who to turn to.
2 What's impressive about it is that ...
3 According to the newspaper I read, ...
4 I couldn't have wished for a better opportunity.
5 From what I understand, ...
6 I kick myself about it now.
7 It was a blessing in disguise.

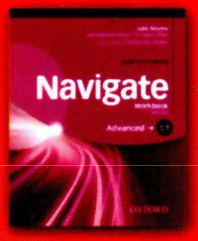












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