

OXFORD

Oxford Discover Futures



Lewis Lansford

Workbook

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What connects us?

1 Look at the photo on page 5 and answer the questions.

- 1 What differences do you notice between the two people?
.....
- 2 In what ways are they the same?
.....
- 3 In what ways is each person exactly what we expect of someone their age?
.....

2 Study the reading strategy. Then read the article on page 5 and decide if the sentences are true (T) or false (F). Correct the false statements.



Reading strategy

Identifying the author's purpose

When you read a non-fiction text, it will help your understanding to think about why the author wrote it.

- What is the main idea? What does he/she want us to think about?
- Does the text inform and teach us? Does it try to persuade and influence?

- 1 The author wrote the text to explore the generation gap and problems it can cause, and to suggest a possible solution.
.....
.....
.....
- 2 The main idea is that it's almost impossible for people from different generations to understand one another.
.....
.....
.....
- 3 The text doesn't inform or teach us, because its purpose is to persuade and influence.
.....
.....
.....

3 Read the article again. Match each statement (1–6) to the paragraph (A–F) that gives the information.

- 1 The generation gap affects people in their job because it means that people of different ages working together may have very different opinions.
- 2 The writer suggests a change in thinking: choosing to see other generations as working with you rather than against you.
- 3 The generation gap is the difference between the way older and younger people see the world.
- 4 It's a good idea to get to know people who aren't your age, and to hear what they think.
- 5 The generation gap isn't necessarily just a problem; it can also be a great opportunity for learning.
- 6 Parents should learn about their children's world and not just say they don't like it.

4 Which statement gives the best conclusion of the article?

- a Learning and change are both easier for younger people.
- b Technology often causes conflict between young and old.
- c Differences can be good if we take time to understand them.

5 Answer the questions. Use ideas from the article.

- 1 Think of one or two things you have now that you think your parents wish they had when they were your age.
.....
.....
- 2 Explain something about yourself or your life that you wish the older generation understood better.
.....
.....
- 3 Name one or two useful things you've learned from someone in an older generation.
.....
.....

BRIDGING THE GENERATION GAP — *with empathy*

- A** One of the most important jobs parents have is to teach their children about the world and how to live successfully. However, every generation grows up in a world different from their parents'. This often leads to young people feeling that their parents don't understand them, and to parents feeling that their kids' values are wrong. This difference in attitudes and lack of understanding is called the generation gap.
- B** The effect of the generation gap on families is obvious: parents and children frequently disagree about everything from clothes to music to careers. But the generation gap can also be felt in the workplace. As young employees enter companies, they may have completely different expectations from the older generation working in the company. Ideas about work-life balance, what makes a "good" job, and how managers and employees should talk to each other may be very different. This can lead to frustration for everyone.
- C** But does it have to be this way? While it seems obvious to think of your own generation as "us" and the other generation as "them," if we redefine "us" as "our family" or "our company," then we can see both generations as being on the same side – playing for the same team. And if we then truly listen to the people around us – older and younger – with empathy, we can begin to accept that our differences may make us stronger as a team. This means, of course, that while we expect children to learn from their parents, we also expect parents to learn from their children.
- D** That doesn't mean that parents need to adopt their kids' dress sense or listen to their music, but it does mean that parents may need to learn more about the role of technology – for example, social media – in their kids' lives, and possibly even to try it for themselves before they criticize it.
- E** Here are three tips for bridging the generation gap:
- Get to know other generations. Try to socialize with people who are both younger and older than you.
 - Learn to really listen and not just think about what you're going to say next.
 - Remember: You can learn from anyone, whether they're older or younger than you.
- F** The generation gap isn't going to go away, because the world won't stop changing. But if we start to think of it as a source of learning and growth rather than just a conflict, we may make the world a better place for everyone.





Fitting in

- 1 How much do you agree with the sentences (1 = completely disagree; 5 = completely agree)?
- Peer pressure is always bad.
 - Great leaders rarely follow the crowd.
 - Conformists are boring.
 - Rebels are usually dangerous.
 - Standing out in a crowd is a bad thing.
 - Everyone should do their own thing sometimes and enjoy being an outsider.
- 2 Choose the correct words to complete the text.

THE GENIUS OF DOING YOUR OWN THING



All of us, but especially teens, often feel ¹... pressure – that feeling that we should ²... the crowd, do what everyone else is doing, and try not to be different. It can feel difficult to ³... out in a crowd, to be the only one who looks, thinks, or feels a certain way. However, while it isn't easy being ⁴... , you are not alone in the world. When you ⁵... against everyone around you, you have something in ⁶... with many great thinkers, including the scientific genius Albert Einstein. While he was able to work with others well and share his ideas, he didn't always ⁷... to their ideas of science or how a scientist should behave. He didn't always follow the rules – he was not ⁸... , and he didn't try to be like anyone but himself. So, go ahead – ⁹... your own thing and fit in with Einstein. You may be on the road to greatness!

- | | | |
|------------------|----------------|-----------|
| 1 a rebel | b peer | c common |
| 2 a follow | b stand | c conform |
| 3 a have | b be | c stand |
| 4 a a conformist | b an outsider | c a rebel |
| 5 a rebel | b conform | c are |
| 6 a common | b pressure | c crowd |
| 7 a follow | b conform | c be |
| 8 a a crowd | b a conformist | c a rebel |
| 9 a have | b be | c do |

Forming nouns from verbs

- 3 Complete the text with the correct form (verb or noun) of the verbs in parentheses.

What we can learn from *Stella Young*

Because she looked so different from most people, Stella Young's ¹... (appear) often caused a ²... (react). She was a wheelchair user, weighed about 40 kilograms, and though she was an adult, she was the size of a child. She spent her career as a writer and comedian trying to help people ³... (understand) disability. She noticed from a young age that people would ⁴... (treat) her differently – speak more loudly to her, for example, as though being in a wheelchair made hearing difficult – it didn't. And people would look at her with an ⁵... (express) of sadness, when she herself felt that she had a great life.



- 4 Complete the text with the correct form (verb or noun) of the words below.

appear express practice react treat understand

How we read each other's emotions

When you feel emotion, your face ¹... . You can ²... trying to hide your feelings, but it's almost impossible to stop the smile that ³... in your eyes, even if your mouth and lips don't show it. And this is important, because the way we ⁴... one another when we interact is based partly on the emotion that we read on others' faces. But what emotions can faces show? Scientific ⁵... is improving constantly. Scientists believe that the ⁶... on your face could indicate one of four emotions: happiness, sadness, fear, or anger.

Talking about past states and habits

5 Complete the dialogue with the correct form of *used to* and short answers.

- Amy Have you ever lived abroad?
 Ben Yes, I have. I lived in China for a few years.
 Amy ¹ (you / go) to school in China?
 Ben Yes, I ²
 Amy Wow, that's really cool. Why were you there?
 Ben My mother ³ (work) for a company that had an office in Shanghai.
 Amy Shanghai? That's so interesting.
 Ben But you ⁴ (live) abroad, too, right? Was it Germany?
 Amy No, we didn't live there. But we ⁵ (visit) my grandparents there every summer.



6 Where possible, rewrite the sentences using *used to*.

- 1 Lionel Messi lived in Argentina.
.....
.....
- 2 As a small child, he played soccer with his brothers and cousins.
.....
.....
- 3 He joined Grandoli Soccer Club when he was four years old.
.....
.....
- 4 His grandmother attended all of his games.
.....
.....
- 5 He and his family moved to Spain when he was 13.
.....
.....
- 6 In 2011, he became captain of the Argentina team.
.....
.....

7 Where possible, replace *used to* in the text with *would* or *wouldn't*.

Two

SUPER-SMART KIDS

and how it all began

Taylor Wilson ¹*used to* dream of being a scientist. As a young child, he ²*used to* read books about kids who liked science – books like Ken Silverstein's *The Radioactive Boy Scout*. He became fascinated by radiation. So, he ³*didn't use to* spend his weekends being lazy, like some of his friends. Instead, he ⁴*used to* go around his hometown on the weekends, searching for natural radioactivity. He ⁵*used to* live in Arkansas, in the US, but his family moved to another part of the US, Nevada, so he could attend a school for gifted students. At the age of 14, he built a nuclear reactor!

When she was a child, **Brittany Wenger's** parents ⁶*used to* tell her that she was going to be great one day. And they were right! At school, she ⁷*used to* spend a lot of time in the computer lab, learning to code. But she ⁸*didn't use to* ignore her other subjects – she ⁹*used to* get good grades in everything. But when her cousin got cancer, Brittany decided to use computers to help doctors find cancer in patients – and her invention worked. Brittany ¹⁰*used to* live with her family in Ohio, but now she studies computer science at Duke University in North Carolina.

- | | | | |
|---|-------|----|-------|
| 1 | — | 6 | |
| 2 | would | 7 | |
| 3 | | 8 | |
| 4 | | 9 | |
| 5 | | 10 | |

8 Complete the sentences with *used to* / *didn't use to* or *would* / *wouldn't*. For some sentences both forms are possible.

- 1 In the summer, the kids in the neighborhood often stay up late playing outside.
- 2 The students at my new school be strangers, but now they're friends.
- 3 Before I got a bike, I cycle to school. I walked every day.
- 4 My dad work as a lawyer, but then he retrained to become a teacher.
- 5 We live in a house, we lived in an apartment.



Talking about adapting to change

- 9 Read the social media post and decide if the sentences are true (T) or false (F).



11:15 a.m.

Aysun Demir

Moving to a new city isn't easy, especially when you come from a small town. I'm used to having a quiet bicycle ride to school, but now I have to take the subway. I'm not completely used to it yet, so it still feels a bit scary. However, I like my new school, and I'm getting used to my new classes and teachers. My old school was much smaller, so it was very different! But I'm not worried. I think I can learn to be comfortable anywhere.

- 1 Aysun used to live in a small town.
- 2 She's getting used to cycling to school.
- 3 She's used to taking the subway.
- 4 She's getting used to her new school.
- 5 She's used to smaller numbers of students in each class.
- 6 She thinks she'll get used to her new life.

- 10 Complete the conversation with the correct form of *be* or *get* and *used to*. Some sentences use *not*.

How's boarding school?

1 (you) living in a dormitory? What about Tom?

It isn't very quiet! Tom ² a lot of noise at home – he grew up with five younger brothers and sisters, so it isn't a problem for him. But I ³ it yet.

And how about the weather? When my cousins moved to England, they ⁴ cold weather, because they came from a hot country.

All the rain is a bit boring at first, but after a while, you ⁵ it.

My cousins said they never ⁶ it!

Influencing

- 11 Choose the correct words to complete the online article.

Traditional ads vs online influencers

Do you notice a lot of advertising online? According to recent research, the average internet user sees more than 10,000 ads per month – ads that try to ¹**admit** / **persuade** us to buy a product or service, or to click on a link to look at more advertisements. But can companies really ²**justify** / **trust** the expense of advertising? Do online ads actually work? Do they really ³**convince** / **admit** people to buy things? Some experts think probably not. According to one study, teens can be very ⁴**influential** / **stubborn** consumers. In fact, 84% of them don't ⁵**trust** / **admit** traditional advertising – they know the company is just trying to get them to buy something. However, ads aren't the only way to sell things. In another study, 87% ⁶**admitted** / **criticized** that they don't mind if ⁷**an influential** / **a stubborn** online personality tries to talk them ⁸**into** / **out of** buying a product by showing themselves using it in a vlog or YouTube video.

- 12 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 Can you think of a time when you stood out in a crowd or were an outsider? How did it feel? How did others react?
.....
.....
- 2 What was the hardest change to get used to when you moved from elementary school to secondary school?
.....
.....
- 3 Do you agree with the article in exercise 11? Do you trust traditional advertising? How do you feel when an online personality recommends a product?
.....
.....

Listening

- 1 Study the listening strategy. Then read the questions and underline the key words before looking at the options (a–d).



Listening strategy

Answering multiple-choice questions

When you have a multiple-choice listening task, underline key words in each question before you look at the options.

- 1 What's the main topic of today's show?
 - a psychology
 - b parent-teen relationships
 - c medical issues
 - d teen friendship
- 2 What does Dr. Schmidt do?
 - a helps families to improve communication
 - b researches how teens learn
 - c advises schools on teenage issues
 - d studies how teens use media
- 3 What does the host say about YouTube?
 - a Parents want to stop their teenage children from watching YouTube.
 - b Parents think their children learn a lot from YouTube.
 - c Teens don't believe what they hear on YouTube.
 - d YouTubers have a lot of influence on teens.
- 4 What does Dr. Schmidt's research show?
 - a Parents influence teenagers in some ways.
 - b YouTubers influence parents through their teenage children.
 - c Parents don't understand teenagers.
 - d Teens don't understand adults.
- 5 What does Dr. Schmidt say about education, finance, and health and well-being?
 - a Parents and teenagers can't communicate about these topics.
 - b YouTubers help teenagers understand these important issues.
 - c Teenagers consider their parents' opinions when making decisions about these topics.
 - d Teenagers don't want to think about them.

- 2 1.01 Listen and write your answers to the questions. Then compare your answers with the options and choose the closest one.

- 3 1.01 Listen again and check your answers.

Speaking

- 4 Complete the dialogue with phrases a–g.

- a Have you ever considered
- b OK, you've persuaded me.
- c it really helped
- d I know someone
- e Perhaps you could
- f Sorry, I'm not convinced
- g You might not realize this, but

Art Have you seen this ad for the archery club. I went last week, and it was great. ¹ doing something like that?



Bea Archery? No, it isn't for me. I'm not very good at sports.

Art I think it's different from other sports. ² a few kids from our class go – not just me. ³ who tried it last year and she said ⁴ her feel more confident about sports.

Bea ⁵ I just can't see myself trying to shoot a target with an arrow!

Art You should try it. ⁶ just come for a trial session and see if you like it. I love it! And we always have pizza afterwards!

Bea ⁷ I'll go to the next meeting. When is it?

- 5 Write a dialogue. Choose one of the situations or use your own idea. Use phrases from exercise 4.

- Try to convince your friend to take up a hobby that you enjoy.
- Try to persuade your friend to listen to a new musical group.
- Try to get a friend to read a book that you really like.

An opinion essay

1 Look at the title of the essay. What is your answer to the question?

2 Read the opinion essay and answer the questions.

1 What three reasons does the writer give for having friends?

2 According to the writer, what do we need to do to develop friendships?

3 Why does the writer believe you can have too many friends?

LANGUAGE POINT Introducing opinions

3 Complete the phrases in the essay that introduce opinions. Use the words below.

my belief that my opinion say that
strongly believe way I see it

4 Think of your own opinion about having too many friends. Complete the sentences with your own ideas.

1 In my opinion,

2 I strongly believe

3 I'd say that

4 It's my belief that

5 The way I see it,

Is it possible to have too many friends?

At first, the answer to this question may seem obvious. Having friends is good, because we need people to talk to and share ideas with. Also, we can learn from our friends, and sometimes we need people to help us. So, if having friends is good, then having a lot of friends must be even better, right?

Friends are important because of what we get from friendship. But what we receive from friends has to be given in return. The ¹....., friendship requires that we spend time with people. We get to know our friends by sharing experiences together and by helping each other when it's necessary. I ²..... that we can probably only do this with three or four other people at any time. If we try to be good friends with more people than that, in ³....., we end up not spending enough time with any of them. I have three or four people in my life who I call good friends. That said, of course it's OK to know and get along with a lot of other people. It's ⁴..... we should enjoy our classmates and our connections on social media. But we shouldn't try to think of everyone we know as a friend. Friendship is a special connection.

In conclusion, I'd ⁵..... it's possible to have too many friends. We have enough time for three or four friends at one time, and no more.

Do you have too many friends?



Task An opinion essay

5 You are going to write an opinion essay. Read the statements. Do you agree (A) or disagree (D) with them?

- 1 Most friends on social media aren't *real* friends.
- 2 It's better to have a lot of good friends than one *best* friend.
- 3 It takes years to become a true friend.
- 4 True friends are friends forever.
- 5 Your best friend should be the most important person in your life.

Think and plan

6 Study the writing strategy. Then think about the questions (1–3).



Writing strategy

Deciding on a topic

You are often able to choose your topic for a writing assignment. You can write a better text if you choose the right topic for you. If possible, choose a topic that:

- you are personally interested in.
- you have a clear opinion about.
- gives you plenty of ideas when you think about it.

- 1 Which of the statements in exercise 5 interests you the most?
- 2 Which ones do you have a clear opinion about?
- 3 Which ones give you plenty of ideas when you think about them?

7 Choose one topic from exercise 5. Think of a title for your opinion essay.

.....

.....

.....

.....

.....

8 Write a sentence saying what your opinion is on the topic.

.....

.....

.....

.....

.....

9 Look at the paragraph plan. Make notes about ideas that support your opinion.

Paragraph 1 – Introduce the essay title in an interesting way and state your opinion.

Paragraph 2 – Explain your opinion with supporting examples.

Paragraph 3 – Sum up your opinion and restate why.

Write a first draft

10 Write a first draft of your opinion essay. Write about 225 words. Use your answers from exercises 6–8 and your notes from exercise 9 to help you.

Review and edit

11 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Are your ideas relevant to the essay title? ☐
- Is it clear what your opinion is? ☐
- Do your ideas support your overall opinion? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable phrases for introducing your opinion? ☐

12 Now write a final draft of your opinion essay.



Reading to learn

- 1** What questions do you ask yourself to understand an author's purpose?

.....

.....

.....

.....

- 2** In one sentence, what is the main idea of the text on page 5?

.....

.....

.....

Vocabulary and Grammar

Fitting in

- 3** Complete the expressions that have similar meaning.

- conform
follow the ¹
- be a ²
- ³ in a crowd
be an ⁴
- do your own ⁵

- 4** Write three sentences using three of the expressions from exercise 3.

1

2

3

Forming nouns from verbs

- 5** Write the noun form of the verbs.

- 1** practice
- 2** understand
- 3** appear
- 4** react

- 6** Complete the questions with a noun or verb from exercise 5. Then answer the questions.

- 1** Who do you know who has a lot of of serious subjects and is easy to talk to?
-
- 2** What sport, musical instrument, or skill do you regularly?
-

Talking about past states and past habits: *used to*

- 7** Complete the rules with the words below.

actions happen states true

- We use *used to* + infinitive to talk about past ¹ that are no longer ²
I used to live in London. Now I live in Paris.
- We also use *used to* + infinitive to talk about repeated past ³ that no longer ⁴
I used to walk to school. Now I cycle.

- 8** Write three sentences about your own past states or habits in connection with weekends or vacations.

1

2

3

Talking about past states and past habits: *would*

- 9** Complete the rules. Refer to Discover grammar on page 113 of the Student Book.

- We use *used to* + infinitive or *would* + infinitive to talk about ¹
He would go to the science lab every day.
- Would* sounds slightly more ² than *used to*.
They would program the computer together.

- 10** Write three sentences with *would* about past habits in connection with friends and free time. Use the adverbs of frequency.

1 (always)

2 (sometimes)

3 (never)

Talking about adapting to change

- 11** Match the sentence halves. There is one extra ending.

- 1** We use *be used to* to talk about
- 2** We use *get used to* to talk about
- a** new things or situations in our lives that are (or aren't) becoming normal.
- b** past habits and routines and states.
- c** new things or situations in our lives that are already (or aren't yet) normal.

12 Complete the sentences with your own ideas.

- 1 This year, I've been getting used to ...
-
-

- 2 I've tried, but I'm still not used to ...
-
-

Influencing**13** Write the verb for the definitions.

- 1 to say what is bad or wrong with somebody or something
- 2 to give or be a good reason for something
- 3 to succeed in making someone believe something
- 4 to cause someone to do something by giving him or her good reasons

14 Think of a person for each description. Then explain why.

- 1 someone you trust
-
- 2 an influential person in your life
-
- 3 a stubborn person you know
-

Listening**15** What should you do to prepare to answer multiple-choice questions before listening?

.....

.....

.....

16 What should you do during and after listening the first time?

1

.....

2

.....

3

.....

Writing**17** What three qualities make a good topic for an opinion essay?

1

2

3

18 If you could write an opinion essay on any topic, what would you choose?

.....

Reflect**What connects us?**

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what connects us?

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....



- 1 Look at the pictures on page 15. Do you know anything about these “legendary cities”?

- 2 Study the reading strategy. Then look at the summary. What kind of word do you need for each blank?



Reading strategy

Scanning for specific information

When you need to find specific information in a text, like a name or a number, you don't need to read every sentence.

- Decide what information you need: is it a name, a number, a date, a time?
- Scan the text until you have found the information.
- Read the sentences around the information to check you have found all of it.

Plato wrote about Atlantis over ¹ years ago, describing it as a powerful, war-like city that was destroyed by an ² Atlantis was just a story; however, real undersea cities have been found near ³ , ⁴ , and ⁵

When Europeans arrived in South America in the ⁶ , they were searching for a city of gold. The legend was based on the rituals of the ⁷ , a group of native people, but the city didn't actually exist.

Shangri-La was said to be in China's ⁸ Mountains, according to a novel called ⁹ The city first appeared in this book, which was published in ¹⁰

- 3 Scan the article on page 15 and complete the summary.
- 4 Scan the article again and answer the questions. Underline the sentence in the text that gives you the information.
- Did Plato believe Atlantis actually existed?
.....
 - Did the Muisca people believe that the city of gold existed?
.....
 - Have explorers tried to find the city of Shangri-La?
.....

- 5 Read the article and choose the correct answers.

- The people of Atlantis
 - left a detailed written history
 - had a strong sense of justice
 - attacked other cities unfairly
 - left the city before the earthquake
- Nowadays, ... Atlantis.
 - some people are still looking for
 - no one believes in
 - tourists visit the ruins of
 - some people want to rebuild
- It seemed to Europeans that the Muisca ... gold.
 - wanted to steal their
 - had a lot of
 - expected to sell their
 - had never seen
- The Muisca ceremonies were ... outsiders.
 - completely unknown to
 - known to
 - invented by
 - presented just to entertain
- Shangri-La is a name that comes from
 - ancient Chinese stories
 - early British explorers
 - maps from the 1800s
 - a work of fiction
- The main character in *Lost Horizon* ... Shangri-La.
 - never actually visited
 - was held prisoner in
 - chose to remain in
 - led an attack on

- 6 Answer the questions.

- What fictional cities can you name from books, movies, or television? Write a short description of one.
.....
.....
- What would your dream city – your Shangri-La – be like? What would it have? What would it definitely not have?
.....
.....

LEGENDARY CITIES

Over the years, stories have been told and repeated about beautiful, hidden cities – rich places, with happy people, cut off from the rest of the world. Some people believe the legends are based on historical fact, and that if we keep searching, we may one day find evidence of their existence. Here we look at three of these “lost cities.”

ATLANTIS

More than 2,000 years ago, the Greek philosopher Plato wrote about the city of Atlantis. Long before his own time, he said, a rich, powerful military city had existed on an island in the Atlantic Ocean. Life was happy there, but Atlantis attacked other countries unfairly. One day, a huge earthquake struck, and Atlantis disappeared beneath the sea.

But Plato’s story wasn’t written as history – it was a lesson about fairness. However, people have long talked of the city as though it actually existed, and some are still looking for it. Although the undersea remains of ancient cities have been found near India, Japan, and Greece, Atlantis will never be found.



EL DORADO

Europeans traveling to South America in the 1500s were looking for a legendary city of gold: El Dorado. They believed it was well hidden, and full of precious metal and jewels – and they wanted to find it.

Where had the story come from? A group of native people known as the Muisca had ceremonies where leaders were covered in gold dust before washing in a lake and throwing small pieces of gold into the water. Outsiders knew about the ritual, and the story of “The Gold One” (*El Dorado* in Spanish) spread, and with it the idea of a city of gold – though it never actually existed. Local people may have used the story to try to get rid of invaders, telling them that the city did indeed exist, but that it was far away, and they must go looking for it.



SHANGRI-LA

The story said that in the Kunlun Mountains of Central China, there existed a happy secret city where people lived to be hundreds of years old. However, unlike Atlantis and El Dorado, we know that the city is fictional. Why? Because it comes from a 1933 novel by James Hilton, called *Lost Horizon*. It’s the story of a British diplomat who is taken to Shangri-La after his plane crashes in the mountains. Although they expected to be rescued and returned home, he and his companions instead decide to stay, because the city is a paradise. So, while no one has ever actually searched for Shangri-La, we use the name to describe any beautiful, remote paradise that feels cut off from the world.





Settlements

1 Match each city (1–6) with the word that best describes it (a–f).

- 1 For more than 900 years, students have been coming to Oxford, England, to learn from some of the greatest minds.
- 2 Hundreds of factories in Çerkezköy make a wide variety of products, and employ thousands of people.
- 3 Saclay is a residential area of Paris about 19 kilometers from the city center.
- 4 A lot of people who live in Sitges, Spain, go to work every day in Barcelona, about 40 kilometers away.
- 5 People visit Sharm El Sheikh to enjoy the beaches and diving in the Red Sea.
- 6 The Citadel of Qaitbay was built in the 1400s to protect Alexandria.

- | | |
|-------------------|-------------------|
| a suburb | d commuter town |
| b university city | e industrial town |
| c seaside resort | f fortress |

2 Complete the text with the words below.

hamlet neighborhood fishing village
market town resort port

Question: I'm looking for a good place to visit for my first trip to Mexico. What do you recommend?

Answer: Puerto Vallarta, on the Pacific coast of Mexico, is a resort town and busy ¹..... city with an active harbor. Though Puerto Vallarta isn't large, it has a lot to offer. The center of the city is an old ²....., still open for business, but mainly selling souvenirs to tourists. Nearer to the ocean, the Marina Vallarta ³....., with its upmarket stores and hotels, is popular with those looking for a quieter part of town. More adventurous travelers may head 25 kilometers north up the coast to Bucerías. It used to be a ⁴..... with boats on the beach, fishermen repairing their nets, and only a few hundred residents. But the town is better known today as a seaside ⁵..... . If you're interested in food, visit nearby Valle de Banderas, a small ⁶..... where you can sample traditional foods. Enjoy Puerto Vallarta!

Synonyms

3 Choose the correct synonym for the highlighted word.

- 1 We found a **huge** building in the forest. I couldn't believe how **massive** / **abandoned** it was!
- 2 I really enjoyed the **lively** market town. In fact, it was **deserted** / **bustling** even at midnight.
- 3 The purpose of the wall was to **protect** the city. They wanted to **defend** / **relocate** it from enemies in the north.

4 Match the synonyms (a–e) to the words in bold (1–5).

- | | |
|-----------------------|----------------------|
| a unfortunately | d contemporary |
| b belongings | e deserted |
| c relocate | |

GHOST TOWN

Cirueña is a new town in Spain with enough ¹**modern** houses for 10,000 people. However, only 100 people live there. The other houses are empty, with no furniture or other ²**possessions**. However, the houses haven't been ³**abandoned**. The residents didn't ⁴**move away** to other places – they never arrived. ⁵**Sadly**, after the houses were built in the early 2000s, the global financial crisis meant that no one bought them, and now no one wants to move to a ghost town.



Talking about past events

- 5 Choose the correct forms to complete the blog post.



AMAZING PLACES

Mario's travel blog 11:15 a.m.

When I visited England last year with my brother, we ¹**went** / **were going** to Stratford-Upon-Avon specially to see a William Shakespeare play in his hometown. We ²**rented** / **were renting** a car and drove from London. After we had ³**found** / **been finding** the parking lot, we ⁴**parked** / **were parking** the car, got out, and walked to the theater. However, somehow, while we ⁵**walked** / **were walking**, I ⁶**dropped** / **was dropping** the tickets. We ⁷**went** / **were going** back to look for them, but couldn't find them. When we got to the theater, they ⁸**didn't sell** / **weren't selling** tickets any longer. We ⁹**tried** / **had been trying** to explain the problem for several minutes when the manager finally said we could go in. As we took our seats, the play ¹⁰**had started** / **was just starting** and we didn't miss anything. What a relief!

- 6 Complete the second blog post with the correct form of the verbs in parentheses.

I ¹..... (arrive) in New York City early on the morning of November 3, by bus. It ²..... (rain), and people ³..... (rush) all around me to get to work, but I didn't mind – I ⁴..... (feel) excited to be in this great city at last. Unfortunately, when I got to my hotel a few minutes later, I realized that I ⁵..... (leave) my backpack on the bus. Disaster! I ⁶..... (get) on the bus in Montreal in Canada, so when I finally ⁷..... (arrive) in New York City, I ⁸..... (travel) all night, wide awake. In my excitement, I ⁹..... (not remember) my backpack in the rack above the seat. I ¹⁰..... (be) so upset with myself! I ¹¹..... (run) right back to the bus station and discovered that someone ¹²..... (give) the backpack to the lost-and-found. That was so lucky!

Talking about past actions connected to the present

- 7 Complete the dialogue with *ever*, *how long*, *just*, and *never*.

Eva Hi, Sam. ¹..... have you been waiting?

Sam Don't worry, I've ²..... gotten here.

Eva What do you think about Indian food tonight?

Sam Sure.

Eva Have you ³..... been to Tandoori House?

Sam No, I've ⁴..... been there. Let's try it. Oh, look – here's Ben.

Ben Sorry I'm a little late. I've ⁵..... come from home – the bus was delayed.

Eva Have you ⁶..... been on time to meet us?

Ben Ha ha – no, I haven't! Sorry!

- 8 Choose the correct forms.



Someone has just ¹**stolen** / **been stealing** my watch from the gym!

You go to the gym?

Yes. I've ²**gone** / **been going** every day after school lately.

Has anything ever ³**gone** / **been going** missing before?

No, I've never ⁴**had** / **been having** any problems.

Are you sure it isn't in your pocket or something?

I've ⁵**searched** / **been searching** for ten minutes, and I've already ⁶**checked** / **been checking** my pockets.

Oh, wait. How embarrassing! I've ⁷**worn** / **been wearing** it all this time!



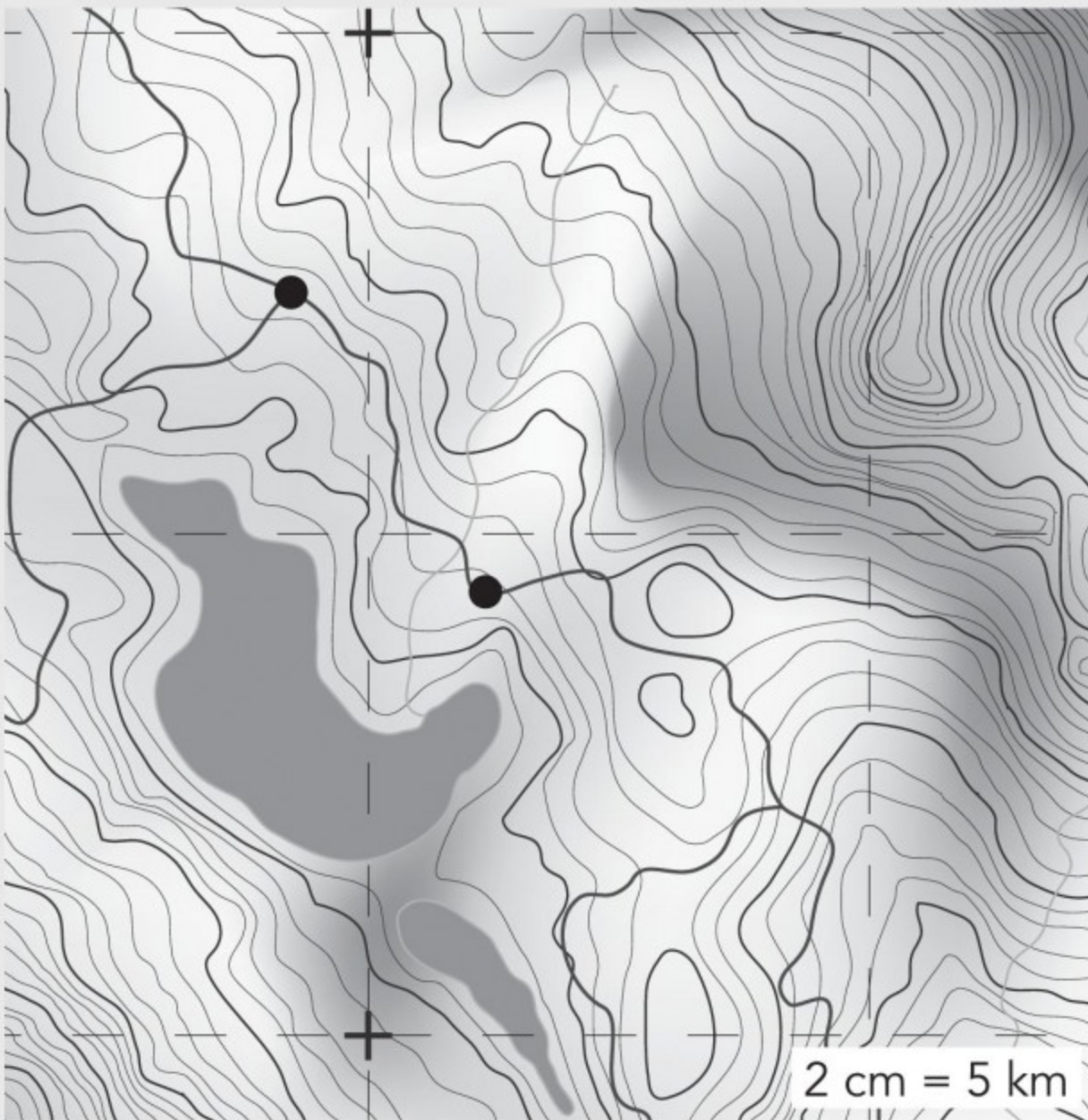
9 Complete the text with *for* or *since*.

I was born in Alanya, but I've lived in Istanbul
¹ ten years, ²
 I was about four years old. My parents are from
 Alanya, so every summer, we go back there
³ two weeks, for a vacation.
⁴ 2016, we've had the tradition
 of meeting my cousins there. They've lived in
 Ankara ⁵ they were little babies,
 so we don't see them very often. It's great to
 see them, and we always stay up late and talk
⁶ hours.

Maps

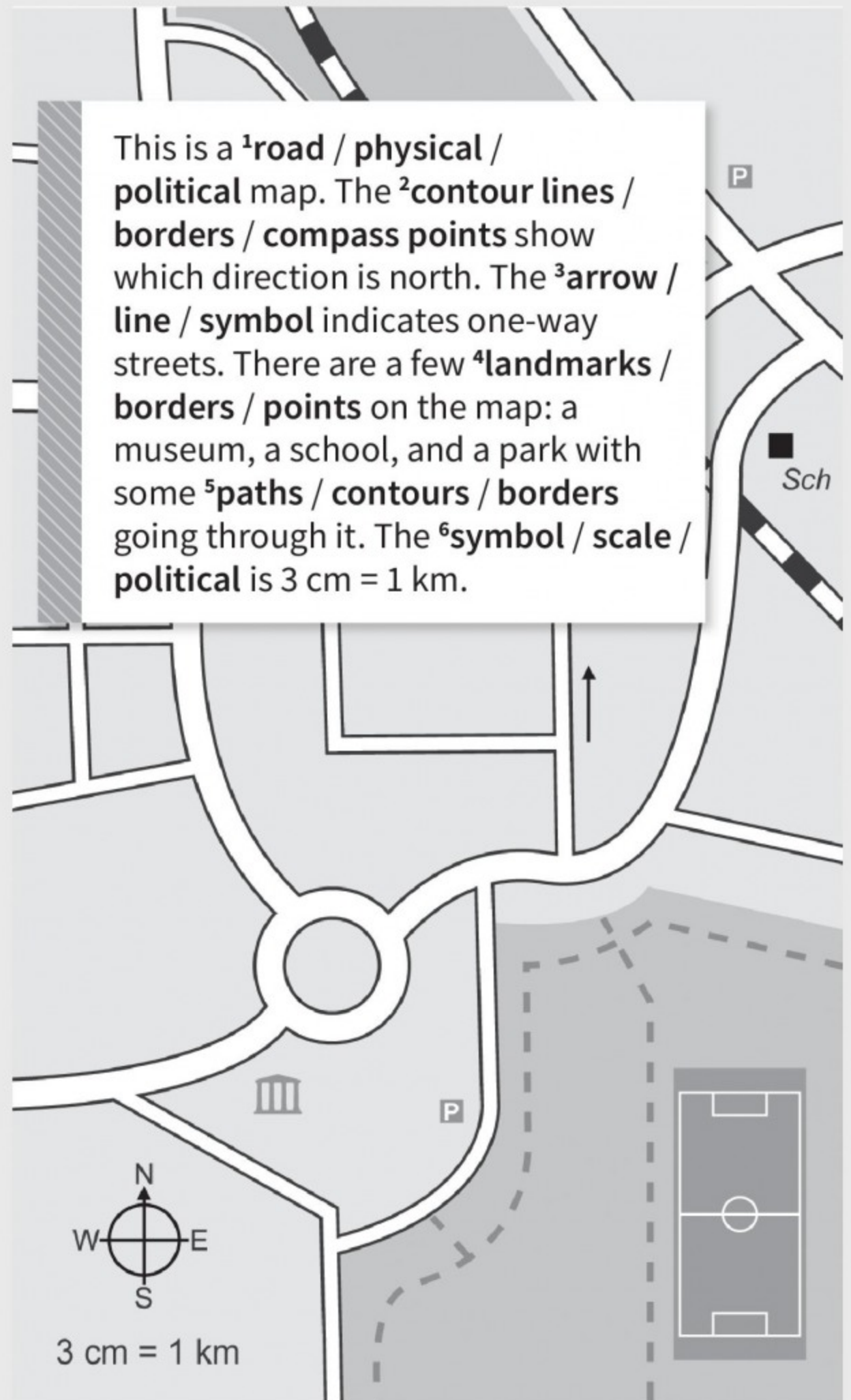
10 Complete the text with six of the words below.

borders compass points contour lines
 physical map political map road map
 scale symbol



This is a ¹, useful to people walking in the countryside because it gives a lot of information about the landscape. Green areas represent trees or other plants, and blue is for water, for example a lake. It has ² that show the hills and valleys. The land is very steep where the lines are close together. The ³ shows that two centimeters on the map represents five kilometers in real life. This is useful for planning how far to walk in one day. This is only one type of map. A ⁴ would show different information, for example names of countries and also ⁵, and a ⁶ would show the streets and other places you can drive in a car.

11 Look at the map. Choose the correct words.



This is a ¹road / physical / political map. The ²contour lines / borders / compass points show which direction is north. The ³arrow / line / symbol indicates one-way streets. There are a few ⁴landmarks / borders / points on the map: a museum, a school, and a park with some ⁵paths / contours / borders going through it. The ⁶symbol / scale / political is 3 cm = 1 km.

12 CONSOLIDATION Answer the questions. Write complete sentences.

- If you could choose any type of settlement to live in, what would it be? Why?

- Think about a time you visited another town or city. When did you arrive there? What was happening at the time? What did you do when you got there?

- What type of city, town, or neighborhood do you live in now? How long have you been living there?

Listening

- 1 Look at the map. The gray streets are a car-free zone. What are the advantages and disadvantages of this sort of area in a city?
- 2 2.01 Study the listening strategy. Then listen to a host mother talking about the map with an exchange student. Complete the chart with the advantages and disadvantages of the car-free zone that they mention.



Listening strategy

Identifying advantages and disadvantages

When people have a discussion, they usually give advantages and disadvantages. When you listen to a discussion, note down the advantages and disadvantages that you hear. This will help you follow the discussion.

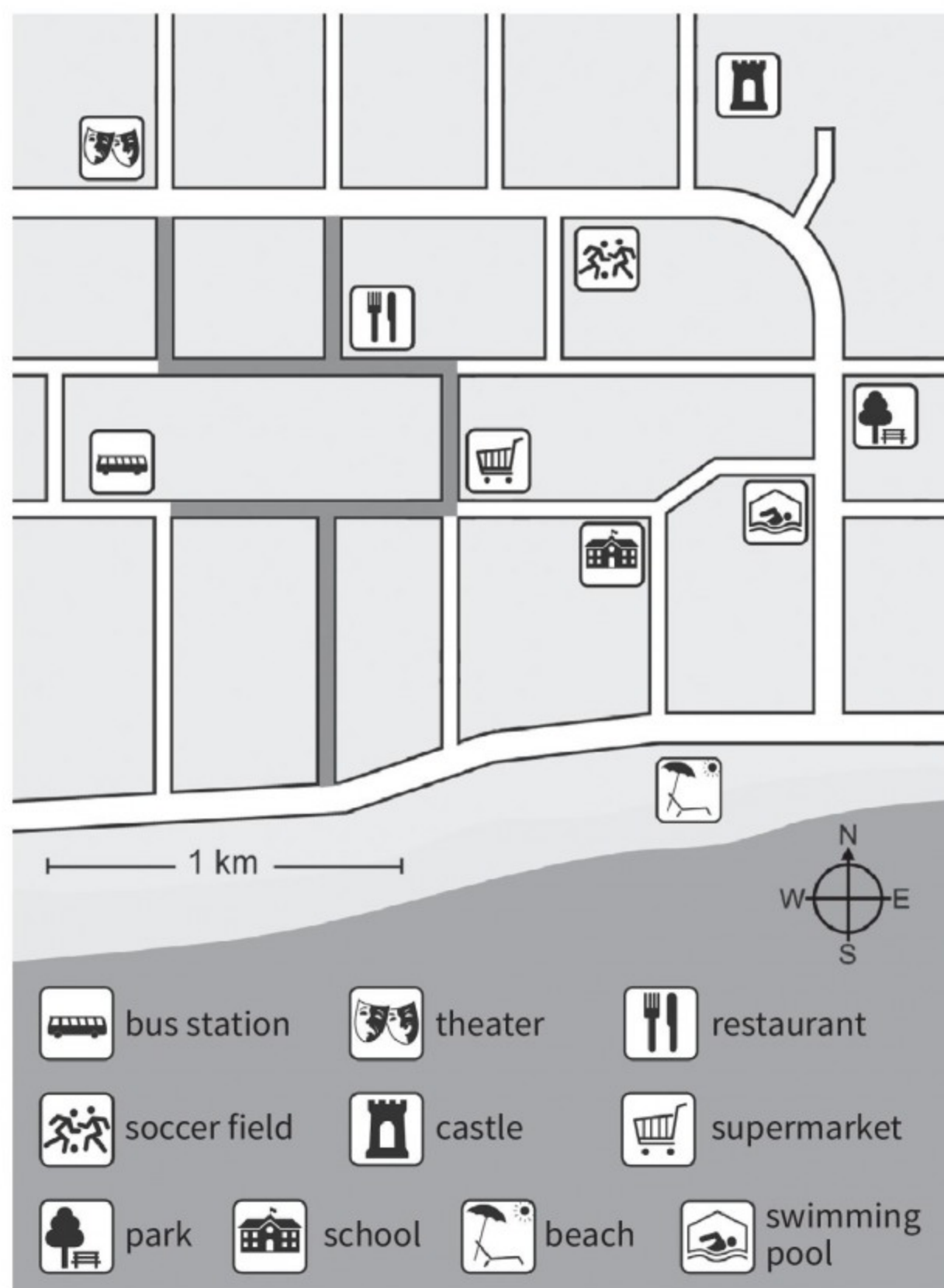
Advantages

Disadvantages

- 3 2.01 Listen again and check your answers. Do you think the advantages outweigh the disadvantages? Why? / Why not?

Speaking

- 4 Choose the correct words.
 - a According **of** / **to** / **by** the scale
 - b **check** / **look** / **watch** the key
 - c go **for** / **at** / **in** this direction
 - d go east **along** / **for** / **with** this road
 - e look out **to** / **for** / **at** the supermarket
 - f what **for** / **is** / **does** this symbol mean
 - g **take** / **do** / **have** a shortcut



- 5 Complete the dialogue with phrases a–g from exercise 4.

Kim Look, there's a castle on the north side of town. That's where I want to go.

Rob Oh, OK. But you can't go straight north from the bus station, so first, you have to ¹.....

Kim OK, that's to the right on the map. But ²..... – the tree?

Rob Let's ³..... Oh, it means a park.

Kim That way looks very long. We can ⁴..... and save time.

Rob Oh, I think you're right. ⁵....., it's about two kilometers to the park.

Kim Right. So we should ⁶..... and turn left there.

Rob OK. And if we ⁷....., we'll pass a soccer field. Then we turn right and we'll see the castle.

- 6 Write a dialogue. Choose one of the situations or use your own idea. Use the map in exercise 1 and phrases from exercise 4.

You're at the bus station.

- You and a friend are trying to figure out the best way to get to the theater, to see a play.
- You and a friend want to get to the beach. Talk about the best way to go.
- You and a friend are planning to visit the park. You also want to go to the restaurant.

A description of a place

- 1 Read Dana's article for her school magazine. Which of the following does she describe?

famous landmarks ☐ restaurants ☐
 a sports complex ☐ a street ☐
 a supermarket ☐ a theater ☐
 a castle ☐

- 2 Read the article again and decide if the sentences are true (T) or false (F).

- 1 York is completely surrounded by tall stone walls.
- 2 The walls are more than three kilometers long.
- 3 Clifford's Tower used to be part of a house.
- 4 Visitors can't go to the top of Clifford's Tower.
- 5 The Shambles are very old buildings.
- 6 The Shambles can help us understand the past.

LANGUAGE POINT Adjective order

- 3 Choose two adjectives to complete each blank (1–6) in the article. Write them in the correct order.

- 1 tiny old beautiful
- 2 stone ancient plastic
- 3 French large grassy
- 4 amazing intelligent 13th-century
- 5 delicious narrow long
- 6 old tall paper

- 4 Do the adjectives go before or after the word in bold (a–e) in the article? Write both adjectives in the correct order.

- a impressive
.....
- b incredible
.....
- c huge
.....
- d brick-and-wood
.....
- e old
.....

Three things to see in YORK

There are three things that every visitor should see.

THE CITY WALLS

The center of the city used to be completely surrounded by ¹..... walls. Today, some parts of the ^a**ancient** walls are no longer there, but more than 3.4 kilometers are still standing. They are the longest ²..... walls in England, and you can walk on top of them. As you walk, you get good, changing views of the ^b**medieval** city center.

CLIFFORD'S TOWER

In the center of the city, a ^c**stone** tower stands on top of a ³..... hill. This is Clifford's Tower. This ⁴..... tower is all that remains of York Castle, which was originally built over 1,000 years ago. If you go up the narrow, steep steps of the tower, you will be able to see the entire City of York, spreading out in the valley all around you.

THE SHAMBLES

One of York's most famous streets is called The Shambles. This ⁵..... street has ^d**ancient** buildings along both sides. Some of the ⁶..... buildings lean over the ^e**bustling** street below, so at the top, they almost touch the building opposite. Walking on The Shambles gives you an idea of what cities were like hundreds of years ago. It's a magical street, and my favorite place in the city.



Task A description of a place

5 You are going to write a description of a place. Choose one of the topics.

- three places in my hometown that every visitor should see
- the three most amazing places I've ever been
- three places I would love to visit

Think and plan

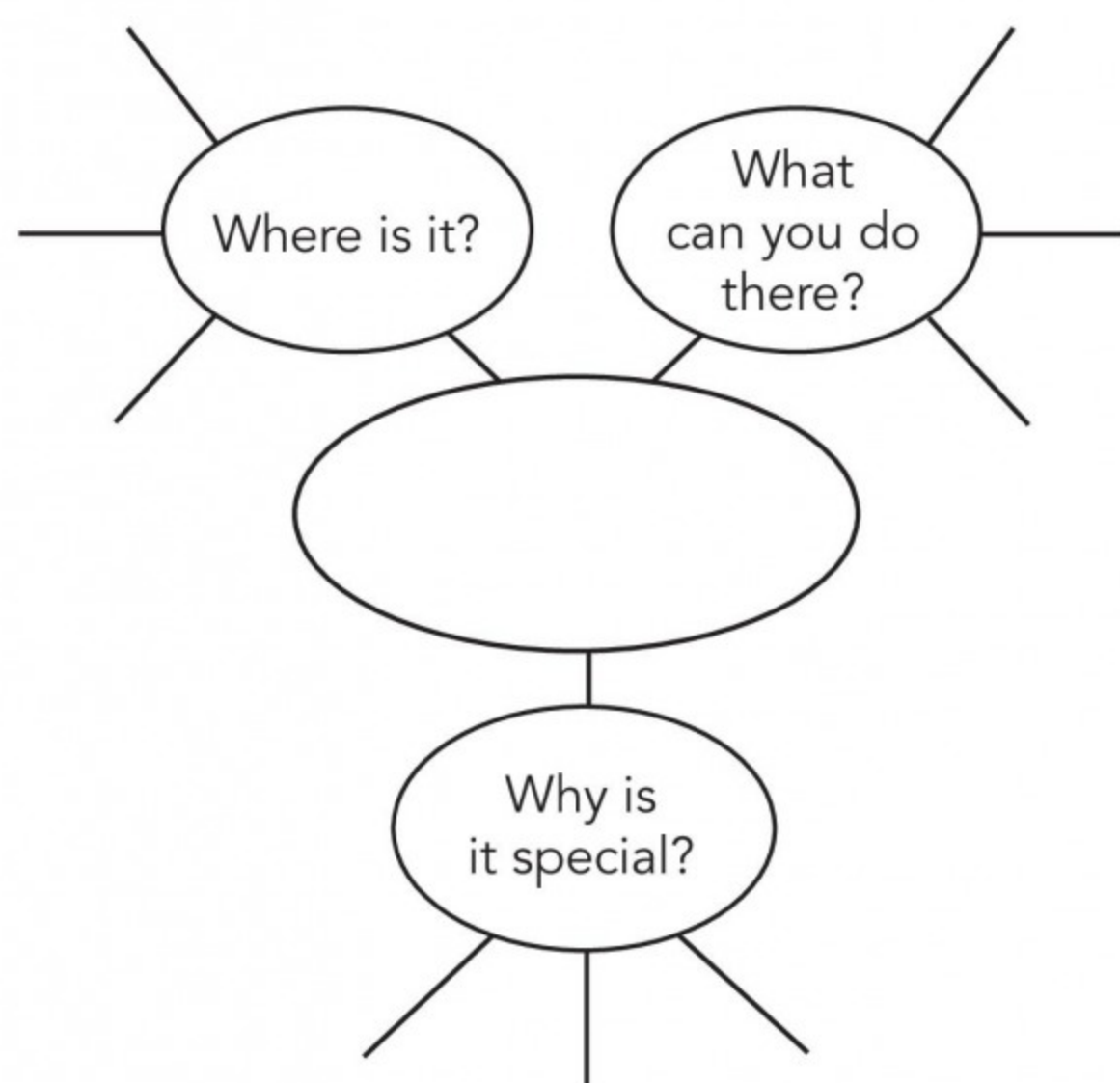
6 Study the writing strategy. Then generate ideas for your description. Try to think of at least five ideas.



Writing strategy

Developing your ideas

Before you start writing, develop your ideas. Use a mind map to generate ideas. Ask yourself questions about the place. Then select the most relevant and most interesting ideas.



7 From the ideas you generated in exercise 6, choose three places that you want to write about.

- 1
- 2
- 3

8 Now, from the ideas you generated in exercise 6, choose the information that is the most relevant and interesting.

Write a first draft

9 Write a first draft of your description of three places. Write about 225 words. Use your notes from exercises 6–8 to help you.

Review and edit

10 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Did you select your best and most interesting ideas? ☐
- Did you explain what makes the places special? ☐
- Did you include both emotional and factual information? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use a variety of adjectives in your description in the correct order? ☐

11 Now write a final draft of your description of three places.





Reading to learn

- 1 Which two steps are NOT part of scanning an article?
 - a Scan the article until you have found the information. ☐
 - b Use a dictionary to check the meaning of words you don't understand. ☐
 - c Decide if you're looking for a name, a number, a date, or a time. ☐
 - d Make notes about the article's main ideas. ☐
 - e Read the sentences around the information to check you have the right answer. ☐
- 2 Put the three steps of scanning an article from exercise 1 in the correct order.
 - 1 2 3
- 3 Scan the text about Puerto Vallarta on page 16 and complete the notes.
 - 1 the name of the quiet area with stores and hotels in Puerto Vallarta
 - 2 the distance from Puerto Vallarta to Bucerías
 - 3 where you can try traditional food

Vocabulary and Grammar

Settlements

- 4 Write the name of an actual town, city, or area for each type of settlement.
 - 1 industrial town or city
 - 2 market town
 - 3 fishing village
 - 4 seaside resort
 - 5 university city
 - 6 commuter town
 - 7 quiet neighborhood
 - 8 port / harbor city
 - 9 suburb

Synonyms

- 5 Write a synonym for the word in bold.
 - 1 The business **relocated** to a different building.
 - 2 The style of the building is **contemporary**.
 - 3 The fortress had a high wall so it was easy to **defend** it.

- 6 Write a synonym for each word. Then write something that the words describe.

- 1 huge
- 2 abandoned
- 3 bustling

Talking about past events

- 7 Complete the questions with the correct form of the verbs in parentheses.

- 1 What (you do) before you (decide) to do these English exercises?
- 2 (class start) already when you (arrive) at school this morning?
- 3 How many years (you study) English before this school year (start)?

- 8 Answer the questions in exercise 7.

- 1
- 2
- 3

Talking about past actions connected to the present

- 9 Write a sentence about something you've done: 1) this week, 2) this month, and 3) this year that you are proud of.

- 1
- 2
- 3

- 10 Complete the questions with the present perfect simple or continuous form of the verbs below. There are two extra verbs.

do know sit take visit

- 1 How long your oldest friend?
- 2 How long where you're sitting now?
- 3 (ever) another country?

- 11 Answer the questions in exercise 10. Use *for* or *since* where possible.

1 _____
2 _____
3 _____

Maps

- 12 Match the words on the left with the words on the right to make map terms. There are two extra words on the left.

compass
symbol
contour
physical
scale
political
road

lines
map
points

1 _____
2 _____
3 _____
4 _____
5 _____

- 13 Explain the purpose of the five things in exercise 12.

1 _____
2 _____
3 _____
4 _____
5 _____

Listening

- 14 What two things should you listen for to help you follow an argument?

- 15 Write information from the text into the correct column of the chart.

Changing the school starting time from nine to ten o'clock would allow teenagers to get more sleep – which most of them need. However, the school day would end later, which would be inconvenient for teachers.

advantages	disadvantages

Writing

- 16 Once you have finished generating ideas for writing a description, how do you select the best ones?

Reflect

What do places mean to us?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do places mean to us?

What is the most interesting thing you learned in the unit?



How do we choose our food?

- 1 Study the reading strategy. Then read the social media conversation on page 25 and answer the questions about the words in bold (1–5).



Reading strategy

Figuring out meaning from context

When you read a text, you may come across key words which you don't know. Ask yourself:

- What type of word is it: noun, verb, etc.? Does it have a prefix or suffix that can help you?
- Is there a synonym or an antonym of the word in the sentence or the surrounding sentences? Is it paraphrased, or followed by an example?

1 algae

- a What type of word is it?

.....

- b What synonym for *algae* is used in the next sentence?

.....

2 unexceptional

- a What part of speech is it?

.....

- b What does the prefix tell you?

.....

- c How is *unexceptional* paraphrased in the next sentence?

.....

3 crickets

- a What part of speech is it?

.....

- b What word in the previous sentence tells you what a cricket is?

.....

4 molecules

- a What part of speech is it?

.....

- b How is it paraphrased?

.....

5 extract

- a What part of speech is it?

.....

- b What opposite is used in the same sentence?

.....

- 2 Read the conversation again and decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 The food in the photo is a typical Japanese dish.

.....

- 2 Using orange juice makes the bars unexceptional.

.....

- 3 Cricket flour contains a lot of protein.

.....

- 4 Eating insects is good for the environment.

.....

- 5 The Impossible Burger doesn't contain meat.

.....

- 6 "Heme" for artificial beef is extracted from real beef.

.....

- 3 Answer the questions *yes* or *no*. Find the sentence(s) in the conversation that give you this information.

- 1 Has foody person made snack bars with algae in the past?

- 2 Is growing algae better for the environment than traditional farming?

- 3 Can you use insects for baking at home?

- 4 Is it difficult to raise crickets for food?

- 5 Is the heme molecule only found in meat?

- 6 Is there any evidence that The Impossible Burger tastes like "real" beef?

- 4 Answer the questions. Use ideas from the social media conversation.

- 1 Which of the three foods mentioned would you most like to eat? Why?

.....

.....

- 2 Which would you least like to eat? Why?

.....

.....

- 3 Search online to find other "future foods." Describe one, and say whether or not you would like to try it.

.....

.....

The food of the future –

today



foodyperson I've found the food of the future, and it's here today! Has anyone else tried making snack bars with ¹**algae**? I know Japanese food (which I love, by the way) uses sea plants – algae and others. But this is the first time I've used it in a snack bar recipe!



emmy2003 Haven't tried it. What's the flavor like? It's hard to tell from the picture.



foodyperson They're made with lots of nuts and seeds in addition to the algae, and the sweetener is orange juice! So they're nutty, and a bit sweet. To be honest, the flavor is ²**unexceptional** for a snack bar – you know, nothing special. #superhealthy



ahmed101 Why is algae the food of the future?



foodyperson Traditional farming has a big carbon footprint. Algae doesn't. Also it's very easy to grow, and doesn't use a lot of fresh water. Algae even grows in the ocean and it's a great source of protein.



emmy2003 Apparently insects are also a great source of protein. And you can buy protein bars made with insects.



foodyperson I've heard they're "perfect protein." Have you tried one? What are they like?



emmy2003 They taste and look just like normal energy bars. And don't worry, you can't see the insects! The ³**crickets** are made into flour. You can buy the flour online, so you can try baking with it, too, if you want to. 



foodyperson I'll think about it!



emmy2003 One reason they're a "food of the future" is that you could easily raise crickets in a city. It's basically meat protein. But they don't need a lot of land like traditional farms.



foodyperson I've heard of another meat that isn't made from animals. There's a company called The Impossible Burger that creates meat from plant sources.



emmy2003 Creates meat? I don't get it.



foodyperson Well, everything in the world is made up of ⁴**molecules** – tiny pieces of chemicals – right? So, they've figured out which molecules make up meat, and they get those same molecules from non-meat sources and mix them together. Apparently the secret ingredient is a molecule called "heme." That's what gives red meat its color and flavor. But it's found in all living things, including plants. They ⁵**extract** heme from plants, and put it into their food product with other proteins and ingredients that make it look, feel, and taste like beef.



ahmed101 That's amazing! Have you tried it?



foodyperson Not yet. But I've seen online videos of people who have tried it, and they say it tastes just like real beef!



The life cycle of food

- 1 Complete the text with the words below. There are two extra words.

biodegradable carbon footprint consume
grow landfill locally sourced reusable
non-biodegradable packaging transport

Want to help the **environment** by **reducing** your ¹.....?

Here are seven small things you can do that could make a big difference – if everyone joined in.

- Try to avoid buying food that comes in a lot of ²..... . Creating it and disposing of it uses a lot of energy and causes pollution – and it's often completely unnecessary.
- If that isn't possible, then at least try to avoid food packaged in ³..... materials such as plastic. Plastic pollution is a huge problem we all need to work together to solve.
- Whenever possible, choose ⁴..... cups, plates, knives, forks, and spoons rather than disposable ones. Try to get in the habit of carrying your own with you.
- If you do use throwaway products, try to find ones made from a ⁵..... material such as wood. That way, they won't stay around for thousands of years.
- Choose as much ⁶..... food as you can. Transporting food long distances produces CO₂, and buying food from nearby producers helps local businesses.
- Try to ⁷..... your own fruit or vegetables, even if it's just a small amount of salad on the windowsill. This gives you a connection to your food, and doesn't cause any waste or pollution.
- Put as little garbage as possible in ⁸..... . Remember: reduce, reuse, recycle!

- 2 Complete the infographic with the correct form of words from exercise 1.

From farm to table ... AND BEYOND

Food is ¹..... on farms.

It's ²..... in trucks to supermarkets.

It's bought, then it's ³..... in people's homes.

In the past, a lot of the ⁴..... on food was thrown away as garbage, but nowadays, ⁵..... metal and plastic is recycled as much as possible.

Collocations

- 3 Choose the correct words.

- 1 The **status** / **chemical** symbol for carbon dioxide is CO₂.
- 2 Over-consumption of food is a problem in the **developing** / **developed** world.
- 3 I know it isn't very healthy, but I sometimes go out for **organic** / **fast** food with my friends.
- 4 My favorite **carbonated** / **soft** drink is orange juice.
- 5 The restaurant's **advertising** / **political** campaign showed celebrities eating there.
- 6 Tourism is **small** / **big** business in that region. The local economy relies on it.

- 4 Write a collocation for each definition. Use words from exercise 3.

- 1 a soft drink with bubbles
- 2 an independently owned company that is limited in size and revenue
- 3 a possession that someone is proud of and thinks shows their high social place
- 4 countries that are trying to make their industry and economy more advanced
- 5 the activities someone does to try to win an election
- 6 things to eat that are created in a way that doesn't harm the environment



Using the passive

- 5 Read the news story. Then rewrite the underlined phrases in the passive.

LOCAL FLOODING CLOSES DOC'S DINER

¹They usually serve breakfast from 6 a.m. on, but not this morning. ²The driver hasn't delivered today's supply of locally sourced ingredients. The road into town is flooded, and ³the water has trapped his truck. ⁴Emergency services is planning a rescue. ⁵Volunteers will deliver the boxes of food by 9 a.m.

- 1
- 2
- 3
- 4
- 5

- 6 Choose the correct words to complete the text.

TO COOK OR NOT TO COOK?

Just because vegetables ¹**are going to be / can be** cooked doesn't mean we *should* cook them, according to some nutrition experts. Green vegetables like broccoli, spinach, and kale ²**used to be / shouldn't be** boiled, because important vitamins are ³**remove / removed** by the hot water. However, some vegetables that always ⁴**used to be / are going to be** served raw when I was a kid – tomatoes, for example – ⁵**should be / were** cooked. Beneficial chemicals ⁶**are / being** released by heating vegetables such as carrots and tomatoes.



- 7 Choose the correct words and complete the interview with phrases a–f.

- A Is any food grown on the Space Station?
 B Yes, it is. A few vegetables ¹..... there.
 A ²..... to feed the astronauts?
 B No, they aren't. We ³..... only a small amount, as part of a science experiment. A lot more would ⁴..... to provide meals.
 A ⁵..... to the station?
 B Yes, it is. Spacecraft regularly ⁶..... food.
 a be grown / grow
 b are brought / bring
 c are grown / grow
 d Are they used / Do they use
 e Is food delivered / Does food deliver
 f be needed / need

- 8 Complete the text with the correct active or passive form of the verbs in parentheses.

BANANAS: past, present ... future?

Bananas are big business, but unless action

- ¹..... (take), they may soon
²..... (be) in trouble.

Bananas ³..... (grow) as a food in Southeast Asia for thousands of years. They ⁴..... (bring) to Latin America in the 15th and 16th centuries, which is where most of the world's bananas ⁵..... (now / produce).

Today, bananas ⁶..... (eat) all over the world and ⁷..... (be) an important staple food in many developing countries.

But the world's most popular fruit ⁸..... (be) facing problems. In the past few decades, banana plants all over the world ⁹..... (be infected) by Panama Disease, which kills them. Unless scientists ¹⁰..... (find) a cure, or growers plant a different type of banana tree, in ten or 15 years, the world's banana industry ¹¹..... (seriously damage).





Food and nutrition

9 Decide if the sentences are true (T) or false (F).

- 1 It's important to get plenty of vitamins from the food we eat.
- 2 Preservatives are an important part of a healthy diet.
- 3 Calories are an unhealthy type of sugar.
- 4 One serving is considered to be 100 grams.
- 5 Foods that say "no sugar" on the label often contain artificial sweeteners.
- 6 We need protein in order to stay healthy.
- 7 Cereals that contain a lot of sugar are a healthy source of carbohydrates.
- 8 Vegetables are an excellent source of fiber.

10 Complete the advice about food. Use words from exercise 9.



What should you eat, and what should you leave out?

Eat good ¹....., and avoid bad ones – like sugar. The best ones come from fruit and vegetables, but we also get them from whole-grain rice, bread, noodles, and pasta.

Fruit and vegetables are also a great source of ²..... . And with fruits such as apples, a lot of it is in the skin, so eat that, too.

Fish, meat, beans, and nuts are good sources of ³..... . Your body needs it to grow and to repair itself.

As for drinks, don't have too many carbonated ones, or milkshakes that contain a lot of fat and ⁴..... . The best choice is usually water.

Finally, avoid foods with ⁵..... flavorings. The best foods are natural – raw and unrefined.

11 Read the drink label. Then choose the correct words.

Per 100 ml serving	
Energy	38 kcal
Protein	0.1 g
Fat	0 g
Sodium	0 g
Total carbohydrate	8.5 g
Sugars	8.5 g

All of the ¹**servings** / **carbohydrates** in this apple juice drink come from sugars. It's reasonably healthy because it contains no ²**calories** / **fat** or ³**sodium** / **vitamins**, and also a tiny amount of ⁴**protein** / **fiber**. However, the can size is actually 330 ml, but the ⁵**sweetener** / **serving** size is given as 100 ml. If you drink the whole can, you'll have consumed more than 120 ⁶**preservatives** / **calories**, not just 38.

12 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Look at the diagram in exercise 10. Is the balance of your diet similar? Is there anything you should eat more or less of?
.....
.....
- 2 Write a food diary of everything you ate yesterday. How much was locally sourced? Was your diet balanced?
.....
.....
- 3 What foods are typical for an evening meal these days? Did your parents eat the same foods? How about your grandparents?
.....
.....



Listening

- 1  3.01 Look at the ingredients for a bottle of chocolate milk. Then listen to the radio show and answer the questions.

INGREDIENTS: low-fat milk, artificial chocolate flavoring, sugar, salt, carrageenan, vitamin A, vitamin D2

- 1 What is carrageenan?
.....
- 2 What are some of the products it's used in?
.....
- 3 What's it made from?
.....

- 2  3.01 Study the listening strategy. Then listen again and complete the notes.



Listening strategy

Listening for numbers

Before you listen, try to identify which answers in a task will be numbers.

- Always write numbers as you listen, not words – it's quicker.
- Be careful not to mix up numbers ending in *-teen* and *-ty*. For *thirty*, *forty*, etc., we put a strong stress on the first syllable.
- Be ready to hear decimals – we read them using the word *point*, e.g., *3.14 = three point one four*.

When China started using carrageenan:

1

The year carrageenan was first used in Europe:

2

When food companies started adding carrageenan:

3

Percentage of chocolate milk that is carrageenan:

4

Number of types of red seaweed:

5

Varieties of red seaweed used to make carrageenan:

6

Number of countries that produce carrageenan:

7

Amount of carrageenan produced each year:

8 tons

Value of carrageenan produced each year:

9 million dollars

Speaking

- 3 Complete the sentences with the words below.

amount glance much packaging serving

- a At first, it looks healthy.
- b According to the, it's low-fat.
- c How sugar does it have in it?
- d One contains 7 grams of salt.
- e There's a huge of fat.

- 4 Complete the dialogue with the highlighted phrases (a–e) from exercise 3.



- Ian** Ester, have you seen this? I can't believe it!
Ester What, that bottle? What is it?
Ian Look. ¹, this product is a "sports drink."
Ester Yes, I can see that. So what?
Ian ², but it's anything but healthy!
Ester Really? Let's see. Oh, look at the label. You're right. ³ sugar in it – 30 grams.
Ian Wow. That's a lot. What about salt? ⁴ salt does it contain?
Ester Let's see ... salt. Ah, here it is. ⁵ 20% of your daily allowance of salt.
Ian You definitely shouldn't have more than one of these a day!
Ester Yeah, you're right!

- 5 Do an online search to find the nutrition facts and ingredients for one of the products. Then write a dialogue about it. Use the phrases from exercise 3.

- a breakfast cereal
- a snack bar
- a fruit drink
- your own idea

A description of a popular food

1 Look at the picture and think about the questions.

- 1 Do you know what food this is?
- 2 What do you think it's made from?
- 3 Where do you think it's eaten?
- 4 Would you like to try it?

2 Read the description of natto. Match each question (a–f) with the paragraph (1–6) that answers it.

- a What is natto?
- b Who invented natto?
- c How is natto made?
- d What is natto like?
- e Has the writer ever eaten natto?
- f How does the writer feel about natto?

LANGUAGE POINT Reporting what sources say

3 Complete the phrases in the text that report what people say. Use the words below.

- a Some experts maintain that
- b People say that
- c Others claim that

4 Write three pieces of information from the text below. Use the expressions from exercise 3.

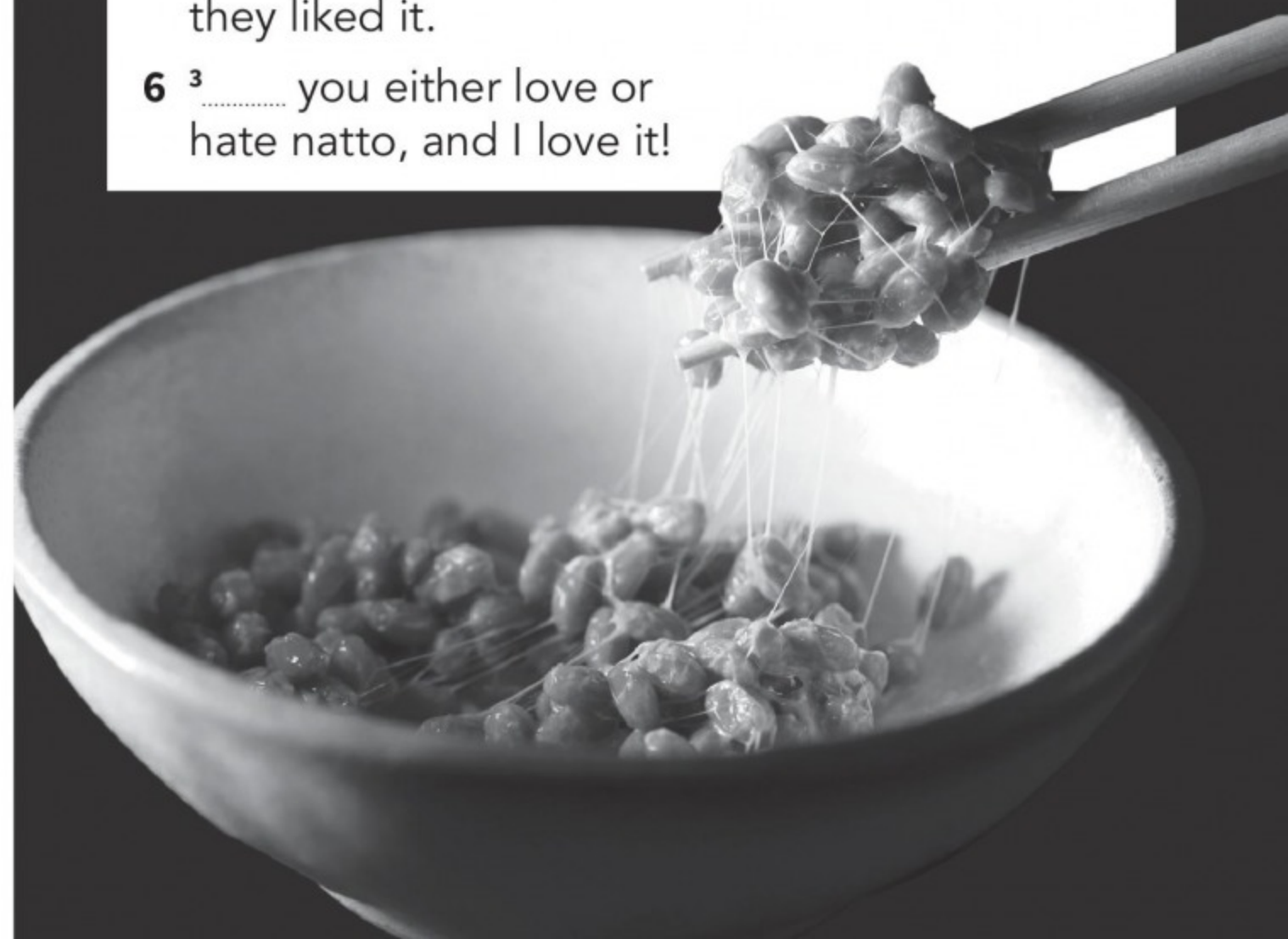
A lot of my friends and family believe that the best medicine is good food. According to an article in the *Japan Times*, in a recent medical research report, experts said that natto may help cure Alzheimer's, a serious brain disease. However, not everyone agrees. There are other medical experts who point out that the tests have only been done on proteins in the laboratory, not on real people.

- 1
- 2
- 3

NATTO:

Do you love it or hate it?

- 1 I've eaten natto since I was a child. It's a very special Japanese food, and for many people, it's both a health food and a comfort food.
- 2 Natto has a strong smell and an even stronger flavor, and it's very sticky. It is usually eaten with rice. It contains protein, fat, fiber, and a small amount of sugar.
- 3 Natto is made from fermented soy beans. Fermented foods are foods that are produced or preserved by the action of bacteria and other micro-organisms – very small living things that are found everywhere. Many foods ferment naturally if you don't put them in the refrigerator.
- 4 Small soybeans are chosen to make natto. They are washed, then soaked in water for a day. After that, they are cooked for several hours, then mixed with the bacterium that causes fermentation. It is kept at 40°C for another day, then cooled and stored for a week before it is eaten.
- 5 Food historians have tried to discover where natto came from. ¹..... we don't really know who first made natto, because it happened such a very long time ago. ²..... between the years 1086 and 1088, soldiers traveling with an important ruler named Minamoto no Yoshiie created it by accident, but then found that they liked it.
- 6 ³..... you either love or hate natto, and I love it!



Task A description of a popular food

- 5** You are going to write a description of a popular food. Choose one of the topics or think of your own idea.
- a popular food that you don't like
 - a food in your culture that some people like and some people hate
 - a food you have heard about that you never want to try
 - (your idea)

Think and plan

- 6** Study the writing strategy. Then answer the questions (1–3).



Writing strategy

Researching information online

When you write, you can research information online to add to your own ideas.

- Make a note of information you already know on a topic. Decide how much to include in your text. Then decide what information you want to research.
- Use a search engine and enter questions, for example, *What are the origins of ... ?*
- Double check the information you want to include. Find it on more than one website.

1 What are your own ideas about the topic?

2 What information do you need to research?

3 What questions will you enter in the search engine?

- 7** Write three or four questions that your essay will answer.

- 8** Decide the order in which you will present your answers to the questions in exercise 7.

- 9** Do your online research. Make notes about the important information to include in each section of your essay.

Write a first draft

- 10** Write a first draft of your description of a popular food. Write about 225 words. Use your answers from exercises 6–9 to help you.

Review and edit

- 11** Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you clearly answered the questions you wanted to answer? ☐
- Have you included all of the important information from your notes? ☐
- Have you used sources to support your ideas? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable phrases for reporting what sources say? ☐

- 12** Now write a final draft of your description of a popular food.



Reading to learn

- 1** When you come across a key word that you don't know, what questions do you ask yourself about the word and the context?

1 Questions about the word:

.....

2 Questions about the context:

.....

- 2** Match the phrases below to the correct function.

in other words instead of rather than
 that's to say

A paraphrase:

Opposites:

- 3** What do you think the words in bold mean?

When we arrived home, we were happy to eat Mom's **delectable** ¹ meals instead of the awful-tasting camping food we'd had all week.

The crowd was **jubilant** ²
 That's to say every person in the audience was pleased and delighted.

Vocabulary and Grammar

The life cycle of food

- 4** Write the words for the definitions.

- 1 Noun: the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community
- 2 Adjective: capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution
- 3 Verb: eat or drink food; use up a resource

- 5** Write a sentence or two using the three words from exercise 4.

.....

Collocations

- 6** Write a sentence about each topic.

- 1 common status symbols in your school, town, or country

.....

- 2 the funniest or most interesting advertising campaign you've seen recently

.....

- 3 organic food, and whether or not you eat it

.....

- 4 your favorite soft drinks, and when you have them

.....

Using the passive

- 7** Complete the sentences. Refer to Discover grammar on page 117 of the Student Book.

We use the passive when:

- who or what did an action is ¹ or ², or
- we are more interested in ³ than ⁴

- 8** Choose the best sentence (a or b) for a news article.

- 1 a About 35% of the world's rice is grown in China.
 b Chinese farmers grow about 35% of the world's rice.
- 2 a A lot of Chinese rice is consumed in China.
 b Chinese people consume a lot of Chinese rice.
- 3 a Some of the rice is sold to other countries.
 b China sells some of the rice to other countries.
- 4 a Rice is also bought by China from other countries.
 b China also buys rice from other countries.
- 5 a Rice is sold to China by Vietnam, Thailand, and Pakistan.
 b Vietnam, Thailand, and Pakistan sell rice to China.

Food and nutrition

- 9** Answer this question: *How do we choose good food?* Write three to five sentences, using at least five of the words below.

artificial sweetener calories carbohydrate
fat fiber preservative protein serving
vitamin

.....

.....

.....

.....

Listening

- 10** When you listen, how do you tell the difference between numbers that sound similar, for example *15* and *50*?

.....

- 11** How do you say the numbers? Write the words.

- 1 6.1
- 2 20.08
- 3 163.475

Writing

- 12** Choose the best ending for each sentence. There are two extra endings.

- 1 When writing an essay, before you do online research, you need to
- 2 The best way to find information online is to
- 3 If you find information on one website, you should
 - a continue searching and find it on other websites.
 - b ask your friends on social media.
 - c figure out what information you need to include.
 - d write a first draft using only your own ideas.
 - e enter a question into a search engine.

- 13** Which information is probably from online research (O)? Which is the writer's own idea (W)?

- 1 Sea plants are a good source of protein and fiber.
- 2 Sea-plant ice cream has a surprisingly delicious flavor.
- 3 Lunches at my school have never contained any sea plant products.
- 4 Sea plants may be an important food source in the future, as the world's population grows.

Reflect

How do we choose our food?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we choose our food?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....



What makes a hero?

1 Look at the pictures and the title of the article on page 35. Then read the first paragraph. What is the article about?

- 1 people who are called heroes, but who didn't do anything special
- 2 heroes who are not very famous or well known
- 3 qualities that every hero should have

2 Study the reading strategy. Then read the article. Which of the highlighted sentences (1–8) are facts (F)? Which are opinions (O)?



Reading strategy

Identifying facts and opinions

It's important to recognize facts and opinion. A fact is true and can be proven. It's based on evidence or research. An opinion is what a person thinks or feels. It's based on a point of view or a belief.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

3 Read the article again. Find one more fact and one more opinion about each person.

Junko Tabei

- 1 Fact:
- 2 Opinion:

Svetlana Savitskaya

- 3 Fact:
- 4 Opinion:

Scott Fahlman

- 5 Fact:
- 6 Opinion:

4 Decide if these sentences are true (T) or false (F).

- 1 An unsung hero is someone who wants to be a hero, but hasn't actually done anything special.
- 2 Junko Tabei became a great climber because she spent many hours climbing as a child.
- 3 After she graduated from college, a lot of climbing expeditions wouldn't allow Junko to climb with them.
- 4 Junko was the first person to climb the "seven summits."
- 5 Svetlana Savitskaya is one of the fastest pilots ever.
- 6 The writer thinks that the first woman in space is probably more famous than the second woman in space.
- 7 Svetlana went on to become an important military leader.
- 8 Scott Fahlman was the first to draw this smiley face 😊.
- 9 When smileys were first invented, people typed them like this: :-).
- 10 Scott's invention allowed people to express happiness and sadness in online communication.

5 Answer the questions. Use ideas from the article on page 35.

- 1 Do you think all three of the unsung heroes are true heroes? Why? / Why not?

.....

.....

.....

.....

- 2 Can you think of anybody who is an unsung hero? Give examples of things he/she did.

.....

.....

.....

.....



UNSUNG HEROES

Reading to learn



Heroes are recognized as courageous leaders – people who help others or make the world a better place. We read about them in the news. They receive awards. Unsung heroes, on the other hand, achieve great things, but don't receive much recognition for their actions. I'd like to tell you about three unsung heroes, and hopefully you'll agree that people should know more about them.

THE MOUNTAIN CLIMBER

When she was very young, Junko Tabei (1939–2016) was not strong or healthy. But she had a dream: to climb mountains. Growing up, she had few opportunities to climb. But then she joined the climbing club at her college, and by the time she graduated, she was an excellent climber. However, many male climbers refused to allow her to join their expeditions, mainly because she was a woman. As a result, she started the Ladies Climbing Club in Japan in 1969 and began organizing all-female expeditions. ¹In 1975, she became the first woman to climb Mount Everest, the world's tallest peak. And she continued climbing until she'd been to the top of the highest mountain on all seven continents – the so-called “seven summits.” She was the first woman to do so. ²Too little is known about Tabei around the world. She showed great determination, and her life in the mountains was amazing. ³Such a courageous climber should be a world-famous hero!



THE ASTRONAUT

Russian adventurer Svetlana Savitskaya (1948–) is another amazing person.

⁴She began skydiving at 16, and at 17, made a record-breaking jump from 14,252 meters. The next year, she began training as a pilot, and eventually set 23 world records for speed. Some still haven't been broken. At the age of 32, she started training to fly in space. ⁵In 1981, she became the second woman in space – not the first. Maybe this is why she isn't very famous. After retiring from space flight, she demonstrated her leadership skills by entering politics. More people should know about this incredible woman and her achievements!

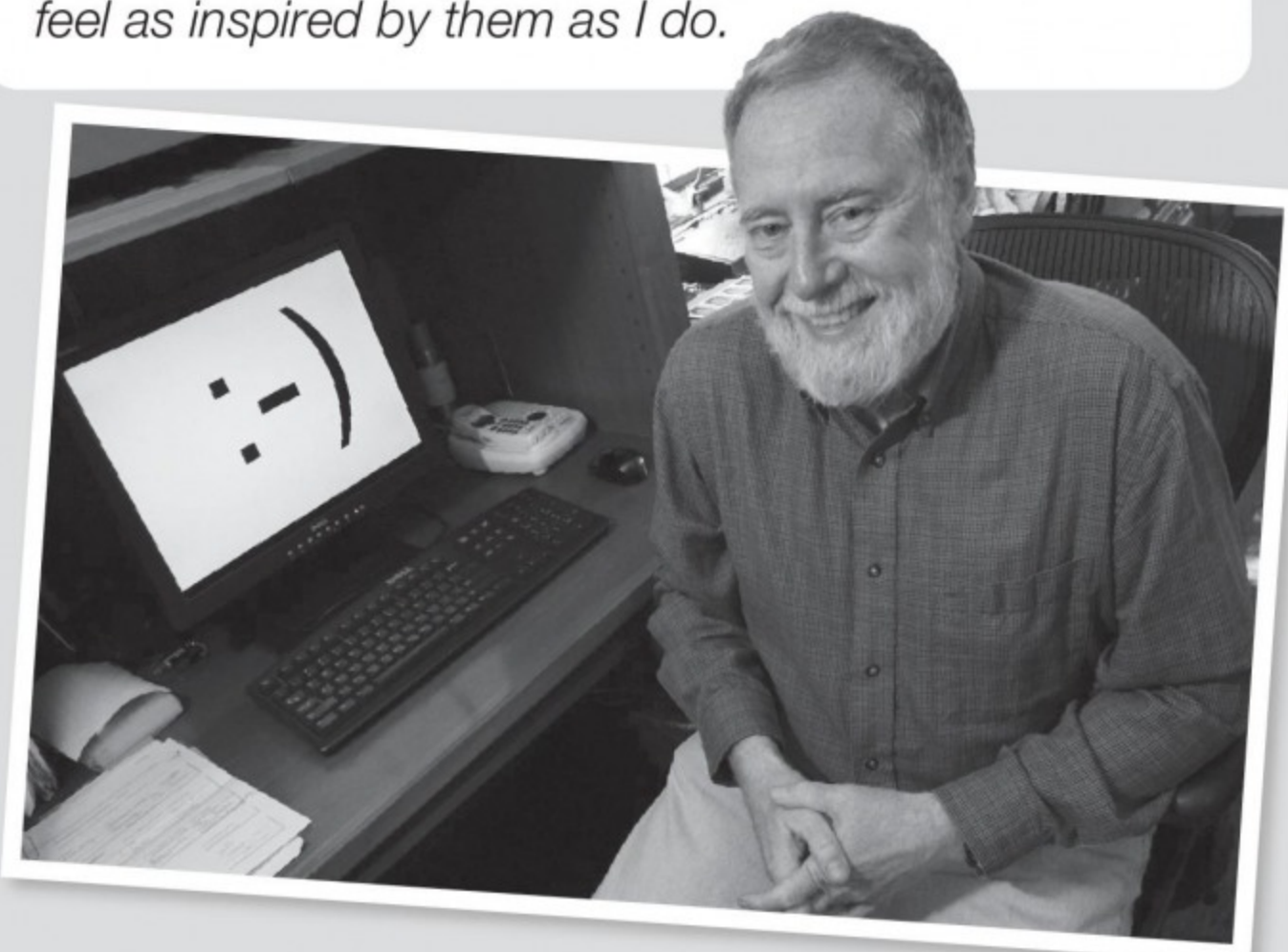


THE INVENTOR

⁶In modern communication (texting, emails, social media), many of us use emoticons – symbols that show our mood. Today they look like this: 😊 They're a simple, powerful way to communicate emotion. But until a few years ago, everyone typed them as sideways faces: :-)

On September 19, 1982, computer scientist Scott Fahlman suggested that people posting messages on his university's electronic message board mark jokes with a smiling face and serious comments with a frowning face. ⁷I think this makes him a hero of modern communication.

⁸Junko Tabei, Svetlana Savitskaya, and Scott Fahlman are all unsung heroes. I hope that you feel as inspired by them as I do.





Describing heroes

1 Choose the correct words.

FRIDA KAHLO and DIEGO RIVERA:

Heroes of the art world

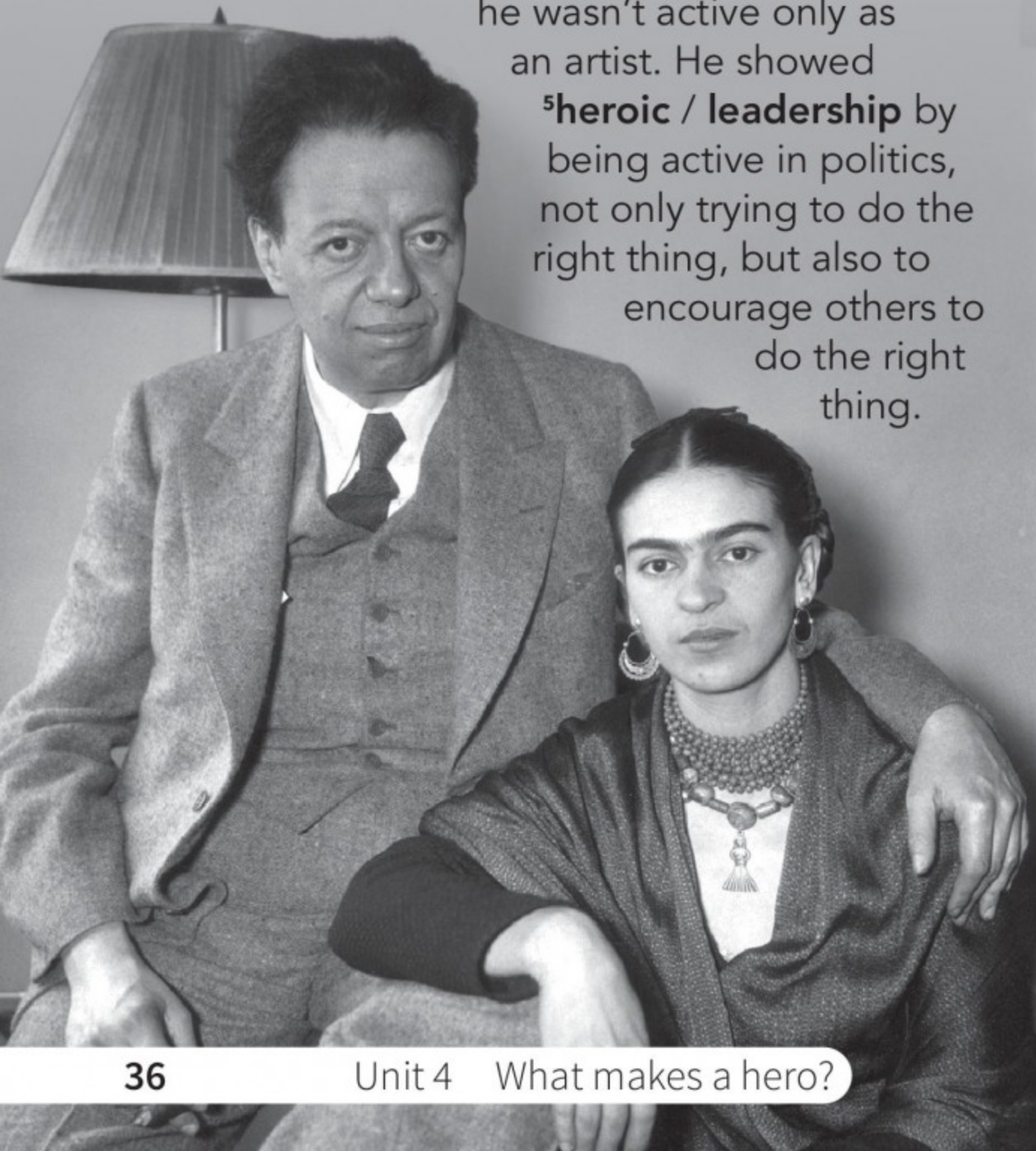
A hero is a person who is admired for being ¹**courageous** / **reckless** and achieving great things – not just saving people, traveling in space, or exploring the world. Heroes can also be teachers, poets, and artists, if they achieve great things and inspire people.

The Mexican painter Frida Kahlo and her husband Diego Rivera, who lived and worked during the first half of the 20th century, both showed ²**stood up** / **heroic** commitment to their work and proved that art can be a strong force for good in the world.

After a tragic traffic accident when she was 18, Frida lived with a lot of pain and medical problems that made her life difficult. Perhaps because of these challenges, she was very ³**reckless** / **compassionate** and understood human suffering very well.

Diego's paintings were often of workers and everyday people. In his life, he ⁴**stood up** / **was moral** for people who didn't have a lot of money or power in society. And

he wasn't active only as an artist. He showed ⁵**heroic** / **leadership** by being active in politics, not only trying to do the right thing, but also to encourage others to do the right thing.



2 Match the words in bold to the definitions (a–e).

Turkey's greatest hero

Mustafa Kemal Atatürk showed **leadership** from a young age, attending military school and then entering the army as a captain. When his country went to war, he was **courageous** in battle, but never **reckless**. When he helped to establish the modern country of Turkey, he was a **moral** leader who stood up for the people. He was **selfless** in his work to create a new democracy.



- a having high standards of behavior
- b not thinking about whether what you're doing is dangerous
- c having the qualities of a person who is the head of something or in charge
- d thinking about other people's needs or wishes rather than your own
- e brave

Negative prefixes

3 Match the prefix to the words.

- | | |
|--------------|-------------------------------|
| 1 un | a honest, loyal |
| 2 dis | b patient, moral |
| 3 in | c represented, understood |
| 4 im | d intelligent, kind, pleasant |
| 5 ir | e judgmental, fiction |
| 6 mis | f rational, responsible |
| 7 non- | g sensitive, accurate |

4 Complete the sentences with a negative adjective from exercise 3.

Rules for heroes

- ✓ Don't be ¹..... . Always tell the truth.
- ✓ Don't be ²..... . Sometimes you just have to wait for things.
- ✓ Don't be ³..... and act without thinking.
- ✓ Don't be ⁴..... to people's feelings.
- ✓ Be ⁵..... . Accept people, no matter who they are or what they believe.

Using relative clauses

- 5 Choose the correct pronouns to complete the defining relative clauses.

Nasreddin Hodja was a wise man and storyteller ¹**which** / **who** lived in the 13th century. He's famous because there are thousands of stories ²**where** / **which** feature him as a kind of comic hero. In one story, he searches for a ring ³**which** / **who** he had lost in his house. After searching briefly inside the house, ⁴**where** / **which** he's sure the ring is, he goes to look outside. His wife asks him, "Why are you looking outside? You lost the ring inside the house!" Without stopping his search, Nasreddin answers, "Because this is ⁵**when** / **where** the light is the best – I can see better here!" Why do we call someone ⁶**which** / **who** makes such a silly mistake a comic hero? Because even at times ⁷**who** / **when** he makes silly mistakes, he believes in himself. Comic heroes always manage to show us the funny side of situations ⁸**which** / **where** make most people angry or upset.

- 6 Complete the sentences with a relative pronoun. If a relative pronoun is not necessary, write it in parentheses. Then guess who the hero is.

Can you guess the name of the fictional hero

¹ I'm describing?

- ? The story starts at the time ² the hero is just a baby.
- ? He appears in a series of books ³ have been translated into 74 languages.
- ? The author ⁴ wrote the series is named J. K. Rowling.
- ? The school ⁵ a lot of the action takes place is called Hogwarts.
- ? The two friends ⁶ the hero of the story meets at school are named Ron and Hermione.
- ? The movies ⁷ were made from the books made the story even more popular around the world.

And the hero is , of course!

- 7 Combine the sentences using non-defining relative clauses. Use the relative pronouns in parentheses.



Roald Amundsen reached the South Pole on December 14, 1911. Amundsen was from Norway. (who)

Roald Amundsen, who was from Norway, reached the South Pole on December 14, 1911.

- 1 Rosa Parks refused to give up her seat to a white man on a bus. She is known as "the first lady of civil rights." (who)
.....
.....
.....
.....
- 2 Shakespeare's plays influenced the English language. He is one of the world's most famous playwrights. (whose)
.....
.....
.....
.....
- 3 Irena Szewińska, from Poland, is the only athlete ever to hold the world record for the 100 m, 200 m, and 400 m race at the same time. She is a national hero in Poland. (where)
.....
.....
.....
.....
- 4 Marie Curie was the first woman to win a Nobel Prize. She won the prize in 1903. (which)
.....
.....
.....
.....



8 Cross out the pronouns (1–6) that can be omitted.

Alex I searched for my wallet in the restaurant ¹**where** I thought I had left it at, but it wasn't there.

Sue So what happened?

Alex A guy ²**who** picked it up in the street somewhere near my house gave it to the police!

Sue Wow! What a hero!

Alex Hey, you're the hero ³**who** put out the fire in our apartment building, right?

Sue Yes, but I didn't do anything ⁴**that** you wouldn't have done.

Alex But if you hadn't stopped it, everything in the building would have burned.

Sue Can you think of a time ⁵**when** someone you know did something heroic?

Alex A woman ⁶**who** I know helped a child who was in trouble swimming, and probably saved the kid's life.

Sue Wow, that's amazing.

9 Complete the sentences. Use indefinite pronouns.

A hero is *someone who is selfless, courageous, and shows leadership.*

- 1 An emergency is
- 2 The emergency services are
- 3 An ambulance is
- 4 The hospital is
- 5 A doctor is



Emergencies

10 Read the news story and match the words in bold (1–5) to the definitions (a–e).

Two teenage girls who ¹**got into trouble** while walking in the mountains did exactly the right thing, according to rescuers. The unnamed girls, who were hiking with a group of friends, ²**got lost** when ³**severe** weather conditions developed very quickly. They ⁴**went missing** when they became separated from their group. They immediately stopped and phoned for help, and soon a ⁵**crowd** of rescuers began searching for them. They were found a few hours later a long way from the path, tired and cold, but safe.

- a very bad
- b had problems
- c large group of people
- d were absent
- e couldn't find the way

11 Complete the news story with the words and phrases below. There are two extra.

alarm crisis crowd got into trouble
got lost panic severe went missing

HEROIC FRIEND DEALS WITH EMERGENCY

Fourteen-year-old David Smith was swimming in an outdoor pool when he ¹..... in the water. Fortunately, his friend Bill Evans saw him and handled the ²..... well because he didn't ³..... . First, he rang the emergency ⁴..... bell, and then he jumped into the water to save his friend. Soon, a ⁵..... gathered, and an older boy helped to pull David from the water. David had a couple of cuts from being dragged out of the pool, but fortunately, his injuries weren't ⁶..... .

12 CONSOLIDATION We have looked at many different ways to be a hero. Write a few sentences about what you think a hero is.

.....

.....

.....

.....

.....

Listening

- 1 Look at the picture of rescue divers and read the news report. How do you think the boys felt? How do you think their coach – who was their leader – felt?



- 2 4.01 Listen to the first part of the newscast. Was it produced before the boys were rescued, or after?
- 3 4.02 Listen to the whole newscast and decide if the sentences are true (T) or false (F).
- Twenty-five-year-old coach Ekapol Chanthawong led 12 boys into a cave.
 - Some people think the coach is the “bad guy” of the story.
 - After nine days in the cave, the boys were panicking when they were found.
 - Coach Chanthawong showed strong leadership skills in the cave.
 - After the boys were found, it was still extremely difficult to bring them out.
 - The host makes it clear that she believes that Ekapol Chanthawong is a hero.
- 4 What do you think: was the coach a hero, a villain, or something else?
-
-

Speaking

- 5 Match the sentence halves.
- | | |
|--------------------------|-----------------------|
| a It will make | 1 must not leave. |
| b Everything will | 2 be OK. |
| c Call for help as | 3 quickly as you can. |
| d We | 4 things worse. |
| e That sounds like | 5 point in going. |
| f So could you | 6 help me? |
| g Don't | 7 a good plan. |
| h There's no | 8 panic! |
- 6 Complete the dialogue with the bold sentences from exercise 5.
- Leah OK, here's what we need to do. If we wait until help arrives, ¹
- Mick But we're lost!
- Leah ² – just relax. We need to wait for help. We ³ this area. If we keep walking around, ⁴ We don't know the way.
- Mick Do you mean wait here?
- Leah ⁵ anywhere, because it's dark, and we don't know the way.
- Mick Yeah, OK, that makes sense.
- Leah We have food and water for several days, so we need to save our energy. ⁶ make a fire ⁷ ?
- Mick Sure. That ⁸
- 7 Study the speaking strategy. Then write a dialogue. Choose one of the situations or use your own idea. Use phrases from exercise 5.



Speaking strategy

Asking for clarification

If you are unsure of instructions or a plan, always ask for clarification. Asking people to repeat instructions, or summarizing what someone has said, can clarify a course of action.

- You're at school. Your science teacher sends you to get something from the storeroom and you discover a fire.
- You're walking alone in the street. You see a snake that you know is dangerous.
- You're playing soccer. A friend falls and hurts his or her hand badly.

A description of a person you admire

1 Read the description in a student writing magazine. Answer the questions.

1 Naguib Mahfouz wrote short stories at the beginning of his career. What other types of writing did he produce?

2 How do we know Mr. Mahfouz's work was important outside of Egypt?

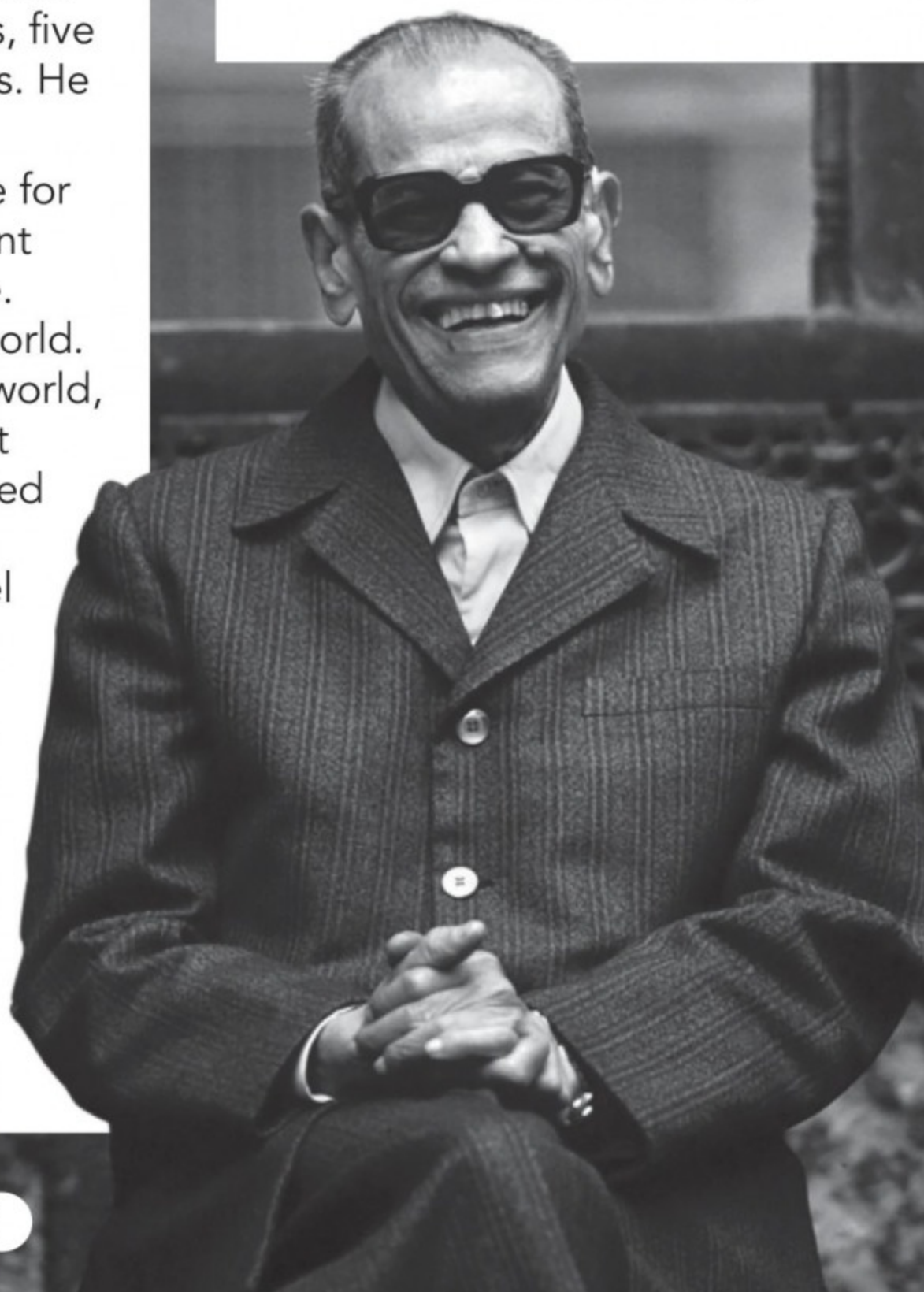
3 How do we know that Mr. Mahfouz's writing continued to be popular after his death?

NAGUIB MAHFOUZ

I'd like to tell you about a great role model – the Egyptian writer Naguib Mahfouz. He wrote about history, and he also wrote about ordinary people. He's my hero because he came from an average family, but through hard work, became one of the world's great writers.

Mr. Mahfouz published his first collection of short stories in 1938, and amazingly, continued writing until 2005, just one year before he died at the age of 94. During that time – a career of 70 years – he published 34 novels, more than 350 short stories, five plays, and dozens of scripts for movies. He was definitely a hard-working writer!

In 1988, Mahfouz won the Nobel Prize for Literature, probably the most important international prize a writer can receive. Clearly his work is loved around the world. Unfortunately for readers around the world, Mr. Mahfouz traveled outside of Egypt only three times in his life. If you wanted to meet the man, you had to visit his home country. According to the Nobel Prize website, Mr. Mahfouz once said in an interview, "If the urge to write should ever leave me, I want that day to be my last." Luckily for the world, Mr. Mahfouz kept writing – and in the years since his death, at least four of his books have been translated into English for the first time – certainly a treat for his fans who can't read Arabic!



LANGUAGE POINT Attitude adverbs

2 Circle seven adverbs in the description in exercise 1 that show the writer's attitude or opinion.

3 Complete the sentences with the attitude adverbs from exercise 2 that have the same meaning as the phrases in bold. Two items have two possible answers.

1 **It's easy to see that** she's an amazing athlete.
She's an amazing athlete.

2 **It's true that** he was a great explorer.
He was a great explorer.

3 **It's sad, but** she wasn't famous in her lifetime.
....., she wasn't famous in her lifetime.

4 **It's a good thing that** he survived the trip.
....., he survived the trip.

5 **It's difficult to believe, but** she held the world record for eight years.
....., she held the world record for eight years.

6 **I'm completely sure that** she is well known around the world for her amazing work.
She is well known around the world for her amazing work.

7 **It's pretty likely that** he will receive an award for bravery.
He'll receive an award for bravery.

Task A description of a person you admire

- 4 You are going to write a description of a person you admire. Choose one of the people or think of your own idea.

- a character from fiction (a book, TV show, or film)
- a person from history
- an athlete
- (your idea)

.....

.....

.....

Think and plan

- 5 Make notes that summarize why you admire the person you are going to write about.

.....

.....

.....

.....

.....

.....

.....

- 6 Read the writing strategy. Then search online to find out about the person's life. Write details that support what you wrote in exercise 5.



Writing strategy

Supporting your opinion

Many writing text types require you to express your personal opinions. When you express an opinion, give real-life examples and facts to support it.

.....

.....

.....

.....

.....

.....

.....

.....

- 7 Use the attitude adverbs from exercise 2 to write at least six sentences about the person's life.

1

2

3

4

5

6

Write a first draft

- 8 Write a first draft of your description of a person you admire. Write about 225 words. Use your answers from exercises 5–7 to help you.

Review and edit

- 9 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you clearly stated your opinion about the person you admire? ☐
- Have you supported your opinion with facts about their life? ☐
- Have you explained their achievements? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Have you used attitude adverbs? ☐

- 10 Now write a final draft of your description of a person you admire.



Reading to learn

1 What is a fact, and what is it based on?

.....

.....

.....

2 What is an opinion, and what is it based on?

.....

.....

.....

3 Are the statements facts (F) or opinions (O)?

- 1 Junko Tabei was the first woman to climb Mount Everest.
- 2 Svetlana Savitskaya was the greatest female astronaut ever.
- 3 Scott Fahlman's invention doesn't make him heroic.

Vocabulary and Grammar

Describing heroes

4 Match each word (1–5) to an example (a–e).

- 1 courageous
- 2 reckless
- 3 compassionate
- 4 selfless
- 5 moral

- a He encouraged his cousins to go into the deep lake even though they couldn't swim.
- b He was cold, but he gave his coat to someone who needed it more than he did.
- c She knew the kids were very sad, so she tried to make them comfortable and help them to feel better.
- d She could easily have taken the money and no one would have known, but she wanted to do the right thing.
- e The firefighter went into the burning house and led the children to safety.

5 Think of one or two examples of people you know who have shown the qualities in exercise 4.

.....

.....

.....

.....

.....

Negative prefixes

6 Add the adjectives to the correct prefix.

accurate judgmental loyal moral
pleasant rational understood

un	kind ¹
dis	honest ²
in	sensitive ³
im	patient ⁴
mis	represent ⁵
ir	regular ⁶
non	stop ⁷

7 Choose three negative words from exercise 6 and write an example of each.

Copying another student's work is dishonest.

- 1
- 2
- 3

Using relative clauses

8 Match the sentence halves.

- 1 Defining relative clauses
- 2 Non-defining relative clauses
- 3 Relative pronouns

- a take the place of nouns.
- b give extra information about the thing or person we're talking about.
- c say exactly which thing or person we're talking about.

9 Complete the sentences with a relative pronoun. Then respond to each one.

- 1 Name a person you admire because he or she showed leadership.
.....
- 2 Think of a time you need to be courageous.
.....
- 3 Name a place someone has done something heroic.
.....

10 Complete the sentences with a relative pronoun. Then decide if the sentences are true (T) or false (F) for you.

- 1 I don't know anyone is truly heroic.
- 2 One day, I would like to do something makes people say I'm a hero.
- 3 There are some heroes who are so great that there is no place in the world they aren't known.

Emergencies

11 Complete the sentences with the phrases below. Have you ever been in situations like these?

get into trouble hear the alarm got lost

- 1 I saw someone in the water, so I called a lifeguard, who helped.
- 2 She looking for her friend's house and had to call for directions.
- 3 Whenever we, we leave the building immediately.

12 Answer the question.

Think of a time when there was a severe storm in your town or country. What happened?

.....

.....

.....

Speaking

13 Which sentences are used when you make a decision under pressure?

- 1 We're lost!
- 2 Don't panic.
- 3 We'll never find our way home.
- 4 If we wait, everything will be OK.
- 5 This is a complete disaster.

☐

☐

☐

☐

☐

Writing

14 When you express an opinion about someone, what should you support it with?

.....

15 Circle the details which support the opinion. Underline the details which don't support the opinion.

My uncle Ramon is an amazing athlete. When he was at college, he won prizes for running the 600 m. He also won prizes in a computer science competition. He represented our city in a national running competition, and won a trophy. He graduated from college with a degree in mathematics.

Reflect

What makes a hero?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what makes a hero?

.....

.....

.....

.....

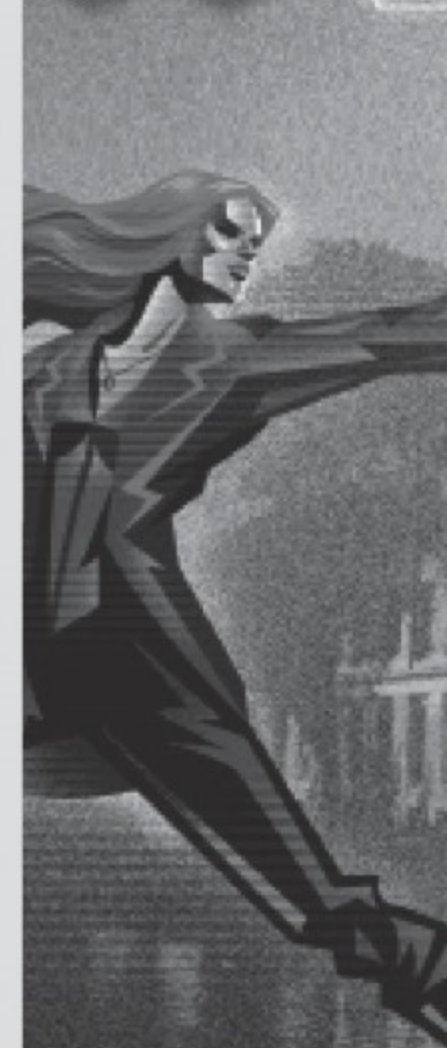
What is the most interesting thing you learned in the unit?

.....

.....

.....

.....





How do we use numbers?

- 1 Look at the two sets of numbers. Can you figure out which box the numbers belong in?

14 15 16 17 19

Set A

2 3 5 11 13

Set B

4 6 8 9 12

- 2 Scan the article on page 45 for the answer to exercise 1. Which paragraph is it in?

- 3 Study the reading strategy. Then read the article and underline the topic sentence in each paragraph.



Reading strategy

Topic sentences

Topic sentences are like signposts. They show us the main idea of the paragraph and help us follow the development of a text. They usually appear at the beginning of a paragraph, but they can also be in the middle or at the end.

- 4 Read the article again and choose the correct answers.

- How did Dr. Sacks first notice the twins' special ability?
 - He gave them tests.
 - He watched them having fun.
 - He asked them questions.
 - He talked to their parents.
- Which of these is a prime number?
 - 21
 - 22
 - 23
 - 24
- How was Dr. Sacks able to join the twins' game?
 - by saying prime numbers he found in a book
 - by repeating the numbers they said
 - by using calculations to find prime numbers
 - by asking them to teach him the game

- How did Sacks think the twins identified prime numbers?
 - by using complex calculations
 - by memorizing them
 - by reading them in a book
 - by simply "seeing" them
- What does Pepijn van Erp think Dr. Sacks got wrong about the twins?
 - their ability to communicate
 - their general mathematical understanding
 - their ability to identify prime numbers
 - their age
- What does the article conclude?
 - Dr. Sacks didn't completely understand the twins.
 - The story probably isn't true.
 - No one understood the twins.
 - Dr. Sacks made the story up.

5 Answer the questions.

- 1 Do you think you have a natural ability in mathematics? Explain why or why not.

- 2 In what ways is mathematics useful in daily life?

Dr. Sacks and the case of the twins

In his book *The Man Who Mistook His Wife For A Hat And Other Clinical Tales*, neurologist Dr. Oliver Sacks describes a pair of twins who were his patients. They had an intellectual disability, struggled with everyday communication, and couldn't take care of themselves. According to Sacks, he observed them playing a game where they took turns saying long numbers – some with six digits – nodding and smiling as though they were agreeing about something. Sacks wrote some of the numbers down, consulted a math book, and discovered that they were all prime numbers.

A prime number is a number that cannot be divided by any other number, except for 1. So, 2, 3, 5, and 11 are prime numbers, because the only way to divide them is by the number itself, or by 1: $5 \div 5 = 1$ or $5 \div 1 = 5$. However, 4, 6, 8, and 9 are not prime; $4 \div 2 = 2$, $6 \div 3 = 2$, and so on.

According to Sacks, the twins were somehow able to identify six-digit primes such as 100,003, though they were otherwise unable to do more than basic mathematical calculations. Sacks joined the game, using a book containing a list of prime numbers. He increased the size of the numbers up to ten digits – the largest in the book. Incredibly, the twins continued up to 20 digits – in other words, numbers as long as 48,112,959,837,082,048,697.

Sacks believed the twins had a special understanding of primes, and believed they were able to identify prime numbers without calculating them. "They see, directly," Sacks said, "a universe and heaven of numbers."

Dr. Sacks was a highly respected brain expert, but some people question his conclusion about the twins. Dutch mathematician Pepijn van Erp agrees that the twins appeared to do something almost magical. But he points out that the claim that they had only basic mathematical ability is probably incorrect. They were able to do some calculations, because they'd previously demonstrated the ability to correctly calculate the day of the week for any given date in the future – a rare and amazing skill. Van Erp explains some easy tricks for identifying non-prime numbers – for example, neither even numbers nor numbers ending in 5 can be prime, because numbers in those categories can always be divided. Knowing which numbers aren't prime makes it easier to guess primes. He says that Sacks didn't save a record of the large numbers that the twins said, so we can't be sure if they were actually primes.

There's no doubt that the twins had an extraordinary mathematical ability, but Sacks may have been too eager to see a kind of magic in numbers, and in the twins' abilities to identify primes.



Numbers and measurements

- 1 Look at the leaflet. Match each letter (A–C) to a dimension. Then write the maximum weight and the sum of the dimensions.

Maximum airplane carry-on size:

$A + B + C = 115 \text{ cm}, 15 \text{ kg}$

- length: height: width:
- maximum weight:
- sum of length, height and width:



- 2 Complete the text with the words below.

amount average probability percentage
sequence

Did you know ... ?

- The ¹ of being born on a Friday: one in seven
- The ² number of breaths taken every minute: 16
- The ³ of humans who are left-handed: 10
- The ⁴ of time it takes to travel to the moon: three days
- The number of petals on a daisy flower is always a number from the Fibonacci ⁵

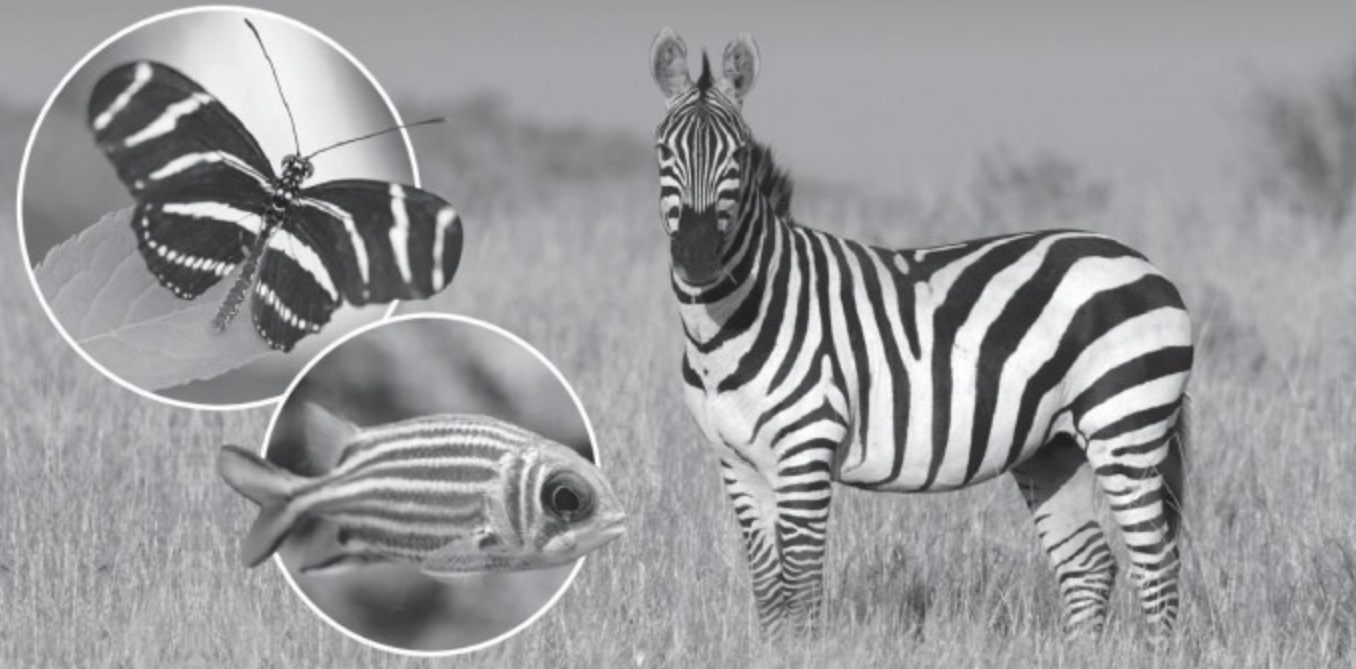
Verb + preposition

- 3 Choose the correct prepositions.

An old Latin phrase says that everything that appears ¹**in** / **for** / **at** threes is perfect. Many writers insist ²**to** / **with** / **on** following “the rule of three” – a writing principle that has provided readers (and moviegoers) ³**for** / **with** / **at** many famous groups of three characters. Han, Luke, and Leia in *Star Wars*, *Goldilocks and the Three Bears*, and *The Three Musketeers* all belong ⁴**to** / **for** / **on** the “club of threes.”

- 4 Complete each section of the text with one word from each list.

Patterns in nature: stripes and spirals



apply arrive occur provide search

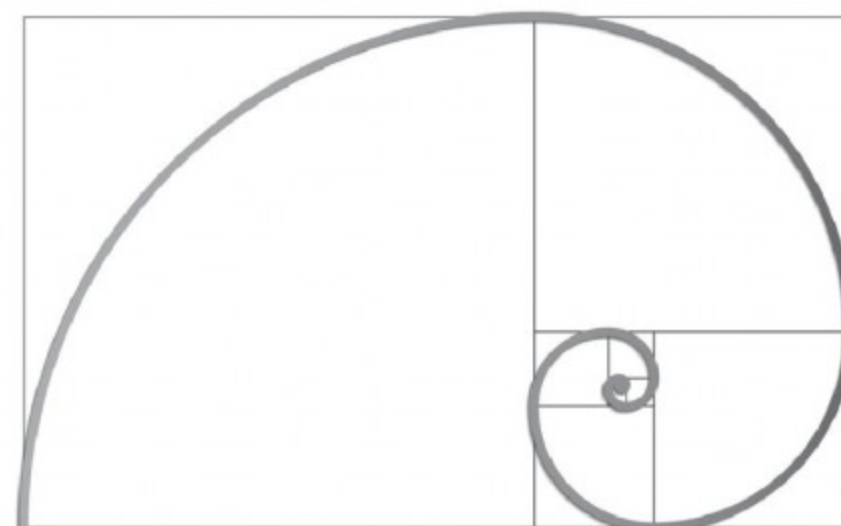
at for in to with

Certain patterns, for example stripes, ¹ nature in many very different creatures. When we ² examples, we find animals as different as zebras, fish, and butterflies with similar markings. Scientists who have studied these different creatures have ³ the conclusion that stripes must be useful in some way for the survival of all of the different animals. So what forces in nature ⁴ each of these three animals? The need to hide. It turns out that stripes ⁵ the animals some protection from other animals that want to eat them.

appear apply belong insist

in on to (x2)

Certain shapes also often ⁶ the natural world and can be found in living things that ⁷ two very different groups – the plant kingdom and the animal kingdom. In fact, some experts ⁸ pointing out that many of these spiral shapes are based on the Fibonacci sequence. The spiral of a seashell and the spiral of a sheep's horn are formed for very different reasons, but it seems that mathematical principles ⁹ both shapes.



a Fibonacci spiral

Talking about ability and possibility

- 5 Choose the correct words to complete the text.

Review: *Girl Genius* –

comic book and
web comic



Girl Genius tells the story of Agatha Clay. As a young child, she was a hopeless student who ¹**was able to / couldn't** do anything right. However, as she grew up, she ²**managed to / can** develop her mind and by the time she was 18, she ³**was / needs to be** able to attend college.

In college, Agatha discovers that she's a "Spark" – a person who ⁴**couldn't / can** think more quickly than most people, and even change the laws of time and space. But sometimes, Sparks ⁵**can't / managed to** control their powers, and get into trouble.

Fortunately for Agatha, the friendly Dr. Tarsus Beetle understands her powers and believes he ⁶**has never been / might be** able to help her. He knows that if she can control her powers, she ⁷**will be able to use / could have used** them for good, to fight the evil in the universe.

Eventually, Agatha ⁸**couldn't / manages to** master her powers. The *Girl Genius* series tells of her heroic adventure. This is exciting, highly recommended reading!

- 6 Complete the dialogue with the forms below. There is one extra.

could have couldn't 'll be able to
manage to might have won't be able to

Una Did you ¹..... finish the math homework for tomorrow?

Jan No, not yet. I ²..... figure out the last question. What about you?

Una Same. But I think Jo finished it. We ³..... ask her for some help at lunch break today.

Jan That's a great idea. I ⁴..... called her last night, but I didn't think of it.

Una If I don't get Jo's help, I ⁵..... finish the assignment.

Talking about deduction

- 7 Choose the sentence (a, b, or c) that matches each description.

- I'm making a deduction about a present situation.
 - Ben might not come today. I don't know.
 - Helen must be at home. Her lights are on.
 - They must have been late yesterday.
- I'm making a deduction about a past situation.
 - She didn't answer her phone. She might have left on her vacation this morning.
 - He can't be on vacation. I saw him at school.
 - They must be really happy.
- I'm sure something is true about the present.
 - She couldn't have forgotten her own name!
 - When she answered the phone, it must have been her mother calling.
 - Joe has been running for hours. He must be tired!
- I'm sure something ISN'T true about the present.
 - They can't be from France. They don't speak French.
 - He must be really good at German.
 - I think he may be from Sweden.
- I think something is possibly true about the present, but I'm not sure.
 - It can't be Gerald's car, because he doesn't have a car.
 - Liz might be in her room. Go and see.
 - That must be Ian's bag. It has his name on it.
- I'm sure something is true about the past.
 - You must be Tom. Is that right?
 - Those might be Michelle's keys.
 - He isn't here. He must have gone home.
- I'm sure something ISN'T true about the past.
 - They must be in the teachers' room because they aren't in the office.
 - She couldn't have forgotten the meeting. I reminded her this morning.
 - I think they may have left at about 10 p.m.
- I think something is possibly true about the past, but I'm not sure.
 - I think Lee might have won the lottery.
 - They must have gone out, because they aren't here.
 - Kate might be late to the meeting.



- 8 Complete the dialogue with the correct form of the words in parentheses.



Samantha Cristoforetti, an Italian astronaut, attended Space Camp in the US when she was 18. She spent 199 days in space between November 2014 and June 2015.

- Andy** This picture is so cool. I think it ¹ (might be) taken on the International Space Station.
- Vic** It ² (must be) amazing to look at Earth from the Space Station.
- Andy** She attended Space Camp when she was 18, so she ³ (must want) to be an astronaut from an early age.
- Vic** It ⁴ (could not be) easy for her to become an astronaut. They need to speak Russian and English, so she ⁵ (can't be) bad at learning languages!
- Andy** I wonder what she's doing now.
- Vic** Who knows? She ⁶ (may be) preparing for another trip to space.

Money and budgeting

- 9 Complete the text with the words below.

allowance borrow budget debt earn
save spend

FIVE TOP TIPS FOR FINANCIAL SUCCESS

- ¹ less than you ²
- Make a ³ and stick to it.
- ⁴ money regularly, even if it's a small amount from the weekly ⁵ your parents give you.
- Try to avoid getting in ⁶
- If you ⁷ money, return it as soon as possible.

- 10 The words in bold are in the incorrect place. Write the correct words.

The psychology of shopping



As shoppers, most of us enjoy finding a ¹**cost** – anything on offer at a reduced price. But research in psychology shows that when you see an item that's on ²**bargain**, your feeling of excitement may stop you thinking clearly. When an item seems to ³**lend** less than usual, we are tempted to buy it, often without first asking ourselves whether we need it – or can ⁴**sale** it. If you have to ask a friend to ⁵**afford** you money to buy something that's on sale, that's a sign you probably shouldn't buy it.



- 11 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 The old Latin phrase says that everything that appears in threes is perfect. Can you think of examples of things that have appeared in threes?
.....
.....
- 2 Have you, or someone you know, had the experience of buying something you didn't need because it was on sale? What happened? Did you/they keep it? Return it? Something else?
.....
.....
- 3 Which of the tips in exercise 9 do you think you'd be able to do the most easily? Do you think you could do all of them?
.....
.....

Listening

- 1 5.01 Study the listening strategy. Then listen to three conversations. Check (✓) the correct boxes in the chart.



Listening strategy

Recognizing context

When you listen to a conversation, recognizing context can help you build understanding. Notice:

- background noises: where do you think the speakers are?
- tone of voice: what is their relationship? How do they feel?
- key words or words that are stressed: can you guess the conversation topic?

	Conversation		
Relationship	1	2	3
customer and service provider			
doctor and patient			
friends			
teacher and student			
strangers			
Location	1	2	3
a sports event			
a barber shop			
a city street			
a school lunchroom			
a movie theater			

- 2 5.01 Listen again and choose the correct words.

Conversation 1

- Carlos usually drinks **tap** / **bottled** water.
- He left his **lunch** / **money** at home.
- Sally **doesn't help** / **helps** him.

Conversation 2

- The man is asking the woman for **money** / **directions**.
- He shows her a **map** / **phone number**.
- She says the bank is **no longer there** / **nearby**.

Conversation 3

- The boy **buys** / **doesn't buy** hair products.
- He asks for a **different style** / **lower price**.
- He pays **12** / **15** dollars for his haircut.

Speaking

- 3 Complete the sentences with the words below.

afford cut down must waste without

- Hair gel is a-have item.
- Bottled water is a total of money.
- I can't really too many lunches out.
- She could do soft drinks.
- They're trying to costs and save money.
- We need to cut on spending.

- 4 Complete the dialogue with the highlighted phrases (a-f) from exercise 3.



- Rob** Hey, Theo, how's it going? Do you want to go to the movies tonight?
- Theo** Sorry, I ¹ the movies right now.
- Rob** Oh well. Are you saving up for something special?
- Theo** I wish I was! No, I'm just spending too much right now. I need to ²
- Rob** I have the same problem. We both ³ so many new clothes. I bought this shirt recently, and I realize I don't even like it. It was ⁴
- Theo** I know the feeling. When you see it, you think it's a ⁵! You really need it!
- Rob** I know. OK, so why don't we both ⁶ spending? We can watch TV tonight instead.
- Theo** Great idea.

- 5 Write a dialogue. Choose one of the situations or use your own idea. Use phrases from exercise 3.

- Going out for a meal. You can't afford it because you're saving money to buy clothes.
- Going shopping for clothes. You can't afford it because you spent your allowance on pizza.
- Going to the video games store. You don't want to go because you sold your video game console.



REPORT ON HOW PEOPLE GET TO SCHOOL

The aim of this report is to look at how teenagers get to school. It's based on a survey which asked 100 teenagers about how far they travel, how they get to school, and how long it takes.

The first question on our survey was about how far people travel to school. ¹Well over 70% of those questioned travel more than 2 kilometers from home. ²Less than a quarter travel further than five kilometers, and ³about a quarter live within 1 kilometer of the school. The average distance is 2.5 kilometers.

The second question was about how people get to school. ⁴Just under half of people walk. ⁵Approximately 30% ride a bike to school. Some who don't ride a bike would like to, but

they feel there is too much traffic in their area. Students who ride a bike use bike lanes. ⁶About one fifth take public transportation – the bus – and about 15% get a lift in a car – either from their parents, or with friends' parents.

The third question asked how long people take to get to school. The average time is 20 minutes. ⁷A couple of people who live more than 5 kilometers from school, and who walk, take nearly an hour. ⁸None of the people surveyed takes more than an hour. People who live near school, and who ride a bike, take the least amount of time – about five minutes.

In conclusion, it appears that the greatest number of people walk to school, taking an average of 20 minutes to travel an average of 2.5 kilometers.



A report on a survey

1 Read the report and answer the questions.

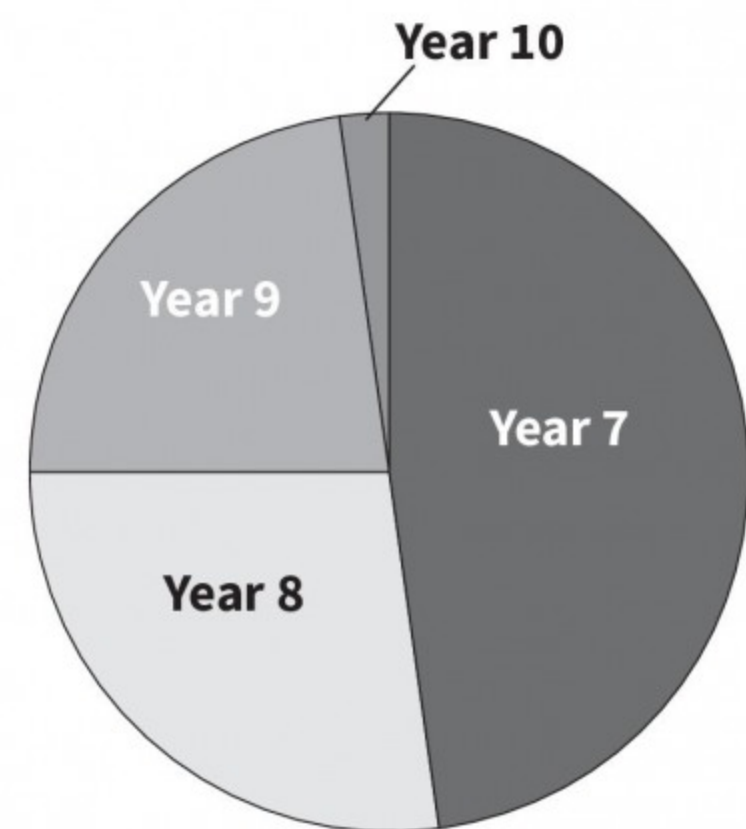
- 1 How far do most people travel to school?
.....
- 2 What's the most common way of getting to school?
.....
- 3 What's the quickest time that people take to get to school?
.....

LANGUAGE POINT Using approximate language

2 Match the underlined approximate information in the report (1–8) with the precise percentages (a–h).

- | | |
|-------------|-------------|
| a 26% | e 49% |
| b 22% | f 0% |
| c 31% | g 2% |
| d 74% | h 19% |

3 Replace the underlined information in each sentence with approximate language.



Walkers by school year

- 1 48% of those who walk to school are in Year 7.
.....
- 2 Of the walkers, only 2% are in Year 10.
.....
- 3 Of the students who walk, 27% are in Year 8.
.....
- 4 Year 9s make up 23% of the students who walk.
.....

Task A report on a survey

4 You are going to write a report on a survey. Choose one of the topics or think of your own idea.

- sports that people enjoy – either watching or participating in
- social media people use, and how much time they spend on it

Think and plan

- 5** Think of three questions you want to ask about your topic. For ideas, look back at the example essay in exercise 1.

1

2

3

- 6** Read the writing strategy. Then write an introduction for your essay.



Writing strategy

Writing an introduction

When you write an introduction, always:

- state your purpose clearly. What is the aim of the report and what will it include?
- consider the kind of writing and your audience. Use the correct register (formal or informal).

.....

.....

.....

.....

- 7** Ask at least ten classmates your questions from exercise 5. Calculate their answers as percentages.

Write a first draft

- 8** Write a first draft of your report on a survey. Write about 225 words. Use your answers from exercises 5–7 to help you, and the paragraph plan.

Paragraph 1 – Introduction

One paragraph per survey question

Final paragraph – Conclusion

Review and edit

- 9** Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you included a clear introduction? ☐
- Have you clearly explained the questions your survey answered? ☐
- Have you included all of the results of your survey? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable approximating language? ☐

- 10** Now write a final draft of your report on a survey.

Question 1:

Question 2:

Question 3:

Name of student	Answer 1	Answer 2	Answer 3

Example of calculating percentage:

10 = total number of people asked $\longrightarrow$ $\frac{2}{10} = 2 \text{ divided by } 10 = 0.2 \times 100 = 20\%$
 2 = people who like basketball



Reading to learn

1 Answer the questions.

- What's the purpose of a topic sentence?
.....
- Where in a paragraph do topic sentences usually appear?
.....
- Where are the topic sentences in the report on page 50?
.....

Vocabulary and Grammar

Numbers and measurements

2 Match each word with an example.

- | | |
|-----------------------|--------------------|
| 1 a probability | a 47% |
| 2 a percentage | b 2, 4, 6, 8, 10 |
| 3 a weight | c a million to one |
| 4 a sequence | d 5 m |
| 5 a width | e 18 kg |

3 Write information about yourself.

- the amount of time per day you spend online:
- the percentage of your week you sleep:
- the probability that you will go to the movies next weekend:
- the average time to travel to school:

Verb + preposition

4 Complete the questions with a preposition.

- What clubs or groups do you belong, at school or outside of school?
- When you need to search information for a school assignment, where do you look?
- What materials – books and so on – does your school provide you?
- If you planned your own menu at home, what foods would you insist including?

5 Answer the questions from exercise 4.

-
-
-
-

Talking about ability and possibility

6 Complete the rules with phrases a–e.

- We use *can* and *can't* + infinitive to talk about ¹
- We use *could*, *couldn't*, and *was able to* + infinitive to talk about ²
- We use *manage to* + infinitive to talk about ³
- We use *will be able to* + infinitive to talk about ⁴
- We use *could have* + past participle to talk about ⁵ that didn't happen.

- | | |
|--------------------------|--------------|
| a a past possibility | d the future |
| b the present | e the past |
| c difficult achievements | |

7 Complete the sentences about yourself.

- It wasn't easy, but I finally managed to
- I've never been able to
- If I work hard, I might be able to

Talking about deduction

8 Complete the rules with the forms below.

couldn't have might / may / could must
must have

We use ¹ + infinitive when we think something is possibly true in the present, but we aren't sure.

We use ² + past participle when we're 99% sure something isn't true about the past.

We use ³ + infinitive when we're 99% certain something is true about the present.

We use ⁴ + past participle when we're 99% certain something is true about the past.

9 Complete the dialogue with the correct form of the verbs in parentheses.

- Amy** I have a "missed call" message from Eveline. I ¹ (must have) my phone on silent by mistake.
- Lex** That's funny. She was supposed to be here by now. She ² (might miss) the bus.
- Amy** Or maybe she forgot where we were meeting?
- Lex** She ³ (could not forget). I saw her just a couple of hours ago, and we talked about it.
- Amy** Well, she ⁴ (must try) to reach me for some reason. I'll call her back!

Money and budgeting

10 Choose the correct words.

If you don't ¹earn / spend much money from your job, then you won't be able to ²cost / afford the things you need. In that case, you may need to ³borrow / lend some money to pay for your expenses. But be careful: sometimes when you get into ⁴budget / debt, it can be difficult to get out again.

11 Answer the questions.

- 1 Do you think every teenager should get an allowance? Why? / Why not?

.....

.....

.....

- 2 Are you saving for anything?

.....

.....

.....

- 3 When was the last time you got a bargain or bought something on sale?

.....

.....

.....

Listening

12 What things can you listen for to help you understand the context of a conversation?

- 1
- 2
- 3

Writing

13 Answer the questions.

- 1 What should an introduction do?

.....

.....

.....

- 2 What should you consider when you write an introduction?

.....

.....

.....

14 Would this be a good introduction for a report on a survey about how teens use social media? Why? / Why not?

I talked to my classmates about how they use social media. Social media is super important for teenagers today, but some people spend way too much time online.

.....

.....

.....

Reflect

How do we use numbers?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we use numbers?

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....





Why are we fascinated by movies?

- 1** Read the five headings below. Then skim the article on page 55 and match each heading to the correct paragraph (A–D). There is one extra heading.

The movie that was (partly) shot on an iPhone
They make it look easy
A movie with no people in it
The unknown and inexperienced director
The foreign-language movie

- 2** Read the article again and choose the correct answers.

- 1 What does the author say about great movies?
 - a All award-winning movies have certain elements that filmmakers must include.
 - b All of the best movies have already been made – there are no new ideas.
 - c For a movie to be truly great, the story must in some way feel like the truth.
 - d When a movie is being made, it isn't easy to know whether or not it will be a success.
- 2 How did 20th Century Fox launch *Star Wars*?
 - a They put it in hundreds of theaters on the day it was released.
 - b They didn't put it in very many theaters, but people who saw it talked about it.
 - c They advertised it heavily.
 - d They encouraged people to see it by making tickets cheaper than usual.
- 3 Why did Malik Bendjelloul shoot part of his movie on an iPhone?
 - a The equipment he was using didn't create the right style.
 - b His 8-millimeter equipment broke.
 - c It was all he could afford to do.
 - d He wanted to win an award.
- 4 What feature of *Crouching Tiger, Hidden Dragon* made it a surprise success?
 - a The screenplay was written in Chinese.
 - b The special effects weren't very good.
 - c The plot was complicated.
 - d The cast wasn't famous.

- 5 Which statement best summarizes the article?
- a *Star Wars*, *Searching for Sugar Man*, and *Crouching Tiger, Hidden Dragon* were successful even though they all faced a lot of technical problems during production.
 - b The success of each movie was the result of people seeing it and recommending it to their friends.
 - c There isn't a single formula for producing a successful movie.
 - d The blogger doesn't believe that the three movies are as good as audiences say they are.

- 3** Study the reading strategy. Then say what each term in bold in the article (1–12) refers to.



Reading strategy

Understanding pronouns and references

We use pronouns and other references to avoid repeating a noun or idea. Pronouns and references can refer to people, objects, places, or ideas.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

- 4** Write about one of the three movies in the article, either based on your experience of seeing it, or by looking for information online. Write about the cast, the plot, and whether you liked the movie.

.....

.....

.....

.....

.....

.....

UNEXPECTED MOVIE SUCCESSES

What makes a movie great?
The secret to success may be just that: a secret.

A

When we see an amazing movie, it's easy to imagine that, from the very start, the people who made ¹it knew they were making something great. Surely they could tell the plot was perfect and the chemistry between the actors was powerful? However, the truth is often very different. Some of the most popular – award-winning – movies ever made showed no signs of ²their future greatness at the time they were being produced. I'd like to look at three of ³them.

B

Star Wars is now among the most popular movie franchises of all time, but when it first came out in 1977, theaters weren't excited about showing ⁴it. 20th Century Fox, the production company that paid for the movie, hadn't given director George Lucas much money to make it. They were worried that he didn't have enough experience as a writer or director, and his work wasn't taken seriously. Most people in the movie business – including ⁵those in the production company – didn't think it would succeed. Nonetheless, *Star Wars* was released in a relatively small number of cinemas across the US with very little advertising. Within days, mostly through word of mouth, ⁶the surprise success's popularity exploded, breaking box-office records and making *Star Wars* one of the first Hollywood blockbusters.

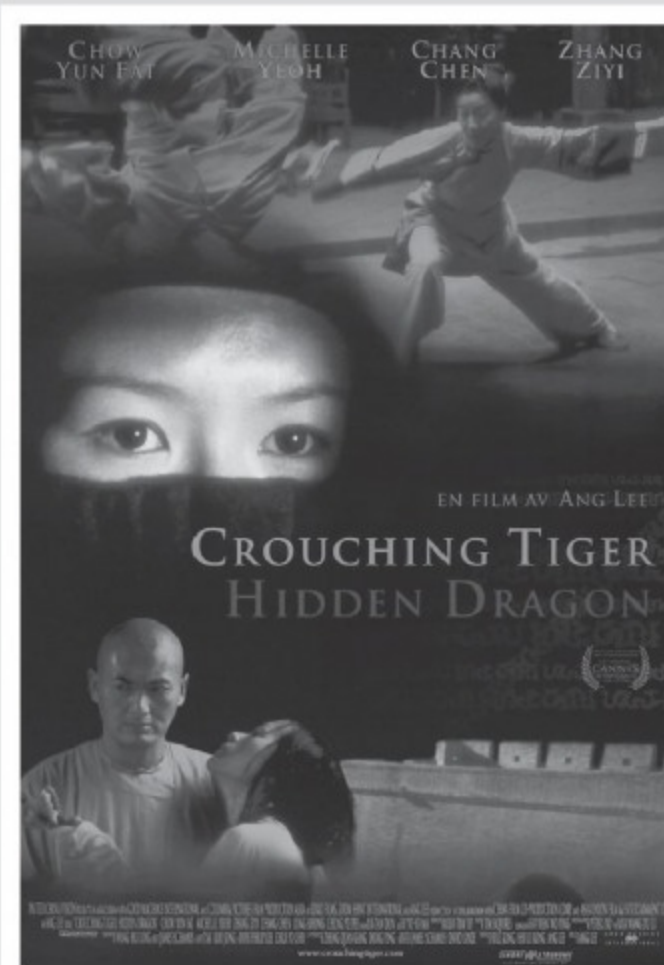


C

Documentary director Malik Bendjelloul started making *Searching For Sugar Man* using very old-fashioned, non-professional 8-millimeter movie equipment. He wanted to create stylized shots for ⁷his movie to create the feeling of past times. The movie is about Malik's effort to find a singer who had been very popular decades before, and then disappeared. When he ran out of money for the project, but hadn't completed the work, he turned to his smartphone, using an app called *8mm Vintage Camera*. ⁸The visionary director eventually finished the movie and released it in 2012 at the Sundance Film Festival, where it immediately picked up two awards. In 2013, ⁹it won a UK BAFTA Award for Best Documentary, and two weeks later took the award for Best Documentary Feature at the American Academy Awards.

D

The year 2000 movie *Crouching Tiger, Hidden Dragon* won more than 40 awards, and was nominated for an Academy Award for Best Picture. The movie's huge success in the U.S.A. came as a huge surprise. The language of ¹⁰the cinematic masterpiece is Chinese, and usually, foreign-language movies in the U.S.A. are shown in just a few theaters in the biggest cities. However, *Crouching Tiger* was such an instant success with audiences that it was eventually shown on 1,700 screens around ¹¹the country. While foreign-language movies are often seen in the U.S.A. as "art" movies, ¹²this was so much more: a martial arts thriller, a love story, a historical epic, and an action movie – all set in a beautiful Chinese landscape. There was something in it for everyone.





Movies

1 Match the movie terms to the definitions.

- | | |
|----------------------|-------------------------|
| 1 soundtrack | 6 blockbuster |
| 2 screenplay | 7 set |
| 3 performances | 8 special effects |
| 4 cast | 9 plot |
| 5 trailer | 10 scene |

- a a hugely popular movie
- b an ad for a movie, showing a short part of it
- c the story of a movie – what happens
- d the music that accompanies a movie
- e one part of a movie (in which events happen in the same place)
- f techniques used for showing difficult or impossible action in a movie
- g a place that is created for shooting a movie
- h the group of actors who appear in a movie
- i the script of a movie
- j the act of playing the characters in a movie

2 Complete the text with eight of the words from exercise 1.

Compound adjectives

3 Complete the compound adjectives in the excerpts from short movie reviews.

action fashioned respected short
taking well

Many scenes in *The Hobbit* trilogy were filmed in the ¹breath..... mountain scenery of New Zealand's North Island. In one ².....-packed scene, some of the movie's heroes barely survive floating down a raging river – the Pelorus River, a ³.....-known location to outdoor enthusiasts – especially kayakers.

In theaters, China's 2018 adventure movie *Asura* was ⁴.....-lived. After a very disappointing opening weekend, the movie's producers asked theaters to stop showing it. Although it was directed by highly ⁵..... Hollywood insider Peng Zhang, the cool response from audiences turned the epic fantasy movie into an old ⁶..... failure.

4 Choose the correct words to complete the compound nouns.

Star Trek II, released in 1982, was a ¹ground... movie because it was the first to have an entire scene created on a computer. Audiences loved the ²fast-... action of fighting spaceships, but also appreciated the ³thought-... scene where Spock, one of the main characters, gives his life to save his friends. With more than a dozen movies to date, *Star Trek* may be a ⁴never... movie series. Fans await the next ⁵hard-... movie in the world's longest-running science fiction franchise.

- | | | | | | | |
|---|---|-----------|---|----------|---|------------|
| 1 | a | taking | b | breaking | c | respecting |
| 2 | a | paced | b | packed | c | respected |
| 3 | a | known | b | lived | c | provoking |
| 4 | a | fashioned | b | taking | c | ending |
| 5 | a | hitting | b | packing | c | living |

The first blockbuster

According to *Guinness World Records*, the very first Hollywood summer ¹..... was *Jaws*, released in 1975. Here are six facts every movie fan should know about it.

- The ²..... was based on the novel by the same name.
- The ³....., by composer John Williams, won several awards. The most famous feature is the simple two-note tune played in each ⁴..... with a shark attack.
- The ⁵..... – mainly robotic sharks – accounted for about one third of the total cost.
- Director Steven Spielberg didn't want top Hollywood stars in the ⁶....., but instead hired less well-known actors, to make the story seem more like real life.
- Many movie critics praised Spielberg's skill as a director, and the actors' ⁷.....
- *Jaws* was the first motion picture to be shot on the ocean rather than on a ⁸..... designed to look like the ocean.



Talking about likely and unlikely consequences

5 Complete the dialogue with the correct form of the verbs in parentheses.

Ali What are your plans for the weekend?

Eva I'm not sure. What about you?

Ali I have a lot of homework. But if I have time, I ¹ (go) to the movies tomorrow night.

Eva Oh, great. Will you let me know if you ² (do)? I'd like to go, too.

Ali Sure, no problem. But I ³ (not have) time if I don't finish my homework first.

Eva If you ⁴ (leave) right now, you might be able to finish it this evening.

Ali Yeah, you're right. I ⁵ (start) as soon as I get home. And I think I'll finish as long as I ⁶ (not fall) asleep!

6 Complete the email with the phrases below. One phrase is used twice.

as long as soon provided that
unless when

Re: Media studies project

Dave,

Just an update on where we are with the movie. We can finish filming next week ¹ we have good weather for the outdoor scenes – which we may not have. But we can't film outdoors ² we have a sunny day, because the weather is mentioned in the script. We won't have a problem ³ as we have some good weather during that two-week period. But the main actor is going on vacation ⁴ as we're scheduled to finish shooting. She won't cancel her vacation ⁵ we pay her a lot of money – which we don't have. I can tell you more about it ⁶ I see you.

Eloise



7 Rewrite the sentences using the second conditional.

1 Teenagers don't go to this theater, because it's so expensive.

Teenagers would go to this theater if it wasn't so expensive.

2 I'm not happy, because I'm not a Hollywood star.

3 It isn't a horror movie, so I'll go to the movies with you.

4 I don't have a video camera, so I won't make a short movie.

5 She acts in movies. She's famous.

8 Complete the questions with *will* or *would*. Then answer the questions.

1 If someone invites you to go to the movies next weekend, what you say? Why?

2 If a friend asked you to act in a movie she was making, what you say? Why?

Talking about hypothetical consequences in the past

9 Choose the words that explain the meaning of the sentence.

1 Would you have chosen to make a movie if you'd known it would be so difficult?

You **chose** / **didn't choose** to make a movie.
You **knew** / **didn't know** it would be so difficult.

2 If the actors had learned their lines, filming would have been quicker.

The actors **learned** / **didn't learn** their lines.
Filming **was** / **wasn't** quick.

3 If he'd had time, would Ian have helped us make the movie?

Ian **had** / **didn't have** time. He **helped** / **didn't help** us make the movie.

4 If I'd filmed it on my phone, it would have been easier.

I **filmed** / **didn't film** it on my phone.
It **was** / **wasn't** easy.



- 10** Read the text messages between Sam and Cathy. Rewrite the underlined sentences in the third conditional.

Hi, Cathy. Is Ella with you?

No, she isn't.

Oh, I thought she was going to the movies with you and Mike?

She doesn't like action movies, so she didn't want to see Iron Man.

So what did you do?

¹We went without her, and she was annoyed.

Did you and Mike enjoy it?

²Mike was really tired, so he fell asleep.

What about you?

³I enjoyed it, so I stayed awake!

What did you do after the movie?

⁴We wanted to hang out with Ella, so we called her.

Did she meet up with you?

No, ⁵she was out with Lisa, so she couldn't meet us.

If Ella had liked action movies, she'd have wanted to see Iron Man.

- 1
- 2
- 3
- 4
- 5



Documentaries

- 11** Choose the correct words to complete the dialogue.

Ana What are you working on?

Ted I'm writing a ¹shoot / script / location for a movie. It's for my science project.

Ana A movie? For a science project? What's the assignment?

Ted To make a(n) ²real-life / educational / fictional movie that explains how space travel is possible. I want to create a simple set in the school gym and ³entertain / shoot / script it there.

Ana Wow, that's cool.

Ted I'll record my own ⁴real-life issues / script / voice-overs, which will explain the main ideas. Even though it will be serious, I hope it will also be ⁵entertaining / on location / fictional.

Ana I can't wait to see it!

- 12** Complete the text with the words below. There is one extra word.

educational entertain entertaining
fictional on location real-life issues script
shot voice-overs

Documentaries vs. Reality TV

What's the difference?

Most people think of documentaries as being primarily ¹..... . While they may also be ²..... , they usually deal with ³..... and are often ⁴..... not on a set, but out in the real world, ⁵..... . Reality TV series, on the other hand, often use documentary techniques such as ⁶..... to explain what's going on, and people speaking without following a ⁷..... . But while documentaries generally try to teach us something, the main purpose of reality TV is to ⁸..... us.

- 13 CONSOLIDATION** Answer the question with your own ideas. Write complete sentences.

If you could be an actor and appear in any type of movie, what type of movie would you choose? Why?

.....

.....

.....

.....

Listening

- 1 6.01 Read the course description. Then listen to Kate Jones talking to a group of students and decide if 1–4 in the description are true (T) or false (F).

Course description

HOW TO MAKE A DOCUMENTARY

¹In this course, taught by experienced documentary-maker Kate Jones, you'll get practical tips for documentary making. ²The main focus of the session is how to use a video camera to shoot like a professional. ³You'll also practice interviewing techniques to develop your ideas. ⁴The final project will involve using professional video cameras to produce your own documentary story.



1 2 3 4

- 2 6.01 Listen again. Number the tips for making a documentary in the order they are mentioned.
- You can make a documentary using a smartphone.
 - Every documentary needs a story.
 - It's important to listen to people.
 - Most people are uncomfortable being on camera – but remember, it doesn't usually show.
 - When planning your documentary, you don't need to worry about using the camera – focus on the idea.

Speaking

- 3 Choose the correct words.
- I think people will be able to relate **at** / **to** ...
 - Why **don't** / **aren't** we add a question about ... ?
 - I could talk **to** / **for** a long time about ...
 - This question **has** / **is** the potential to be really interesting
 - Sorry, but I'm **not** / I **don't** comfortable talking about ...
 - I don't think people will be interested **of** / **in** ...
- 4 Complete the dialogue with the phrases (a–f) from exercise 3.
- Jess OK, so let's ask people when they realized they were no longer a child.
- Sara ¹..... I'm sure people can talk about that.
- Jon ²..... the summer I spent on my cousins' farm. That's when I stopped being a child.
- Jess Yes, everyone was a child once, and now isn't. So ³..... that idea.
- Sara Great. ⁴..... our parents, maybe about giving us adult responsibilities?
- Timo ⁵..... my family, really. I said that before – I'd rather avoid that topic.
- Jess I agree. I'm not sure it's a great idea. ⁶..... hearing about our responsibilities at home.
- 5 Plan a documentary.
- Choose one of the documentary topics.
 - how young people use mobile devices
 - the top attractions in your town or city
 - the movies teens like
 - Write a short voice-over that explains the topic of the documentary.
- 6 Study the speaking strategy. Then practice reading your voice-over from exercise 5 aloud.



Speaking strategy

Speaking with an audience

Speaking clearly helps your audience to understand you. There are some easy ways to ensure that you are speaking as clearly as possible.

- Practice before you speak until you feel comfortable.
- Take your time. If you speak slowly, people will understand you better and you will be able to focus on correct pronunciation.
- Watch how people react when you speak. If they appear confused, express your ideas more clearly.

A review

1 Read the movie review and complete the chart.

1	What kind of movie is <i>My Neighbor Totoro</i> ?	
2	Who directed it?	
3	Who are the main characters?	
4	Where is the story set?	
5	What is the most exciting part of the movie?	
6	What happens in the end?	
7	What does the reviewer like the most about the movie?	
8	Does the reviewer recommend the movie?	

LANGUAGE POINT Gradable and non-gradable adjectives

2 What adjectives does the reviewer use to describe the things?

- the house:
- Yasuko's illness:
- Totoro:
- the animation:
- the scenes of the countryside:
- the scene where the girls go on a flying bus:
- the bus the girls fly on:
- the movie *My Neighbor Totoro*:

3 Which of the adjectives in exercise 2 are gradable? Which are not gradable?

Gradable:

Not gradable:

My Neighbor Totoro

My Neighbor Totoro is an animated fantasy movie by director Hayao Miyazaki. The Japanese director is widely respected as one of the world's great animation directors.

The movie tells the story of the Kusakabe family. Professor Kusakabe and his daughters Satsuki and Mei move to a fairly old house in the Japanese countryside while their mother Yasuko recovers from a serious illness in a nearby hospital. While playing in the forest, the girls meet Totoro – a very friendly, but somewhat mysterious, tree spirit who lives there. The girls have neat adventures with their new friend. The point of highest drama comes when the younger girl, Mei, runs away, believing that her mother isn't going to return to the family. In the end, Mei is found and the family is reunited.

The animation in the movie is amazing. The scenes of the Japanese countryside are absolutely

gorgeous, like paintings. And near the end of the movie, there's a thrilling scene where the girls go on a long journey in a magical flying bus that looks like a cat. You have to see it to believe it!

To sum up, *My Neighbor Totoro* is a great movie and I would definitely recommend it to other teenagers. And don't think that just because it's animated, it's for kids – the award-winning movie is considered by many to be one of the greatest movies of all time.



Task A review

- 4** You are going to write a review of a television show or movie. Think of one you have seen that you would like to write about. It can be one you really liked, really disliked, or had mixed feelings about.

Think and plan

- 5** Think about the movie or TV show you want to review. Make notes about it.

Type of movie / TV show	
Director	
Actors	
Main characters	
Location(s)	
Important point in the plot	
What you really like or dislike about it	
Would you recommend it or not?	

Write a first draft

- 6** Write the draft of the first three paragraphs of your review, but not the conclusion. Use your answers from exercise 5 to help you, and the paragraph plan.

Paragraph 1 – introduction with key information

Paragraph 2 – a brief description of the plot

Paragraph 3 – what you like and dislike about it

Paragraph 4 – conclusion

- 7** Study the writing strategy. Then match each sentence (a–f) to the correct category (1–3).

**Writing strategy****Writing a conclusion**

When you write a conclusion, always summarize your arguments and restate your opinion. You can make your paragraph more memorable by including:

- questions to engage the reader.
- a surprising fact or memorable moment.
- an imperative as a suggestion.

- Do I recommend this TV show?
- Avoid this one!
- It's won ten international awards.
- Watch it! You won't be sorry!
- Should you see the movie?
- The worst part is a scene with a cake.

- Questions to engage the reader:
- A surprising fact or memorable moment:
- An imperative or suggestion:

- 8** Now add one or two of your own ideas to each category (1–3) from exercise 7.

-
-
-

- 9** Write a conclusion for your review. Use your ideas from exercises 7 and 8. (Your review should be about 225 words in total.)

.....

.....

.....

.....

.....

.....

Review and edit

- 10** Read your first draft. How can you improve it? Use the checklist to help you.

**Writing checklist****Content**

- Have you included a clear introduction and conclusion? ☐
- Have you clearly explained the plot? ☐
- Have you said what you like and dislike about the movie or TV show? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use gradable and non-gradable adjectives? ☐

- 11** Now write a final draft of your review.

Reading to learn

1 What do the pronouns in bold refer to?

I was really amazed the first time I saw the dinosaurs in *Jurassic World*. ¹**They** were amazing! ²**It's** one of the best movies I've ever seen.

- 1
- 2

2 Why do we use pronouns and other references?

.....

3 What can pronouns and references refer to?

.....

Vocabulary and Grammar

Movies

4 Think of a movie you have seen for each of the following.

- 1 really good or really bad special effects
.....
- 2 a really good or really bad performance
.....
- 3 an interesting or a boring plot
.....
- 4 a really good or really bad soundtrack
.....
- 5 a blockbuster
.....

5 Answer the questions.

- 1 What's the most memorable scene you've ever seen in a movie?
.....
.....
- 2 What movie have you seen that had the most interesting set? What was it like?
.....
.....
- 3 What movie trailer have you seen recently that made you either want to watch the movie, or avoid watching it?
.....
.....

Compound adjectives

6 Choose four of the compound adjectives. For each one, think of a specific movie, a scene in a movie, or an actor that it describes. Write a sentence about each thing.

action-packed breathtaking fast-paced
groundbreaking hard-hitting
highly respected never-ending
old-fashioned short-lived
thought-provoking well-known

The battle scenes in Lord of the Rings were breathtaking.

- 1
- 2
- 3
- 4

Talking about likely and unlikely consequences

7 Answer the questions with complete sentences. Use the first conditional. What will happen if ... ?

- 1 you're late for school
.....
- 2 you do your homework, but you forget to bring it with you to class
.....
- 3 school is unexpectedly canceled for one day
.....

8 Write sentences about what you would do in each situation. Use the second conditional.

- 1 Unexpected rain makes you very wet on the way to the movie theater.
.....
- 2 The movie you're watching turns out to be really boring.
.....
- 3 A friend cancels meeting up at the last minute.
.....

Talking about hypothetical consequences in the past

9 Write sentences about how your life might have been different in each situation. Use the third conditional.

- 1 You were born in a different country.

.....

.....

- 2 You were born as the opposite gender – a girl rather than a boy, or a boy rather than a girl.

.....

.....

- 3 You were a famous child movie star.

.....

.....

Documentaries

10 Write the name of a movie or TV show for each category.

- 1 deals with real-life issues
- 2 was shot on location in a beautiful place
- 3 is very entertaining
- 4 is educational
- 5 uses a voice-over

Speaking

11 What is the best advice for speaking with an audience?

.....

.....

Writing

12 Answer the questions.

- 1 What is the purpose of a conclusion?

.....

- 2 What can you include to make a conclusion memorable?

.....

.....

13 Which techniques from exercise 12 does this writer use?

Do I think you should avoid this movie? I do. Although the cast is fairly well known, the script is pretty boring and the plot was impossible to follow. If it had had less fast-paced action, it might have been better.

.....

.....

Reflect

Why are we fascinated by movies?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, why are we fascinated by movies?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....





What is the world of work like?

- 1 Look at the title of the article and the pictures on page 65. What do you think “homes in space” refers to?

- 2 Read the reading strategy. Then read the article aloud. Match each statement (1–9) to the paragraph (A–F) in the article that gives the information.



Reading strategy

How to deal with difficult texts

If you find a text difficult to understand, try the following:

- Read the text aloud.
- After each paragraph, reread earlier paragraphs to understand the connection with previous ideas.
- Summarize the text in your own words and compare with a friend. If you disagree, explain why.

- 1 Even though she had no specific training related to space travel, her background was perfect for a job with NASA.
- 2 After visiting Johnson Space Center, Constance applied for a job at NASA.
- 3 Visiting the Space Center caused Constance to rethink her career.
- 4 Constance’s work after college included designing very tall buildings.
- 5 Constance’s first visit to NASA’s Johnson Space Center wasn’t work-related – she was a tourist.
- 6 In the end, the work she did for the ISS was bought by a private company, to build their own space station.
- 7 Constance designed several things necessary for space travel – not just places for people to live.
- 8 Unfortunately, Constance didn’t live long enough to see how her work performed in space.
- 9 Constance helped design places for people to live on the International Space Station.

- 3 Complete the summary with one word in each blank.

CONSTANCE ADAMS studied architecture in the ¹....., and then worked internationally designing ²..... and planning cities. She experienced a career-changing inspiration when she visited NASA as a ³..... and was inspired to apply for a job as a space architect. In a dream job come true, she designed ⁴..... for astronauts in space, working to make them not only practical, but also ⁵..... She also worked on ⁶..... for space, and a spaceport for launching rockets. Maybe the most amazing thing about her ⁷..... is that she discovered it by chance.

- 4 Answer the questions. Use ideas from the article on page 65.

- 1 Which part of Constance’s story do you find the most interesting? Why?

.....
.....
.....

- 2 Would you like to travel in space one day? Why? / Why not?

.....
.....
.....

- 3 If you could be a designer, what types of things would you like to design?

.....
.....
.....

- 4 Have you ever had a sudden realization or desire to do something new? What happened?

.....
.....
.....

Designing homes ... **IN SPACE**

A In 1995, something happened by chance that changed Constance Adams's life forever. She was visiting the city of Houston and decided at the last minute to tour NASA's Johnson Space Center – the home of the USA's space program. Adams was amazed by what she saw there, and was captivated by the challenges of space travel. Always wanting to learn more and move forward, she decided then that her future had to include space.

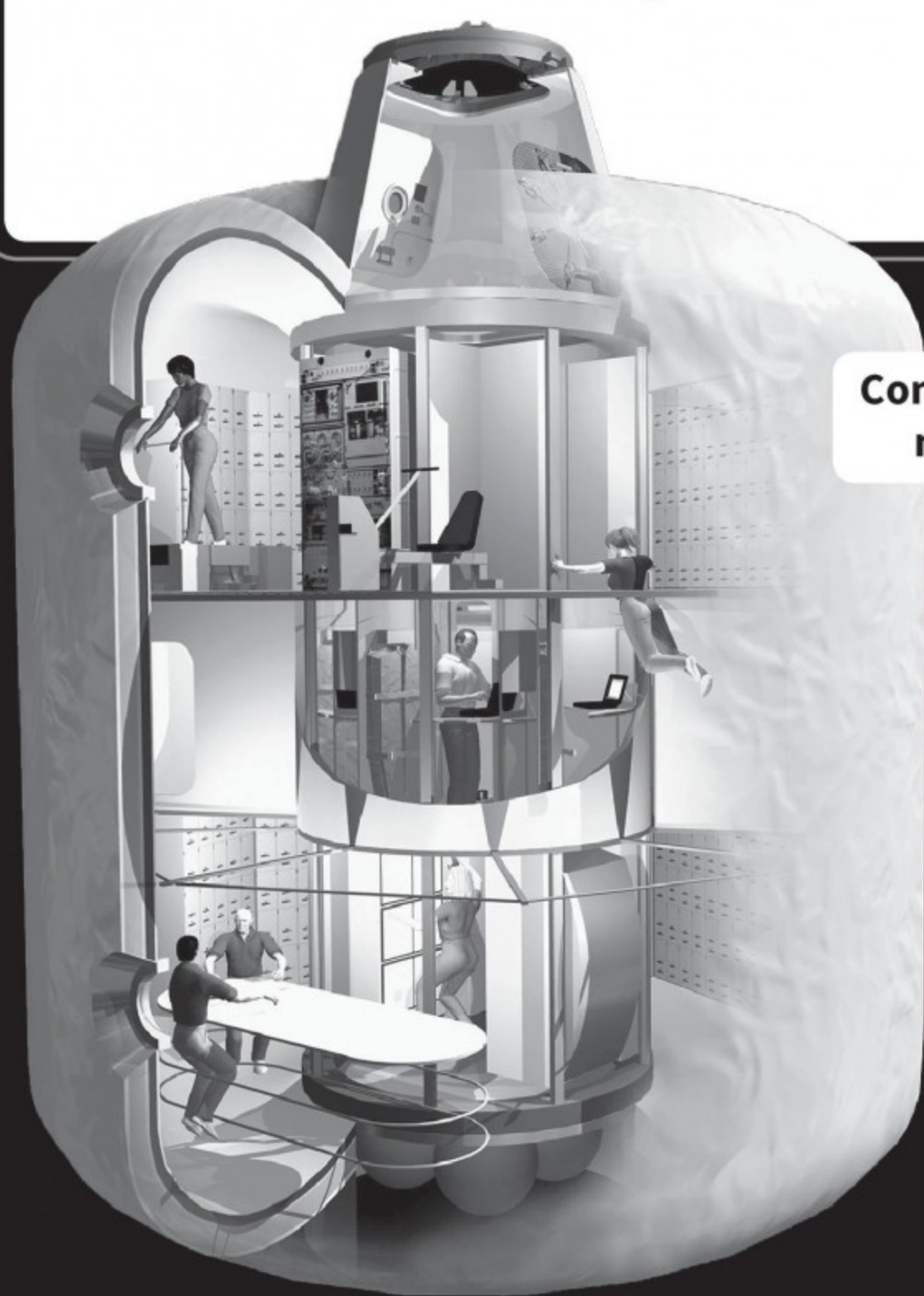
B For most people, this wouldn't be a realistic career option, because a lot of specialist training is necessary to work for NASA. However, Constance already had the necessary skills.

C She had earned a sociology degree at Harvard, and had gone on to earn a Master's in architecture at Yale – two top universities. In her career as an architect, she had worked in Japan, designing skyscrapers in Tokyo, and then in Germany, planning entire cities. She loved her work. But in Houston, she saw the potential to create buildings for life on other planets, and for life in space. She knew then that designing skyscrapers or planning cities would never be enough – she now dreamed of going much higher. She wrote to NASA expressing her interest in working for them, and was hired immediately.

D Adams wasted no time starting work on a project called TransHab – an abbreviation of Transit Habitat. It's a three-level "space home," designed to be added to the International Space Station (ISS). One challenge of living and working on the ISS is the lack of comfort. Though technologically advanced, it isn't an easy place for people to live. Constance's vision wasn't only to create homes for space, but also to make them pleasant places to be. What makes TransHab special is that it's inflatable, a bit like a balloon. This means that it would be relatively small and light to launch into space, but when inflated, would provide a large, comfortable living area. In the end, NASA didn't use TransHab for the ISS, but sold the design to a company called Bigelow Aerospace. They plan to develop the technology for their own space station – a project still in progress.

E Space travel is expensive, and every bit of weight on a mission costs money. In addition to working on TransHab, Constance also designed furniture that was very lightweight and could easily be folded for storage. She also helped design vehicles to bring astronauts back from space, and worked on the design of SpacePort America, where Virgin Galactic plans to launch flights into space.

F Throughout her career, Constance learned new things and moved forward. Sadly, in 2018, at the age of 53, she died of cancer – a loss for her friends, her family, and the field of space architecture.



Constance Adams with a model of TransHab





Career skills and qualities

- 1 Complete the text with the words below. There is one extra word.

analytical communication creative
decisive good people natural leader
patience team player time management



✈ Job Q and A: **Airline pilot**

What skills do pilots need?

It goes without saying that every pilot needs to know how to fly an airplane, but have you considered these five additional skills that are essential for success in the air – and on the ground?

- Good ¹ skills
Flying is often about schedules, so pilots need to arrive at work when they're supposed to, and plan carefully to be sure the plane is ready to take off without delay.
- Strong ² skills
An airplane is a complex piece of technology and sometimes things go wrong. Pilots need to solve problems and take quick, ³ actions, often under pressure.
- ⁴ skills
Pilots need to talk to other pilots and air traffic controllers, so it's important to speak clearly and listen carefully.
- ⁵
Although it may seem exciting, there are many boring hours as well. There might be delays because of weather or mechanical problems, and pilots need to be able to wait without becoming stressed or upset.
- ⁶ skills
Getting along with other crew members and passengers is another necessary skill for pilots. This means being a ⁷ and being able to work well with others, even in difficult situations. It also helps to be a ⁸, in case you need to take control and tell others what to do.

Multi-word verbs (1)

- 2 Complete the multi-word verbs with the correct prepositions.

Even as a young man, software billionaire Bill Gates was super smart. In one of his math classes, he came ¹ with a new solution for an old math problem and really impressed his teacher. But despite his intelligence, Gates didn't have a plan for his future work or studies. When an old friend suggested they start a software company together, Gates couldn't turn ² the offer. He decided to drop ³ of Harvard University. To Gates's relief, his parents supported his decision – which paid ⁴ when in 1987, he became the youngest billionaire ever, at the age of 31.

- 3 Complete the text with multi-word verbs made from a word from each group.

A: act come face drop turn paid

B: off down up (x2) out (x2)

What will you be when you grow up?

From a very young age, some people know what job they want to do. My sister, who is now a teacher, used to ¹ lessons with my friends and me – when she was six years old, and we were four! She even decided to ² a friend's invitation to go traveling for a few months after high school because she wanted to start teacher's college right away. I'm the exact opposite. As a child, I would ³ with a different dream job every week – doctor, astronaut ... train driver. I did manage to get to college, and even though I changed the focus of my studies several times, I didn't ⁴ At that time, I had to ⁵ to the fact that I might never be sure about what job I wanted. But my indecision finally ⁶ when I discovered my dream job: counseling college students on jobs and careers.

Talking about obligation, prohibition, and permission

- 4 Look at the information about safety clothing. Choose the correct words to complete the dialogue.

ZONE	Safety equipment				
1					
2					
3					

- A OK, we have a few safety rules on the work site. First, everyone working in Zone 1 ¹... wear a helmet, safety glasses, ear protection, boots, and gloves.
- B ²... wear ear protectors in Zone 3?
- A No, you don't. But you ³... wear them in Zones 1 and 2.
- B What about my phone? ⁴... take it into Zone 2?
- A Yes, you are. But you ⁵... take it into Zone 3. And you ⁶... to take food into Zones 2 or 3.
- 1 a is allowed to b has to
c must not
- 2 a Do we have to b Must we not
c Will we
- 3 a don't have to b must
c aren't allowed to
- 4 a Do I have to b Am I allowed to
c Has to
- 5 a must not b don't have to
c are allowed to
- 6 a don't have b have
c aren't allowed

- 5 Complete the text with the forms below.

'll have to have to didn't have to had to
'm not allowed to

I'm learning to drive a truck for my job, and I ¹... take my driving test next week. Although I ²... wear glasses when I was younger, I recently had an eye test – and now I do, because I'm short-sighted. Of course, I ³... wear them for the driving test, and every time I drive. I ⁴... drive without an extra pair of glasses in the truck with me – so I ⁵... order an extra pair last week.

- 6 Complete the text with the correct forms of *let* and *make*.

DO YOU HAVE STORIES OF GIVE AND TAKE AT WORK?

MARIANNA, GREECE: I work as an au pair – a child carer who lives with a family. My host family ¹... me do a few jobs around the house, but they also ²... me invite my friends over for meals, and go out in town on the weekends. So, it seems fair.

KOJI, JAPAN: I ³... my colleague borrow my tablet, and she left it on the bus! We reported that it was lost, but the bus company didn't find it. Our boss ⁴... her buy me a new one.

ELLA, BEIJING: One of my co-workers sometimes ⁵... me borrow money when I need a little extra. It's convenient but expensive, because he ⁶... me pay back 10% more than I borrow!

- 7 Choose the correct meaning (a or b) for each sentence.

- 1 No cameras allowed.
a You must not take your camera.
b You don't have to take your camera.
- 2 In the factory, stay inside the yellow lines.
a You might have to cross the yellow lines.
b You must not cross the yellow lines.
- 3 Keep the door locked.
a They let you lock the door.
b You aren't allowed to unlock the door.

- 8 Complete the sentences so that they are true for you.

- 1 At school, we aren't allowed to
.....
- 2 However, they do let us
.....
- 3 And we have to
.....
- 4 But we don't have to
.....
- 5 At home, my parents make me
.....
- 6 This week, I have to
.....



First impressions

9 Complete the article with the expressions below.

come across as first impression
fold our arms good impression
make eye contact shake hands

The science of first impressions

A few years ago, a scientist named Amy Cuddy said that our body language might affect not only the type of ¹..... we give when we meet someone, but also how we feel about ourselves. Her research showed that when we ²....., for example, we feel less confident than when we put our hands on our hips. By using what she called "power poses," she suggested that people would not only ³..... being more confident, but actually become more confident. Not everyone agrees with Cuddy's research findings; however, few would argue that looking confident generally gives a ⁴.....

Another study found that the way we ⁵..... with someone directly relates to our personality. Researchers gave people personality tests and looked at how strong their handshake is, how long it lasts, and whether they ⁶..... The result? The stronger and longer the handshake, the more confident you are.

10 Choose the correct words to complete the forum chat.

11 Answer the questions about your own culture.

- How do people view eye contact? Does it show warmth and confidence, or can it be a bit rude?
.....
.....
- Who shakes hands as a greeting? Friends? Family members? Men and women?
.....
.....
- Do people greet one another with a kiss? On one cheek? On two? Only with family members? What about friends and colleagues?
.....
.....
- What are popular topics for small talk? Sports teams (which ones)? The weather?
.....
.....

12 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- If you could do any job, what would it be? What skills would you need to do the job?
.....
.....
- What safety rules does your school have?
.....
.....
- What do you do to try to make a good first impression when you meet someone new?
.....
.....

Q I'm about to start a job that will involve traveling all around the world. I want to make a ¹**lasting** / **good** / **bad** impression when I meet people in other countries. Can you help me out? What rules do you know about greeting people around the world? Should I ²**warm up to** / **come across as** / **kiss** people I meet in France? Can I ³**shake hands** / **make small talk** / **fold** in Thailand? Help!

- A** Unless you've been introduced, don't kiss anyone in France – that will definitely make a ⁴**bad** / **small** / **warm** impression!
- A** Be aware that making ⁵**eye contact** / **folding** / **an impression** can mean different things in different cultures. To you, it may show confidence, but in other places it can be rude, like a kind of challenge.
- A** It can be nice to ⁶**shake hands** / **make small talk** / **contact** with people you meet, but make sure you don't bother them! People will ⁷**warm** / **kiss** / **contact** to you if you're friendly – but not if you're annoying!

Listening

1 Look at the pictures and answer the questions.

- Which person gives the best first impression applying for a job in an office? Why?
- Based on the way each person is dressed, what conclusions would you make about their job skills?



2 7.01 Listen to the podcast. Which statement best explains the main idea?

- First impressions are rarely right and should be ignored.
- You don't need to think about first impressions if you're good at what you do.
- First impressions are important, but second impressions may be more important.
- Employers need to try to make a good first impression on potential employees.
- First impressions almost always predict how well a person will perform in a job.

3 7.01 Complete the notes with the words below. Then listen again and check.

“blind” good important perfect wrong

- First impressions are ¹ – people form them naturally.
- First impressions also can be ², so we should be careful about them.
- Example: Top orchestras now do ³ auditions to avoid first impressions and focus on skill.
- Some people give a really ⁴ first impression, but may not have the right job skills.
- Even if you don't give a great first impression, you should be able to get a job that's ⁵ for you.

Speaking

4 Complete the dialogue with the phrases (a–g).

- I'm good at
- I learned how to
- Can you give me an example of
- An example of this is
- I also have some experience in
- Could you tell me a little more
- when I

Pedro Thanks for coming to the interview. I've read your application, and I think you have a lot to offer. I'd like to ask you a few questions.

Liza OK.

Pedro You say you're creative. ¹ that?

Liza Sure. ² music – especially the violin. But I also play the guitar.

Pedro OK. And do you write music?

Liza Yes, I do. ³ record songs on my computer ⁴ was about ten years old, and I've made a lot of recordings.

Pedro That's interesting. And what about being good with your hands, which you mention on your application?

Liza ⁵ repairing musical instruments. ⁶ working in a music store.

Pedro ⁷ about that?

Liza Sure. It was last summer, and ...

5 Study the speaking strategy. Then write an interview. Choose one of the situations or use your own idea. Use phrases from exercise 4.



Speaking strategy

Answering interview questions

When you have an interview for a job, try to give plenty of information when you answer questions; take advantage of the opportunity to talk about your experience, skills, and personality. At the end of the interview, ask some questions of your own, too – this shows that you are interested.

- a job interview for a student astronaut
- a job interview for an au pair (a child carer who lives with a family)
- a teen-fashion clothing designer

A cover email

- 1 Read the job ad and cover email.
Answer the questions (1–6).

Sales Assistant at Top Fashion Ref 299

The retail clothing store Top Fashion is looking for young, enthusiastic sales assistants. You must:

- have an interest in fashion.
- be a good team player.
- be a great communicator.

Send your résumé to Elena Walters,
elena@topfashion.com



- 1 What two subjects is Joe currently studying?
.....
- 2 Where does he do unpaid work?
.....
- 3 What is his hobby?
.....
- 4 What skills does he mention?
.....
- 5 What does he ask Elena Walters about?
.....
- 6 Do you think Joe is a good candidate for the job? Why? / Why not?
.....

LANGUAGE POINT Words and phrases for extra information

- 2 Complete the email with the phrases below.

also as well as In addition to Moreover
too more

- 3 Match the sentence halves.

- 1 I do painting
- 2 In addition to my computer classes,
- 3 I'm the captain of the soccer team
- 4 I've never missed a class or handed in a late assignment.
- 5 I helped set up a snack bar at school.
- a I'm also studying math.
- b What's more, my grades last year were all As.
- c as well as drawing.
- d Moreover, I manage it and have hired two assistants.
- e and lead an exercise class, too.



From: Joe Kelly

To: Elena Walters

Subject: Sales Assistant at Top Fashion Ref 299

Dear Ms. Walters,

I am writing to apply for the Sales Assistant vacancy at Top Fashion. Please find my résumé attached.

I am currently in my second year at Fairfield Junior College, where I am studying fashion design. As part of my coursework, I have experience planning fashion shows, ¹..... doing design presentations. ²....., I am currently working as a volunteer doing fashion window displays for several local thrift stores. I love working with fashion, but I'm developing my business skills, ³..... I'm taking an online course in retail sales, which will lead to a certificate.

⁴..... my interest in fashion, I am ⁵..... actively involved in music. I play the violin in the college orchestra and perform at college musical events. What's ⁶....., I play in a band with friends, and we have put on several concerts at our local community center. For both of these activities, I need to be a team player and a good communicator.

I feel that my education and experience in fashion design and retail, and the skills I use when I play in musical groups make me an ideal candidate for this job. I am available for an interview immediately and would like to know which days the job is, and how many hours per week.

Best wishes,
Joe Kelly

Task A cover email

- 4 You are going to write a cover email for a summer job. Look at the job ads. Make a list of the skills and qualifications you need for each job.

.....

.....

.....

.....



T-shirt designer

Ref 404

Are you creative? Do you love art? Would you like to be paid for your pictures?

We need a T-shirt designer who can draw and paint, and who has lots of ideas. Time management skills are important because we have to meet T-shirt printing deadlines. This means you need to be decisive and able to work quickly.

Send your résumé to Jaime Cruz,
jaime@cruzshirts.com

- 5 Which job do you think you are most suited for?

.....

Think and plan

- 6 Study the writing strategy. Then do the exercise.



Writing strategy

Presenting your good points

When you write about yourself, mention your positive points. Decide which of your skills and qualifications are relevant for the job or role you are applying for. Present them clearly and give specific examples to support them, so it's easy for people to see what your strengths are.

Make a list of your skills and qualifications that show you are suited for the job you chose in exercise 5. If you aren't sure what to write about, you can make up examples.

.....

.....

.....

.....

.....



Theater box office manager

Ref 986

Our small theater needs someone to manage the box office, with its team of five assistants and computerized ticketing system. We need:

- a natural leader.
- someone with great people skills.
- an analytical problem-solver to deal with occasional technical issues.

Is this you? Send your résumé to Layla Gamal, l.gamal@thisisouoldtheater.com

Write a first draft

- 7 Write a first draft of your cover email. Write about 225 words. Use your answers from exercises 4–6 to help you, and the paragraph plan.

Paragraph 1 – Introduce yourself and your reason for writing.

Paragraph 2 – Talk about your current studies and other activities.

Paragraphs 3 and 4 – Talk about your skills and how they match the job.

Paragraph 5 – Conclude your email and say you hope to hear from them.

Review and edit

- 8 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you included a clear introduction and conclusion? ☐
- Have you talked about your current studies and other activities? ☐
- Have you talked about your skills and how they match the job? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use words and phrases for adding extra information? ☐

- 9 Now write a final draft of your covering email.

Reading to learn

- 1** What three things can you do to help you deal with difficult texts?

.....

.....

.....

.....

- 2** In your own words, summarize the text in exercise 9 on page 68. Compare your summary with a classmate, and if you disagree, explain why.

.....

.....

.....

.....

.....

Vocabulary and Grammar

Career skills and qualities

- 3** Rate yourself on each skill (1 = I need to improve; 5 = I definitely have it).

I'm good at					
• time management	1	2	3	4	5
I have					
• patience	1	2	3	4	5
• analytical skills	1	2	3	4	5
• communication skills	1	2	3	4	5
• good people skills	1	2	3	4	5
I'm					
• a team player	1	2	3	4	5
• a natural leader	1	2	3	4	5
• creative	1	2	3	4	5
• decisive	1	2	3	4	5

- 4** Choose one of the items from exercise 3 and explain your answer with a specific example from your life.

.....

.....

.....

Multi-word verbs (1)

- 5** Complete the sentences with the correct prepositions.

- Describe a story you enjoyed acting when you were a child.
- Describe a time when you did hard work that paid
- Describe a time when you had to drop of a class, sports event, or other activity because you didn't feel well.
- Describe a time you turned an invitation because you had other plans.
- Describe a time you came with a good solution to a problem you were facing.

- 6** Choose three situations from exercise 5 and write about them.

.....

.....

.....

.....

.....

Talking about obligation, prohibition, and permission

- 7** Think about a job (for example, teacher, police officer, factory worker) and write four rules for the job. Use *have to*, *must*, *aren't allowed to*, and *must not*.

-
-
-
-

- 8** Write about three things you did not have permission to do when you were younger that you have permission to do now. Use the correct form of *make*, *allowed to*, and *let*.

When I was ten, I wasn't allowed to go to the movies with my friends. Now my parents let me go on Saturdays.

-
-
-

First impressions

9 Answer the questions.

- 1 Think of someone who made a good first impression on you. Did that impression turn out to be correct, or did it change as you got to know the person?

.....

.....

.....

- 2 Think of someone who has made a lasting impression on you (for example, a person you've met, or maybe a musician or writer you know about). What impression did they make? Why was it lasting?

.....

.....

.....

Speaking

10 What is the best advice for answering interview questions?

.....

.....

.....

.....

.....

.....

11 Read the interview question. Write an example answer using some of your tips from exercise 10.

What school subject are you the most interested in, and why?

.....

.....

.....

Writing

12 Answer the questions.

- 1 When you present yourself in a piece of writing (for example, a covering email for a job application), what should you mention?
- 2 What support should you offer for the things you mention?

.....

13 Choose a skill from exercise 3 on page 72 that you have not already written about. Give a specific example of it from your life.

.....

.....

.....

.....

.....

Reflect

What is the world of work like?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what is the world of work like?

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....



- 1** Look at the title, the pictures, and their captions on page 75. Besides athletes, who do you think might be winners and losers at the Olympic Games?
-
-

- 2** Study the reading strategy. Then follow the instructions.



Reading strategy

Reading fluently

In order to read fluently, you need to be able to read texts quickly and accurately in a short time. You can improve your ability to do this by setting a time limit and reading as much as possible. Then repeat the activity, trying to read further each time.

- 1 Read the article on page 75 silently for two minutes. How far did you get?
 - 2 Read the article again for two minutes. Did you get further? Calculate your words per minute score and compare with a partner.
 - 3 Now read the whole article. Then look at your answers to exercise 1. Were your ideas mentioned?
- 3** Complete the paragraph headings in the article with the words below. There are two extra words.

athletes cities competing hosting
money Olympics winning wins

- 4** Read the article again and decide if the sentences are true (T) or false (F).

- 1 According to the article, when a city is chosen to host the Olympics, it usually brings in a lot of workers from abroad to help prepare.
- 2 A ticket for the Olympics usually includes hotels, food, and transportation.
- 3 The Olympics benefit a city because they leave behind places that people can go and do sports.
- 4 When Tokyo spent \$150 million, they were chosen to host the 2016 Olympics.
- 5 The cost of trying to be chosen as an Olympic city is returned if the city isn't selected.
- 6 The Beijing Olympics cost far more money than they earned.
- 7 UK taxpayers paid for about one third of the London Olympics.
- 8 The majority of the population is usually against hosting the Olympics because of the cost.
- 9 It's good for governments to host the Olympics.
- 10 The author concludes that the cost of hosting the Olympics is worth it.

- 5** Answer the questions. Use ideas from the article.

- 1 Would you like your city to host the Olympics? Or if it has, do you feel happy about it? Why? / Why not?
-
-
-

- 2 The Olympics always cost more money than they earn, but they make people happy. Do you think it's worth all the cost to make people happy in this way? Why? / Why not?
-
-
-

- 3 What would be the pros and cons of having a fixed location for the Olympics rather than using a different city every four years?
-
-
-





OLYMPIC CITIES: WHO ARE THE WINNERS AND LOSERS?

When a city wins the chance to host the Olympics, it's always cause for celebration. But what's the true cost when the games come to town?

Making ¹ better

After winning the chance to host the Olympics, a city makes a lot of improvements: airport modernization, new roads and rail lines, and, of course, beautiful new sports facilities and accommodations for athletes. All of this building work creates jobs, bringing cash to the local economy.

Bringing in ²

When the games start, millions of visitors come to town and spend money on hotels, restaurants, and transportation – another boost to the local economy. But that isn't all. When the games are over, the benefits continue: the city's citizens enjoy the sports facilities and other improvements for many years to come. It seems that everyone wins.

The cost of ³ to be an Olympic city

But it may not be that simple. Just competing with other cities to be an Olympic host costs millions – even if your city isn't chosen. Tokyo had hoped to host the 2016 Summer Olympic Games, and spent \$150 million trying – only to see the games go to Brazil. They spent another \$75 million on their attempt for 2020 and won. That money goes to expert advice on putting a proposal together, on events organizers, and on travel related to trying to become the host city. Once the money is spent, it's gone.

The cost of ⁴ the Olympics

But that's only the start. The cost for the games themselves is much higher. While the Beijing Olympics brought in \$3.6 billion, they cost more than \$40 billion. On top of that, Beijing's famous Bird's Nest Stadium costs \$11 million per year to maintain. London 2012 cost about \$15 billion, and UK taxpayers paid \$4.4 billion of that. It took the city of Montreal, in Canada, 30 years to pay the debt from the 1976 games. In fact, according to many experts and lots of research, hosting the games always costs more than it earns.

Who wants the ⁵ ?

Can it really be good news to be chosen as an Olympic city? Who wants to host the Olympics when economically, Olympic cities are losers? The answer is: the people who live there – usually 70–80% of the population, according to *The Economist* magazine. People love the idea of hosting the Olympics. And because the people are voters, politicians love the idea, too. Each country's government is involved in bringing the Olympics to a city, so governments that bring the Olympics are often popular.

Everyone ⁶

The Olympics are expensive, but maybe cost isn't everything. If a city feels pride in hosting the world's biggest sports event, athletes get to compete at the highest level possible, and the world loves watching, perhaps after all, everyone does win.



Sports fans show their pride in Brazil at the 2016 Olympics



Japanese politicians celebrate as Tokyo is announced as the host of the 2020 Olympics

Beijing's Bird's Nest Stadium cost \$450 million to build for the 2008 Olympics



Sports values

- 1 Match the words in the article (1–6) to the definitions (a–f).

WHAT DOES IT TAKE TO BE A TOP ATHLETE?

We asked coaches, players, and fans. Here's what they said.

A top athlete has to have a lot of qualities, but I think the most basic one is ¹**talent**. Without that, no matter how hard you work, you'll never be the best.

– Nick, soccer fan

Not all sports require ²**athleticism**, but the fast-moving ones definitely do. To excel at soccer, basketball, ice hockey, and tennis you have to be quick and really fit.

– Alicia, fitness trainer

Top athletes usually feel a strong ³**motivation** to compete, often from an early age. Usain Bolt really wanted to run as a kid. Venus and Serena Williams were the same in tennis.

– Marcus, runner

Winning feels great, but you won't win if you aren't ⁴**competitive**. You have to want to win. More than anything.

– Liz, sport climber

One thing I notice in top athletes is their ⁵**determination** – a "failure is not an option" way of thinking. They win because they stay focused on winning.

– Piet, high school PE teacher

Obviously, sports like soccer and basketball are all about ⁶**teamwork**. But even athletes who compete alone work with coaches and other experts and have to get along well with them.

– Margaret, running coach

- a eager to win or be more successful than others
- b the quality of having firmly decided to succeed
- c natural skill or ability
- d the quality of having a strong and healthy body, able to play many sports
- e the ability of people to work together
- f a feeling of interest in doing something

- 2 Circle and replace five incorrect words in the text with the words below.

athleticism determined discipline
motivation talent

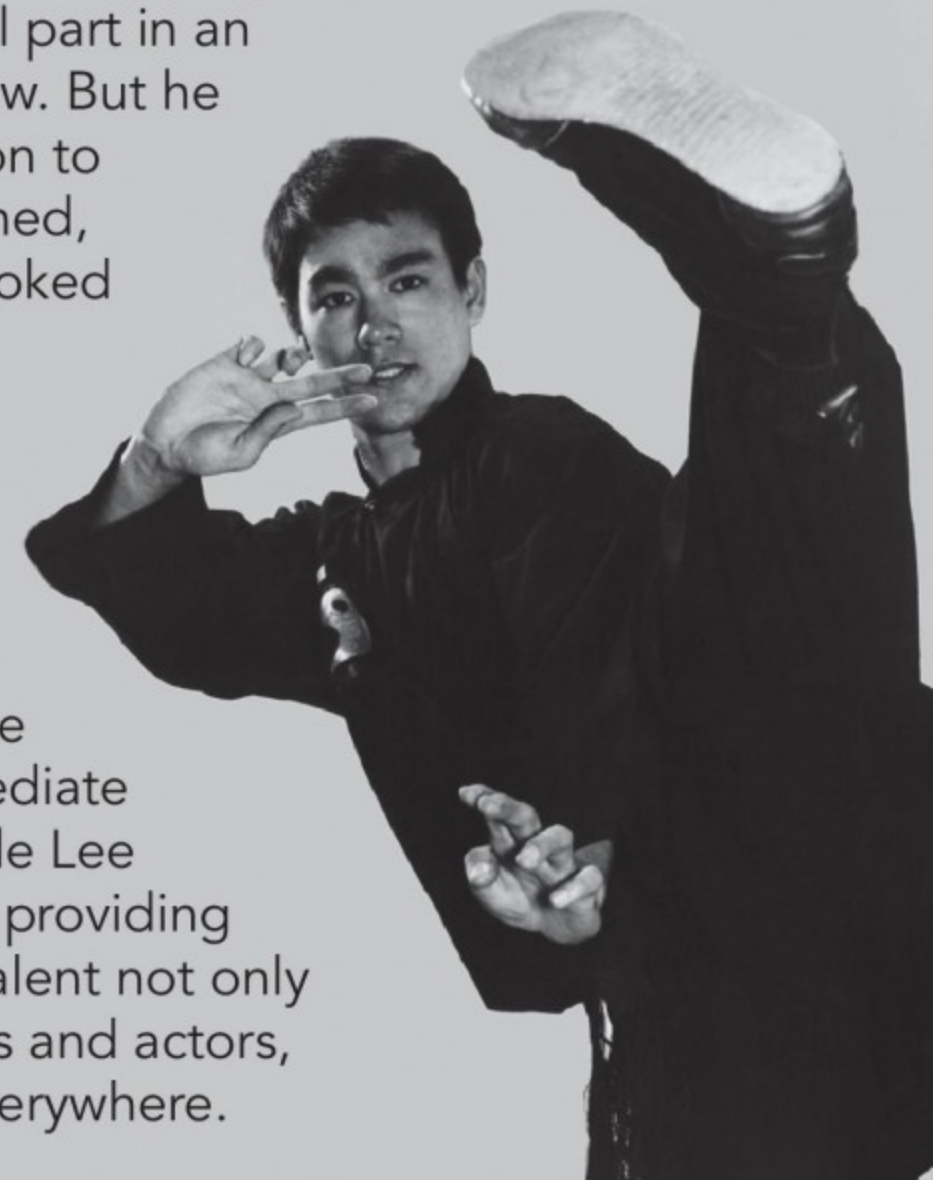
BRUCE LEE

A TRUE GLOBAL SPORTS SUPERSTAR

Bruce Lee is one of the greatest sports heroes of all time, because he had teamwork both as an athlete and as an actor.

Lee was well known for his athletic. He trained every day – running, weightlifting, practice fighting – and even had the disciplined to exercise when he was "relaxing" and watching TV.

Lee didn't become a global superstar by chance. In 1969, he was a struggling actor with a small part in an American TV show. But he was determination to succeed. He trained, stayed fit, and looked for work in films. Finally, in 1971, he was given a lead role in a martial arts action film – *The Big Boss*. The film was an immediate success that made Lee globally famous, providing inspiration and talent not only to young athletes and actors, but to people everywhere.



- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

Other prefixes

- 3 Match the prefixes to their meanings.

- | | |
|---------------|-----------------------|
| 1 over | a between |
| 2 under | b too much, too high |
| 3 inter | c in favor of |
| 4 mega | d too low, not enough |
| 5 anti- | e against |
| 6 pro- | f do again |
| 7 re | g very |

4 Complete the dialogue by combining the prefixes and the words below.

anti inter mega over (x 3) re under (x 2)

consider famous national paid (x 2)
priced sports valued (x 2)

Bev Have you seen how much these Formula 1 drivers earn? Millions per year. I think they're ¹....., don't you?

Ken Well, I see what you mean. But these drivers are ²..... stars – they're famous all over the world. In fact, they're more than just famous – they're ³.....!

Bev Right. And I don't want to sound as though I'm ⁴..... – in fact, I love sports – but take soccer players as another example: I also think they're paid too much.

Ken Hmm ...

Bev And that isn't all. What about people like firefighters and nurses and teachers? Aren't they more important than athletes? And yet, even though they are professionals, they're ⁵..... It doesn't seem fair to me.

Ken Yeah, you're not wrong, Bev. But how do you get the entire world to ⁶..... how much people are paid? Athletes earn a lot because huge companies sponsor sports.

Bev And because it costs so much to attend sports events. Tickets are incredibly ⁷.....! I guess teachers, firefighters, and nurses are ⁸..... by society. We don't realize how important they are.

Ken And maybe athletes are ⁹..... – maybe we give them too much importance.

Using reported speech

5 Read the dialogue. Then complete the reported speech.

Eric I want to play tennis this afternoon.

Aya Are you sure? It's raining.

Eric Is it really raining? I didn't notice when I looked out of the window. I hate the rain!

Aya Well, I haven't been out since breakfast, but it was raining then. Do you want me to look at the weather forecast online?

Eric No, that's OK. I'll look. And if the forecast is for rain, we can go to the gym. Do you want to come with us?

Aya Sure!

Eric said he ¹..... to play tennis. Aya replied that it ²..... Then Eric told Aya he ³..... when he looked out of the window. Aya said she ⁴..... out since breakfast, but insisted that it ⁵..... then. Then Eric said he ⁶..... at the weather forecast online. He explained that if the forecast ⁷..... for rain, they ⁸..... go to the gym.

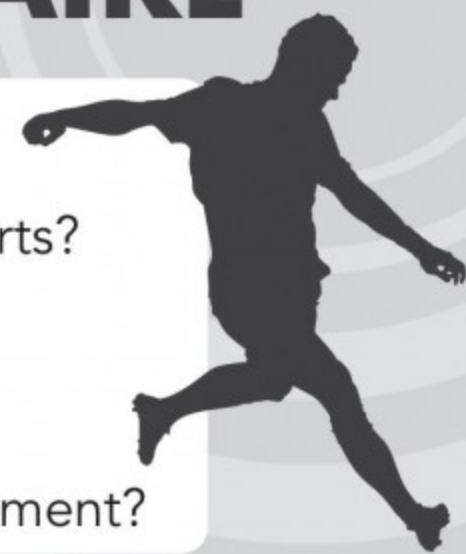
6 Now report the questions from exercise 5.

Aya asked Eric ¹..... he wanted to play tennis, because it was raining. Eric asked ²..... really raining. Aya offered ³..... the weather forecast online. Eric asked Aya ⁴..... to come to the gym with them.

7 Report the questions on the questionnaire.

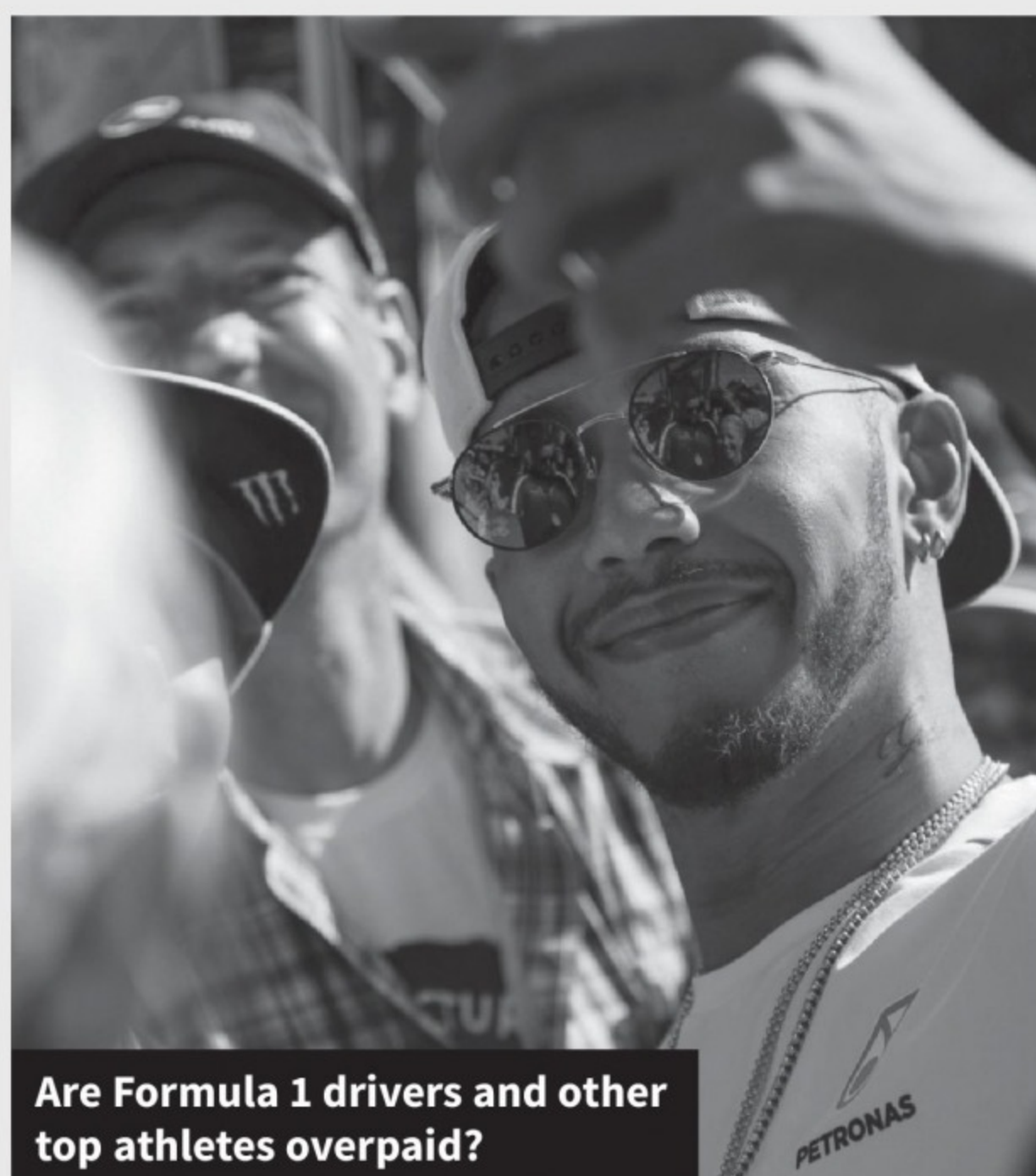
SPORTS AND FITNESS QUESTIONNAIRE

- 1 What sports do you play?
- 2 Do you like playing team sports?
- 3 How do you get to school?
- 4 Who are your sports heroes?
- 5 Do you own any sports equipment?



The questionnaire asked ...

- 1
- 2
- 3
- 4
- 5



Are Formula 1 drivers and other top athletes overpaid?



- 8 Complete the text with the correct form of the verbs. If necessary, add a preposition.

Didn't play, **got paid**

When the New York Knicks basketball team hired a player named Allan Houston, they had high hopes for his obvious talent, and agreed in 2001 ¹..... (pay) him \$100 million over six years. However, after only two years, Houston's doctors recommended ²..... (take) time off from playing because of serious knee problems. This meant Houston didn't play in the next 32 games. Because of the contract, the team couldn't refuse ³..... (give) Houston his salary, and he, of course, didn't complain ⁴..... (be) one of the highest-paid players in the sport for the next four years. The team owners didn't blame Houston ⁵..... (have) knee problems, but they couldn't deny ⁶..... (feel) disappointed that such an expensive player couldn't actually play. He retired in 2005, but in 2008, the team asked Houston ⁷..... (take) a management job, which he accepted.

Success and failure

- 9 Choose the correct words to complete the online advice forum.



Need advice on sports?

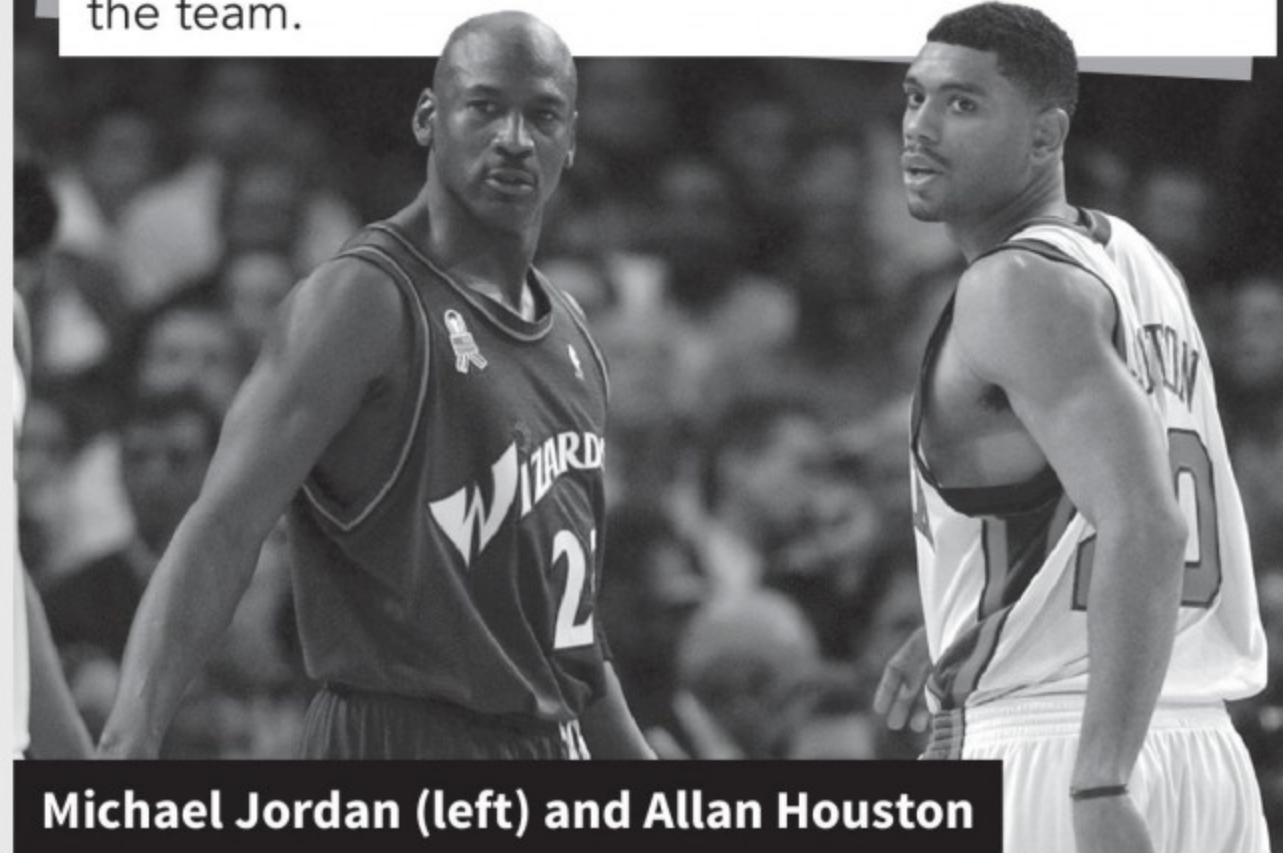
Ask Petra.

- Q** Hi, Petra. I missed an important goal in a soccer game and really let my team down. I've lost all my confidence and now I feel like quitting. What should I do?
- A** When you ¹**mess up / work out / deal with**, admit your mistake – take ²**failure / success / responsibility** for it. And if possible, ³**go wrong / make it right / succeed**. Things ⁴**deal with / failure / go wrong** in life from time to time, but we can turn any ⁵**failure / work out / deal with** into a ⁶**fail / succeed / success** if we choose to ⁷**deal with / go wrong / work out** it in a positive way. Get back out there and keep playing!

- 10 Complete the text with the words and expressions below. There are two extra.

deal with failed failure mess up
things right succeed success work out
take responsibility for went wrong

MICHAEL JORDAN is one of basketball's biggest ¹..... stories, often referred to as "the greatest basketball player of all time." But when he was in high school, it was a different story. His plan to join the basketball team ²..... when he wasn't chosen to play. He ³..... to make the team because his coach thought he was too short to ⁴..... as a basketball player, and didn't have the skills he needed. But Jordan didn't accept ⁵..... easily. He decided to ⁶..... it by staying positive, working harder, and believing it would ⁷..... well. The next season, the coach made ⁸..... by accepting Jordan on the team.



Michael Jordan (left) and Allan Houston

- 11 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- Do you think big, international sports competitions are good for sports, or bad? Explain your answer.
.....
.....
- Being a top athlete requires discipline, motivation, and determination. Besides athletes, who else needs these qualities to succeed in life? Give specific examples.
.....
.....
- Some people believe that top athletes are overpaid, and that teachers, firefighters, and nurses are underpaid. Who else do you think is underpaid or overpaid? Explain your answer.
.....
.....

Listening

- 1 Look at the three athletes. Which one do you think is the happiest with the result (gold, silver, or bronze)? Which one is the least happy? Why?



- 2 8.01 Listen to a podcast interview with an athlete. Is her answer to the question in exercise 1 the same as yours?
- 3 8.01 Listen again and choose the correct answers.
- What did the host think about the results of the psychological research?
 - He thought they were obvious.
 - He was surprised by them.
 - He didn't understand them.
 - How do silver medal winners usually compare with bronze medal winners?
 - They're very similar.
 - Silver medalists are happier.
 - Bronze medalists are happier.
 - What medals has Jenny Taylor won?
 - gold, silver, and bronze
 - only silver and bronze
 - only bronze
 - How do bronze medal winners often feel?
 - lucky
 - angry
 - disappointed
 - How does Jenny deal with her feelings?
 - She ignores them.
 - She learns from them.
 - She controls them.

Speaking

- 4 Match the sentence halves.
- | | |
|---------------------------|-----------------------|
| a I don't see the | 1 learning experience |
| b If only I'd tried | 2 point in trying |
| c It's been a good | 3 to give up |
| d I'm not going | 4 how you feel |
| e You have | 5 the right attitude |
| f I understand | 6 harder |
- 5 Complete the dialogue with the phrases (a-f) from exercise 4.
- Mig** Congratulations on your silver medal! That was an amazing run!
- Jen** Thanks. ¹..... and been a bit faster, I'd have taken gold.
- Mig** ²....., but a silver medal is still a great achievement. You were on the podium – that has to be a great feeling.
- Jen** Sure. But ³..... going for gold in every race. ⁴..... just to get silver or bronze.
- Mig** I guess it was disappointing when you fell behind, after being in front during the first part of the race.
- Jen** Yes, it was. Anyway, this season I've won some and lost some. ⁵.....
- Mig** I think ⁶.....
- 6 Study the speaking strategy. Then choose one of the situations and write a dialogue talking about not winning. Use phrases from exercise 4.



Speaking strategy

Being a good listener

When someone is talking to you, show them that you are interested and are paying attention. Make eye contact, nod, and ask questions. React by showing surprise, sympathy, interest, amusement, etc.

- Your painting won second place in an art competition. Talk to a friend about it.
- You worked hard on a paper for school and got a B on it. Talk to a teacher about it.
- Your team lost the final match of the playoffs. Talk to a reporter from the school newspaper about it.

An article

- 1 Answer the questions. Underline your answers.
- Would you rather ... ?
- play well and lose, or play badly and win
 - be known as the best ever but not win a trophy, or just win a trophy
 - be famous for having talent, or be famous for winning a lot
- 2 Read the article. Which team are statements 1–6 about? Check (✓) Brazil (B) or Italy (I). For some statements you will need to check both.

According to the article, which team ... ?	B	I
1 was undefeated in the 1982 World Cup before the Brazil–Italy match		
2 was the first to get a goal		
3 scored two goals in the first half of the game		
4 could have gone through to the next round with a 2–2 score		
5 wanted to play not just to win, but to impress		
6 won the 1982 World Cup		

IS THERE ANYTHING BETTER THAN WINNING?



LANGUAGE POINT Using present tenses

- 3 Answer the questions.
- 1 Which part of the text is in the present tense?
- 2 Why is the present tense used?
- a The action is happening now.
 - b It makes the action feel dramatic.
 - c The writer is imagining the action.
- 3 Match the headings to the paragraphs in the article.
- A balanced game Italy moves ahead
Which is better? The greatest team



Paolo Rossi, a player for the Italian team, said, "That Brazil side was the best I had seen."

1 It's the 1982 soccer World Cup. Brazil has one of the most talented teams ever. They've won all their qualifying games. Now they're up against Italy – a good team, also undefeated so far ... but not a *great team*. What could possibly go wrong?

2 Just five minutes into the game, the Italians scored. Then seven minutes later, Brazil scored, too. Twenty-five minutes into the game, Italy scored a second goal, and again, Brazil equalized – making the score 2–2 at half-time. At that point, Brazil would have gone through to the next round, because they had scored more points in the tournament than Italy.

3 But the Brazilian team didn't just want to win, they wanted to win with *style*. When many teams would have played a defensive game and simply tried to hold the score at 2–2, Brazil wanted to play a beautiful game, so they tried to score another goal, and tried to make it look easy. And that's when their luck ran out. Italy – not Brazil – scored a third goal at 74 minutes, won the game, and went on to win in the final against West Germany.

4 If Brazil made a mistake, it was this: they not only wanted to win, they also wanted to play the game beautifully – the way they thought it should be played. And I do wonder if that's even better than winning.

Task An article

4 You are going to write an article. Look at the ideas. Choose the one you would like to write about.

- Which is more important – winning, or playing as well as you can?
- Is it possible to participate in sports without being competitive?
- Which are more exciting to watch – sports where teams compete, or sports with individual athletes?

Think and plan

5 Study the writing strategy. Which techniques are used in the article on page 80?



Writing strategy

Engaging your reader

For every piece of writing, you need to think about your reader. Why might they want to read your writing? What information might they be interested in? How can you keep them engaged? When you write an article, the content should entertain and interest the reader, as well as inform them.

a strong heading

interesting subheadings

questions

surprising facts

dramatic quotes that illustrate a point

real-life examples

☐
☐
☐
☐
☐
☐

6 For your topic, make notes about the following.

Surprising facts

Dramatic quotes that illustrate a point

Real-life examples

7 Now make notes for each of the following that you might use in your article.

A strong heading

Interesting subheadings

Questions

Write a first draft

8 Write a first draft of your article. Write about 225 words. Use your answers from exercises 5–7 to help you, and the paragraph plan.

Paragraph 1 – Introduce the topic and the main purpose of your article.

- Describe an example. Include a statistic if possible.

Paragraph 2 – Introduce one idea about the topic.

Paragraph 3 – Introduce another idea about the topic.

Paragraph 4 – Restate your main points. Give your reader something to think about.

Review and edit

9 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you included a clear introduction? ☐
- Have you presented two ideas about the topic? ☐
- Have you restated your main points and given your reader something to think about? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use the present tense to engage the reader? ☐

10 Now write a final draft of your article.



Reading to learn

- 1 Read the text for 30 seconds. How far did you get? Read again. Did you get further?

TWO FIFTEEN TWENTY-FIVE

British runner Paula Radcliffe holds the world record in the women's marathon, with a time of 2 hours, 15 minutes, and 25 seconds. She's won the London Marathon three times, the New York City Marathon three times, and the Chicago Marathon once. So, how many Olympic medals does she have? Amazingly, none. Although she's officially the fastest long-distance female runner in the world, and has represented the UK at the Olympics four times, she's never won an Olympic medal. Her first Olympic games were in Sydney in 2000, where she finished in fourth place in the 10,000 meters – just missing a bronze medal. In Athens in 2004, she had to leave the marathon early because of stomach problems. In 2008 in Beijing, she had to stop running the marathon and stretch, to deal with pain. In 2012, she pulled out of the London Olympics because of a foot injury. Now retired, Radcliffe enjoys being a mother, and has the right attitude about her running. "Obviously, you can't have everything in life that you want. Things around the Olympics haven't worked out exactly how I would have dreamed. But then again, the family side of it is bigger and better."

- 2 Read the text and answer the questions.

- What world record does Paula Radcliffe hold?
.....
- How many Olympics has she been to?
.....
- How many Olympic medals has she won?
.....
- What does she love more than running?
.....

Vocabulary and Grammar

Sports values

- 3 Answer the questions.

Describe one thing you feel determined to do in your life. What's your motivation for doing it?

.....
.....
.....

Other prefixes

- 4 Complete the words in the questions with the prefixes below. There is one extra prefix.

inter mega over pro re under

- Who in your country is famous, and why?
- Which national sports are popular in your country? Do you follow them?
- If you could choose one paid profession in the world and increase its pay, which would you choose, and why?
- If you could choose one paid profession in the world and decrease its pay, which would you choose, and why?
- If you wanted to start a sports campaign at your school to make people more interested in sports, how would you do it?

- 5 Choose three questions from exercise 4 and answer them.

.....
.....
.....
.....
.....

Using reported speech

- 6 Report what Wilma Rudolph said.

“Winning is great, sure, but if you are really going to do something in life, the secret is learning how to lose. Nobody goes undefeated all the time. If you can pick up after a crushing defeat, and go on to win again, you are going to be a champion someday.”

Wilma Rudolph (1940–1994, world-record-holding Olympic champion)

.....
.....
.....
.....
.....
.....

Success and failure

7 Check (✓) the things that you think are good descriptions of success.

- 1 never messing up ☐
- 2 taking responsibility for your actions ☐
- 3 making things right when you make a mistake ☐
- 4 never failing at anything ☐
- 5 dealing with it when things go wrong ☐
- 6 accepting that sometimes things don't work out the way you want them to ☐

Speaking

8 Complete the tips with the words below.

amusement eye contact interest nod
surprise sympathy

HOW TO SHOW YOU ARE INTERESTED AND PAYING ATTENTION IN A CONVERSATION

- Make ¹....., ²..... your head, and ask questions to show you're listening.
- React by showing ³....., ⁴....., ⁵....., ⁶....., etc.



9 Match a word from items 3–6 in exercise 8 to each statement.

- 1 Oh, really? That's unexpected!
- 2 Oh, I'm so sorry to hear that.
- 3 That's really interesting.
- 4 That's really funny.

Writing

10 Which of the techniques are useful to engage the reader?

- 1 correct spelling ☐
- 2 a strong heading ☐
- 3 interesting subheadings ☐
- 4 correct use of reported speech ☐
- 5 questions ☐
- 6 surprising facts ☐
- 7 sentences in the passive voice ☐
- 8 dramatic quotes that illustrate a point ☐
- 9 real-life examples ☐
- 10 lots of repetition ☐

11 Read the text in exercise 1 on page 82 again. Which of the techniques in exercise 10 does it use to engage the reader?

.....

.....

.....

Reflect

What impact do sports have on our world?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what impact do sports have on our world?

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....





Why are the seas and oceans so important?

- 1** Look at the title and the pictures on page 85. What do you think the things in the pictures have in common?

.....

.....

- 2** Skim the article and check your ideas. Then complete the article with the headings. There is one extra heading.

Incredible creatures

What next?

Earth's great unknown

Food for the world

The world's oldest computer

Amazing rocks

- 3** Study the reading strategy. Then read the article again and choose the correct answers.



Reading strategy

Answering multiple-choice questions

When you answer multiple-choice questions, read the options carefully.

- Be careful: key words or ideas from the article might be used in incorrect answers.
- Don't expect to find the exact wording. The answer will usually be paraphrased.
- Choose the answer you think is correct, then decide why the other options are incorrect.

- 1** The ocean is mysterious because
- a it's full of surprises
 - b it hasn't been thoroughly explored
 - c it covers 70% of the Earth
 - d people have specialized equipment
- 2** When he discovered the Yonaguni Monument, Kihachiro Aratake had been searching for
- a human-made monuments
 - b a way to see amazing rocks
 - c underwater buildings
 - d a good place to watch undersea life
- 3** Scientists
- a aren't sure what caused the rock formation at Yonaguni
 - b have proven that people built the monument
 - c say the rocks were moved from other places
 - d aren't interested in researching the rocks

- 4** Scientists aboard *Investigator*
- a used lights to catch fish
 - b were confused by the fish they found
 - c discovered unknown types of fish
 - d found fish that eat garbage on the seabed
- 5** The device found near Antikythera was
- a made a very long time ago
 - b put there in 1901
 - c discovered using a computer
 - d had no moving parts
- 6** The writer believes that
- a all of the great discoveries have been made
 - b we will find more amazing things in the sea
 - c scientists should stop collecting fish
 - d some of the "discoveries" are imaginary

- 4** Answer the questions. Use ideas from the article.

- 1** Which of the three surprises is the most interesting to you? Why?
-
-
-
-
-
- 2** Scientists found a lot of garbage at the bottom of the ocean. Does this surprise you? Why? / Why not?
-
-
-
-
-
- 3** Are you interested in new discoveries in the oceans? Why? / Why not?
-
-
-
-
-

The ocean is full of surprises

While few places on land exist that haven't been visited by people, the ocean is a very different story.

1

The ocean covers more than 70% of the Earth. Going beneath the surface requires specialized equipment and training – one reason why it remains mostly unmapped, and not well known, unlike the land on the Earth's surface. So even today, the marine world offers up amazing surprises. Let's look at three.

2

In 1986, Kihachiro Aratake was diving in the ocean near the island of Yonaguni in Japan, a popular resort for seeing hammerhead sharks. While searching for a new place for shark viewing, he discovered something far more interesting: a collection of huge rocks that looked like human-made monuments. Known today as the Yonaguni Monument, this site attracts divers from all over the world. But were the rocks really shaped by humans? Scientists offer three possibilities: The rocks are ...

- a natural formation. There are examples of similar rocks in other places, not made by humans.
 - natural, but were shaped by people long ago, when the sea level was lower.
 - indeed monuments created by people.
- Research continues.

3

In May 2017, scientists aboard the research ship *Investigator*, working near Australia's coastline, collected 1,000 different marine species, many from a depth of four kilometers – where sunlight never reaches.

Amazingly, about a third of them had never been seen before by scientists, and half had the ability to light up in some way.

Yes, you read that right – these animals can produce their own light. Some light up to attract other creatures, and then eat them, while others light up and then suddenly disappear, to confuse attackers.

Why had so many creatures never been seen before? Because until this mission, no one had explored so deep in this area. Sadly, the scientists also found garbage in every sample they brought up from the bottom.

4

In 1901, divers brought up hundreds of items from a shipwreck lying 45 meters beneath the sea near Antikythera, in Greece. Among their treasures was a box with a device inside that included more than 30 moving parts, made from metal. This complex machine was in fact a computer that could be used to predict the locations of planets, and also eclipses.

Ancient Greek scientists used it to observe and understand the Earth's movement in relation to the stars, and to other planets. At 2,000 years old, it's easily the world's oldest computer.

5

We're exploring continuously, but the ocean is huge almost beyond imagining – without a doubt, the last truly mysterious place on the planet. What surprises remain to be discovered?





Seas and oceans

- 1 Choose the correct words to complete the text.

Jules' Undersea Lodge is unlike most hotels because it's built on the ¹**coastline** / **current** / **seabed**, nine meters beneath the ²**surface** / **tide** / **marine** of the ocean. Just outside the window, you can see a beautiful ³**plankton** / **seabed** / **coral reef**. An ocean ⁴**current** / **contamination** / **coral reef** flows across the hotel as water moves from the Gulf of Mexico on the east of the hotel, into the Atlantic Ocean to the west. It's an amazing feeling to lie in bed and observe ⁵**contaminate** / **surface** / **marine** life!

- 2 Complete the forum chat with the words below.

coastline contaminate contamination
coral reefs food chain marine
plankton surface

I live a long way from the ocean. Is there anything I can do to protect the ¹..... environment?

Great question, and yes, there's a lot you can do. Anything you pour or spill on the hard ²..... of a road or sidewalk may eventually end up in a river, and then the ocean – even hundreds of kilometers away. This means that soapy water from washing your car, or other chemicals you use at home, can easily cause water ³.....

Why are chemicals in the water a problem?

After a river carries them downstream to the sea, the chemicals can damage ⁴..... that grow in shallow water along the ⁵....., and other plants and animals in the open ocean. They may also be eaten by ⁶..... This is then eaten by small fish, which are eaten by larger fish, and so on – which means these chemicals can ⁷..... a huge number of fish, and travel back up the ⁸..... to you.

Noun + preposition

- 3 Complete the text with the correct prepositions.

From a very early age, Robert Ballard had an interest ¹..... the ocean. It started, he says, when he read *Twenty Thousand Leagues Under the Sea*, an 1870 novel by the French writer Jules Verne. When he was old enough, he joined the Navy to develop his knowledge ²..... the sea through practical experience of it, and he also began to dream of finding *Titanic*, one of the most famous shipwrecks in the world. In 1985, he was part of a team that did just that. At first, he wanted to keep the location of the wreck a secret, out of respect ³..... the people who had lost their lives when the ship sank. Ballard also had a fear ⁴..... treasure hunters damaging the ship in an effort to recover items from the wreck, which they could sell for a lot of money. And that's exactly what happened. After the discovery, there was a steady rise in visits to the area of the wreck, and despite Ballard's protests, thousands of items have been removed from the ship. In addition to divers damaging *Titanic*, there's a new threat ⁵..... the wreck: bacteria. Tiny sea life forms are "eating" the ship, and within 20 years, will probably cause it to slowly disappear into the seabed.

- 4 Match the sentence halves.



Isaac Cordal's sculpture: *Politicians discussing global warming*

- 1 I have a lot of respect for
- 2 Our interest in
- 3 Climate change is a real threat to
- 4 I believe we have enough knowledge of
- 5 But people also have a fear of
- a life on Earth, and we need to do more than talk.
- b new gadgets means we are using up the Earth's resources and also creating a lot of pollution.
- c change, and of making sacrifices.
- d the problem to work on real solutions.
- e artist Isaac Cordal and his amazing artwork.

Talking about the future: predictions, completed actions, and actions in progress

- 5 Complete the dialogue with *will / won't*, *may / might*, or the correct form of *going to*.



- Alya Have you seen this picture?
 Ben No, what is it?
 Alya It's the Solomon Islands, in the Pacific Ocean. Scientists say they ¹ disappear.
 Ben When?
 Alya It ² happen in the next 80 years.
 Ben Why ³ (they) disappear?
 Alya Because the sea level is rising, and when it does, it ⁴ flood the islands.
 Ben What ⁵ the islanders do, do you think?
 Alya I'm not sure. Some of them ⁶ move away – maybe to Australia. I know that one town ⁷ move to higher ground.
 Ben But that ⁸ help if their entire island disappears.

- 6 Write two sentences about each topic. Use *will*, *might / may*, or *going to*.

- 1 the world's climate in the next 50 years

.....

- 2 the weather in your hometown in the next 50 years

.....

- 3 solutions to climate problems in the next 50 years

.....

- 7 Read the text and decide if the sentences are true (T) or false (F).

WHEN WILL WE GO TO THE RED PLANET?

What will we do in 2050 if the Earth's environment has become too damaged to support human life? The plan is to live somewhere else. Governments and private companies are currently working on spacecraft to take us to Mars. We will get there, but we just aren't sure exactly when that will be. It might happen in the next ten years, according to some positive thinkers. But many believe it will take longer than that. What we do know is that in 2033, Mars will be passing closer to Earth than usual, making it a good time to travel. In the meantime, private companies such as Space X are developing the rockets needed to get to Mars. By 2050, people will probably have lived in a city on the red planet for several years, and may be thinking about where to go next.

- 1 The article predicts that by 2050, the Earth's environmental problems will have been solved.
- 2 It's certain that ten years from now, we will have reached the Red Planet.
- 3 Between now and 2033, companies will be actively preparing for a Mars trip.
- 4 By 2033, Space X will probably have developed a Mars rocket.
- 5 The writer feels that people probably won't be living on Mars in 2050.

- 8 Make predictions about what will be going on and will have been completed for each year. Use *will* or *may / might*.

the year 2100

By 2100, we will have cleaned the Earth's atmosphere. However, we will be building new cities, because some cities will have disappeared under the sea.

- 1 the year 2200

.....

- 2 the year 3000

.....

- 3 the year 5000

.....



9 Complete the dialogue with the forms below.

're going to miss might be spending
're going to be may let 'll have closed
will it take won't get

Jen It's five to seven, and the presentation starts at seven. How long ¹ us to get there from here?

Dee Fifteen minutes. So, we ² late.

Jen They ³ the doors by the time we get there. We ⁴ in.

Dee So we ⁵ the first part of the presentation.

Jen Yes, but they ⁶ us in after the first part.

Dee Yes, that's possible. Alternatively, we ⁷ the evening in a cafe instead of the theater!

Campaigns

10 Choose the correct words to complete the brochure.

Motivate people to support environmental causes with a success story



Want to ¹**promote** / **informative** / **grab** people's attention and show them that we really can make a difference? Show them these ²**inspiring** / **practical** / **promoting** pictures from China's Loess Plateau and tell the story of how terrible environmental damage was repaired by introducing sustainable agriculture methods. If you want to know the facts, you can watch the ³**shocking** / **grab** / **informative** documentary called *Lessons of the Loess Plateau*. It explains the ⁴**practical** / **promote** / **informative** steps taken by the Chinese government and the World Bank to save the landscape. The image of the dry plateau alone is ⁵**inspiring** / **grab** / **shocking**, but the two images together are ⁶**motivating** / **promoting** / **practical** because they clearly show that it's possible for things to get better.



11 Complete the text with the words below.

grab informative inspire motivate
practical promote shocking

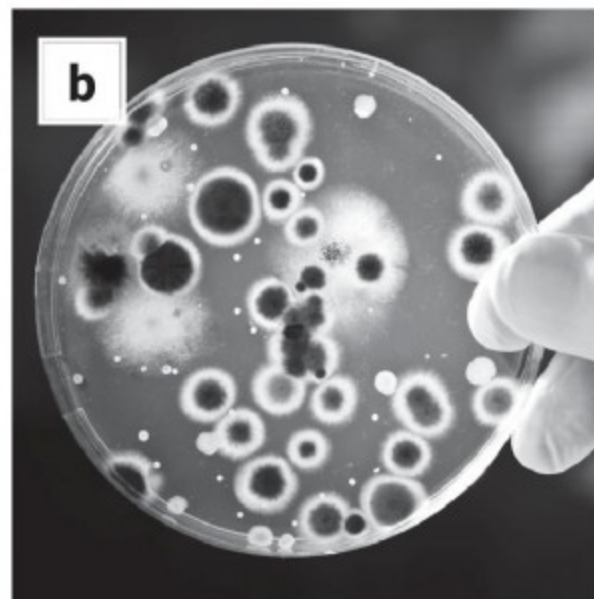
A recent article in the *Guardian* newspaper asked: Does using ¹ images – very hungry polar bears, for example – to ² a charity or call attention to a problem really ³ people to give money? And more than that, is this kind of donation the most ⁴ solution to the world's problems? While a picture of a hungry animal will definitely ⁵ people's attention, what we really need, the article says, is something more ⁶ – we need to know where that animal is and why it's starving. And we need to understand the bigger picture, the global context. We want to ⁷ people through education.

12 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- Even if you live far from the ocean, what can you do in your daily life to protect it?
.....
.....
.....
- Imagine you're part of a conservation group. What will you be doing next year to help the planet? What will you have done in five years?
.....
.....
.....
- What informative advertisement, video, or other type of presentation has motivated you to consider taking some sort of action?
.....
.....
.....

Listening

- 1 Look at three possible solutions (a–c) to the problem of plastic. Match them to the descriptions.



- 1 Researchers are working on the best ways to collect plastic from the ocean. Cleaning it up may take years, but we can do it.
 - 2 Some bacteria – tiny life forms – can actually eat plastic. We could use them to get rid of plastic pollution in the environment.
 - 3 We can replace plastic products with more environmentally friendly options. These drinking straws are made from bamboo.
- 2 9.01 Listen to three students preparing a campaign about how to deal with the problem of plastic. Which of the options in exercise 1 do they decide to include?
- 3 9.01 Listen again and decide if the sentences are true (T) or false (F).
- 1 They want to inspire people to come up with new solutions to the problem of plastics.
 - 2 They decide to target teenagers with their campaign.
 - 3 They decide to include statistics.
 - 4 They all agree that the bacteria image is thought-provoking.
 - 5 They want to focus on a solution rather than the problem.

Speaking

- 4 Complete the phrases with the words below.

idea include inspiring really sure way

- a One to grab older people's attention would be to ...
- b I think we should more statistics ...
- c I'm not that's practical, because ...
- d That could work well.
- e That's a really interesting, but ...
- f I think it would be more than ...

- 5 Complete the dialogue with five of the phrases (a–f) from exercise 4.

Alex Let's target a different age group. We want to reach more people.

Ella Yes, you're right. How about older people – our parents?

Alex ¹..... how will we get their attention? I mean, how do we get them to notice our campaign?

Ella ²..... use a striking image, such as beaches covered with plastic waste. That shows the problem.

Alex Maybe. But I'm not sure that's enough. ³....., like "Every day, eight million pieces of plastic end up in the ocean." That's stronger than just a picture of the problem in one place.

Ella Yes, I agree. ⁴..... A combination of images and statistics would be good. ⁵..... just using an image, or just using statistics.

Alex Yes, you're right.

- 6 Study the speaking strategy. Then use the statistics to write a dialogue planning a campaign. Use phrases from exercise 4. Do online research to find a suitable image.



Speaking strategy

Disagreeing

When you are working together, you may need to evaluate and select ideas. Everyone should take turns offering suggestions and opinions, and sometimes you may not agree. If you disagree with someone's idea or opinion, be polite and explain objectively why you think other ideas are better.

- One million seabirds are killed by plastic each year.
- Up to 90% of the garbage in the ocean is plastic.
- The plastic in the ocean probably weighs 269,000 tons.

A proposal

1 Does your school have a recycling program? If so, what materials are recycled? If not, what materials could be recycled?

2 Read the proposal on the right. Choose the correct words to complete the summary of the issue.

The problem is that people are putting ¹waste / glass into the ²waste / recycling containers, and putting paper, glass, and metal into the ³correct / wrong containers.

The proposal recommends ⁴educating / interviewing people about what they can recycle and reminding them to sort all of their ⁵food waste / recycling correctly.

LANGUAGE POINT Words for giving results

3 Match the pairs of sentences.

- 1 We don't have a recycling program.
 - 2 All of the stores give plastic bags away for free.
 - 3 Plastic bags were made illegal.
 - 4 This store doesn't sell drinks in plastic bottles.
 - 5 We started our recycling program last month.
- a **Consequently**, they are often dropped as litter in the streets.
 - b **As a consequence**, some people don't shop there.
 - c This **leads to** everything going to landfill.
 - d **As a result**, a lot less waste goes to landfill.
 - e This was **due to** the amount of plastic litter on the streets.

RECYCLING:

quality is as important as quantity

A lot of the material we put into our school's recycling containers doesn't get recycled. This is due to things being put in each container that aren't supposed to be there. Often, the containers for plastic also contain paper and metal. The containers for paper in the cafeteria often contain food, which means the paper can't be recycled. As a consequence, our "recycling" actually ends up in landfill.

In order to improve the recycling program, we propose the following action points:

- Create a campaign explaining that our recycling is ending up in landfill. Inform everyone about exactly what can and cannot go in each of the recycling containers. This will lead to materials being put in the correct container.
- In the school cafeteria, where many of the recycling bins are located, appoint student monitors to remind people to sort their recycling carefully. As a result, people will be reminded of what should go in each container, and also stopped from putting material in the wrong container.
- Make clear signs about each recycling container that say "No general waste, paper only." Paper recycling containers around the school are often used as general waste containers. Consequently, the paper in them is sent to landfill. This should stop.

We believe that educating and guiding people will improve the quality of our school's recycling program and send less waste to landfill.



Task A proposal

- 4 Look at the ideas and choose the one you would like to write a proposal for. Make notes about the best way to motivate people and businesses to change.

- a proposal for how to get local businesses to completely stop using plastic bags
- a proposal for how to get local businesses to stop selling drinks in plastic bottles, and sell only cans, which are easily recycled
- a proposal for how to get people to carry their own reusable bags and cups everywhere they go

Think and plan

- 5 Answer the questions about your proposal.

- 1 What problem is the proposal addressing?

- 2 Why is it a problem?

- 6 Study the writing strategy. Then think of three specific proposals you would like to suggest to deal with the problem that you explained in exercise 5.



Writing strategy

Using bullet points

Bullet points help the reader identify key ideas and facts in a text quickly. They are used to list related ideas in a simple way that gives maximum impact. Each bullet point contains one point. It can consist of a full sentence, an instruction, or just one word or phrase.

- 7 For each point you made in exercise 6, if you have not already, think of at least one benefit that each proposal will result in.

Write a first draft

- 8 Write a first draft of your proposal. Write about 225 words. Use your answers from exercises 4–7 to help you, and the paragraph plan.

Paragraph 1 – Introduce your proposal. Make sure you create interest, state the problem, and explain why it needs to be solved.

Paragraph 2 – Present your action points in bullet points. Include the consequence of each action point in the bullet points.

Paragraph 3 – Summarize how your action points will help with the problem.

Review and edit

- 9 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you included a clear introduction? ☐
- Have you presented your action plan in bullet points, along with the result of each action? ☐
- Have you summarized the problem, your suggested solution, and the benefits? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use words and phrases for giving results? ☐

- 10 Now write a final draft of your proposal.



Reading to learn

1 Complete the text with the phrases (a–e).

- a a key word or idea from the article
- b each of the other options
- c the exact wording
- d the answer
- e each option

When you answer multiple-choice questions, read ¹ carefully. ² might be used in incorrect answers. But don't expect to find ³ of the answer in the text. Choose ⁴ you think is correct, then figure out why ⁵ is incorrect.

2 Read the multiple-choice question. Then read the proposal on page 90, exercise 2 and choose the correct answer.

Why is paper sometimes sent to landfill rather than recycled?

- a There are no recycling containers in the cafeteria.
- b People put lunch leftovers in with the paper.
- c The containers for plastic also contain paper and metal.
- d The campaign will explain that recycling is ending up in landfill.

3 Explain why the other options in exercise 2 are incorrect.

.....

.....

.....

.....

.....

Vocabulary and Grammar

Seas and oceans

4 What items that we use every day can end up in the marine environment, contaminating coral reefs and entering the food chain?

.....

.....

.....

.....

Noun + preposition

5 Complete the questions with the correct preposition.

- 1 What did you have an interest when you were younger?
- 2 Who do you have a lot of respect, and why?
- 3 What do you think is the greatest threat the oceans?
- 4 Do you have a fear spiders, insects, sharks, or other creatures?
- 5 What part of the world's environment would you like to increase your knowledge – for example, the mountains, the deep seas, the desert.

6 Choose two questions from exercise 5 and answer them.

.....

.....

.....

.....

Talking about the future: predictions, completed actions, and actions in progress

7 Make a prediction or give a future possibility for each topic.

- 1 the problem of plastic pollution
- 2 travel in space
- 3 your own education
- 4 next year

.....

.....

.....

.....

8 Answer the questions.

- 1 Do you think governments will have banned single-use plastic bottles by the year 2030? Why? / Why not?
- 2 How do you think you'll be getting around town in the year 2050?
- 3 Do you think our environmental problems will have been solved by 2100? Why? / Why not?

.....

.....

.....

.....

.....

Campaigns

9 Answer the questions.

- 1 If you could create a campaign to inspire people, what would you want to motivate them to do?

.....

.....

.....

- 2 If you wanted your campaign in question 1 to be informative, what information would you give people?

.....

.....

.....

Speaking

10 Choose the best response to the statement. Explain your choice.

I think we should put a picture of a fish on our poster.

- a That isn't a very good idea.
- b That's a really interesting idea, but would a bird be better? After all, our campaign is about birds.
- c It won't work. It won't look good.
- d A bird is a much better idea. I think we should use a bird.

.....

.....

11 Write a polite disagreement in response to the statement.

Playing sports is a waste of time.

.....

.....

.....

Writing

12 Read the notes. Why are bullet points useful?

Three ways to get help with your homework:

- Talk to your teacher.
- Ask a parent.
- Go online.

.....

.....

13 Rewrite the text as bullet points.

There are a lot of ways you can reduce your plastic use. Instead of buying water in disposable plastic bottles, carry your own reusable water bottle. Also, you can use your own shopping bag, not a plastic bag from the store. If possible, ask your school cafeteria not to use plastic cutlery.

.....

.....

.....

.....

Reflect

Why are the seas and oceans so important?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, why are the seas and oceans so important?

.....

.....

.....

.....

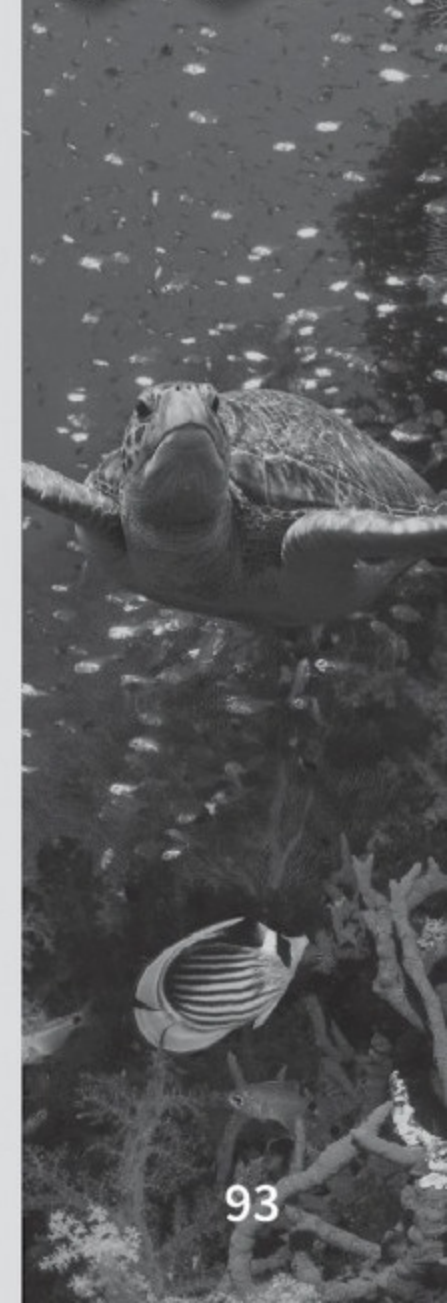
What is the most interesting thing you learned in the unit?

.....

.....

.....

.....



- 1** In your country, when do you become an adult, and how do you celebrate?
-
-

- 2** Skim the article on page 95. Match each paragraph with the correct photograph.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

- 3** Study the reading strategy. Then read the article. Match the summary sentence halves. There is one extra ending.



Reading strategy

Summarizing a text

When you summarize a text that you have read:

- Summarize the overall topic and the main idea in each section or paragraph.
- Don't include details such as examples, your opinions, or other supporting information.
- Use your own words; don't copy directly from the text.

- 1 Brazilians celebrate a girl's 15th birthday with
- 2 Some 20-year-olds in Japan celebrate Coming of Age Day as
- 3 In order to become men, Australian aboriginal boys between the ages of ten and 16 go for
 - a a long walk where they have to take care of themselves.
 - b a big party marking her passage from childhood to adulthood.
 - c a long, difficult swim that includes all of the teenagers in their town or village.
 - d their transition to adulthood, though this may change to age 18 in the future.

- 4** Write a summary of the text about Sweden.
-
-
-
-

- 5** Complete the article with the missing sentences (a–f). There is one extra sentence.

- a Maybe only half of 20-year-olds celebrate it.
- b This is when people turn 25 years old.
- c It's up to you what you do.
- d They may travel more than 1,000 kilometers.
- e Some of them wear traditional clothes.
- f There is no one style for this celebration.

- 6** Answer the questions. Use ideas from the article.

- 1** Which of the four paragraphs is the most similar to your country? In what ways is it similar?
-
-
-

- 2** If you could choose to celebrate one of the four celebrations described, which one would you choose? Why?
-
-
-

- 3** What other events or major life changes are important in your country?
-
-
-



In your country, when do you become an adult and how do you celebrate?

1 In Brazil, for girls, it happens on their 15th birthday. We even have a special name for it: *Festa de Debutantes* – a debutantes' party. A debutante is a young woman who is making her debut – her first formal appearance – in society. On this day, she officially leaves childhood behind and becomes an adult. ¹ A girl can choose a modern dance-style party, a costume party, or a more traditional party with food and conversation. The planning and attention to detail is similar to that of a wedding. Many families hire a specialist party-planning company to be sure that everything is perfect on the day.

2 In Japan, we have a holiday every year in January: Coming of Age Day. Everyone who has turned 20 over the past year celebrates becoming an adult. But actually, it used to be more popular than it is now. ² Also, in 2018, the government lowered the official age of adulthood from 20 to 18, so now people aren't always sure when to celebrate. A ceremony is held at local government offices in each city. Government officials give speeches and welcome the young people into adulthood. ³ But you don't have to. You can wear what you like. After the ceremony, some people like to have a party.

3 Australian aboriginals – the people who have lived here for at least 40,000 years – have a tradition called *walkabout*. Between the ages of ten and 16, aboriginal boys go into the desert alone for up to six months. It isn't easy. Boys on walkabout must make their own shelter and find their own food and water. ⁴ Of course, the walk is about surviving, but it's also a time when a boy thinks about himself and about what kind of man he will become. This means that although a child walks into the desert, he returns home as an adult. However, these days, not everyone does this. It's sort of old-fashioned.

4 In Sweden, when we turn 18, we can vote and get a driver's license, and do everything else an adult can do. Some people like to take a trip with friends to celebrate this birthday. Most people have a birthday cake with candles, but we don't have any other special party tradition that everyone in Sweden does. ⁵ I had a birthday party with my friends and family, with some music and great food. And we have a birthday cake, too. We sing, "You will live for 100 years."





Ages and stages

1 Complete the text with the words below.

adolescence adulthood bring up a family
childhood early early twenties elderly
late- mid- old age retire settle down
start a career

Life ages and stages

1

From the time you're born until your
2 teens, you learn basic
skills: how to eat, how to speak, how to play. You
also start school.

3

Learn to drive: In most countries, people get a
license between the ages of 16 and 18.

Late teens, 4

Go traveling round the world: In many countries,
young people take a long trip either just before,
or just after, college. This is usually when you
finally complete the transition from childhood to
5

6 : This is the time when many
people begin working seriously at a job.

20s–30s

7 : By this stage in life, many
people are ready to get married and buy a house.

8 : It's common for people at
this age to start having children.

40s–50s

Learn a new skill: By the time they reach their
9 forties or early fifties, many
people are good at their job and they're ready
to learn something more – either a hobby, a new
sport, or something that will help them at work.

60s–70s

10 : After working for
most of their lives so far, people in their
11 sixties are ready to stop
working and relax!

80s–90s

Enjoy 12 : You may feel young
in your heart, but at this age, you're definitely
13 Congratulations!

2 Think of someone you know in each of the life stages. Write their name and a sentence about them – their age, likes, dislikes, and so on.

Someone who is in ...

1 childhood

2 adolescence

3 their late teens

4 adulthood

5 their mid-fifties

6 old age

3 Who, in exercise 2, has done the following?

1 settled down and brought up a family

2 entered adulthood

3 started a career

4 retired



Multi-word verbs (2)

- 4 Complete the multi-word verbs with the correct preposition.

Classic YA movie reviews: old but definitely worth watching

Tuck Everlasting ★★★★★

Ten-year-old Winnie Foster has fallen ¹ with her family at the beginning of the movie, and is thinking about running away from home. Instead, she discovers a magical source of water in the woods near her home – water that allows the drinker to live forever. Winnie makes ² with her family, but does she drink the water? Watch the movie and find out!

Beastly ★★★★★

This is a modern version of the old *Beauty and the Beast* story. When the arrogant Kyle Kingson is transformed into an ugly monster, his father can't stand it, and the two grow ³ until their relationship breaks ⁴ completely. To become human again, Kyle needs to find someone who loves him – even though he's a monster. Check it out, and expect a happy ending!

Stormbreaker ★★★★★

At the beginning of the movie, the main character, Alex Rider, is sad and upset, as he tries to get ⁵ the recent death of his uncle Ian. As Alex tries to find out more about why Ian died, he discovers that Ian was a spy working for the British government, and not a banker as Alex had believed. Soon, Alex becomes a spy, too, and the adventures begin. Recommended.



Alex Pettyfer, who was just 15 when he played the lead role in *Stormbreaker*, won the ShoWest Male Star of Tomorrow award in 2010.

- 5 Complete the text with phrasal verbs, using one word from each group.

broken fell get grow grew making
apart down out over up (x2)

Teen tragedy



Shakespeare's *Romeo and Juliet* is the story of two children who ¹ at a time when their two families – the Montagues and the Capulets – are having a fight. The audience never learns why the Montague and Capulet families ² with each other.

Perhaps they slowly ³ because of a misunderstanding, or maybe there was some kind of argument. All we know is that for some reason, their relationship had ⁴ However, Romeo Montague falls in love with Juliet Capulet – with tragic results. Caught up in the family conflict, both Romeo and Juliet die. The only positive result is that the older generation learns from the younger: the two families decide to ⁵ the deaths of Romeo and Juliet by ⁶ with one another and ending the disagreement.

Gerunds and infinitives

- 6 Choose the correct words to complete the blog post.

MY SPORTY FAMILY

¹**Participating** / **To participate** in sports is something everyone in my family does. For my mom and dad, it's important ²**being** / **to be** active because they want ³**staying** / **to stay** healthy – it makes them feel good. They enjoy sports like ⁴**running** / **to run** that they can do alone. I'm interested in ⁵**competing** / **to compete**, so I play soccer and basketball. I like the excitement, but of course I always feel a little nervous before ⁶**playing** / **to play**, especially when my classmates are watching. My grandpa is crazy about swimming. He insists on ⁷**going** / **to go** to the pool every morning, seven days a week. My grandma isn't into swimming, but she really enjoys ⁸**walking** / **to walk** in the park every morning. My younger brother is 12 and full of energy. He's always ready ⁹**doing** / **to do** any sport you can think of – team sports, running, and even rock climbing. He's just a kid, but he's already succeeded in ¹⁰**being** / **to be** the best all-round athlete in the family.



- 7 Complete the posts with the gerund or infinitive form of the verbs in parentheses.

Tips for intergenerational communication

Advice for younger people from older people

When you talk to us, you may need
1 (speak) a little louder than usual. If we want you 2 (repeat) something, it's because our hearing isn't very good, not because we're stupid!

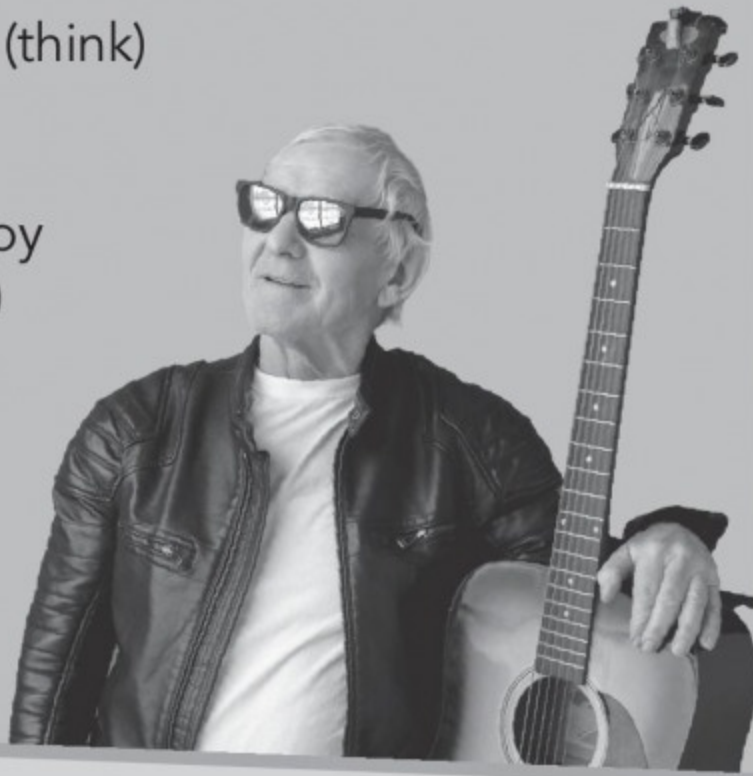
 Alicia, 78

I can't stand people 3 (talk) to me like I'm a child! I expect 4 (be) treated with respect, even if I'm helpless in some ways.

 Dean, 104

Avoid 5 (think) that just because someone has gray hair, they don't enjoy 6 (listen) to the music you like.

 Edward, 80
(and a rock music fan!)



Advice for older people from younger people

Although we may seem 7 (have) very little experience of life, practice 8 (listen) to us talking about the experiences we do have instead of only telling us what to do.

 Ella, 14

It's really hard for me to imagine 9 (live) before the internet and other technological developments. When we talk, I hope 10 (learn) about life in the past, but please don't tell me how horrible my generation is!

 Roberto, 18

When we have a conversation, let's agree 11 (listen) to each other. We are very different. I don't mind you not 12 (like) my fashion and my music, but please remember that it's important to me.

 Millie, 16

Disagreement

- 8 Complete the article with the words below. There is one extra word.

aggressive compromise get on well with
lose their temper misunderstanding
resentful rivalry rivals trust



SISTERS COMPETING

Sisters Venus and Serena Williams are two of the world's greatest tennis players. While there is a great 1 between the women on the tennis court, especially when they play against one another, they never seem to 2 or be 3 with each other, or feel 4 when one wins and the other loses. In fact, even though they are 5 , they 6 each other as sisters, and are great friends. One thing is certain: their close relationship hasn't caused them to 7 on their playing. There is no 8 – when they are on the court, they are each trying their hardest to win.

- 9 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 What celebrations have you had in your life connected with growing up?

.....
.....
.....

- 2 What have you learned from someone older that was really useful?

.....
.....
.....

- 3 What would you like older people to understand about your generation?

.....
.....
.....

Listening

1 Read the sentences. What problem do you think is being discussed?

- 1 We're usually very honest with each other.
- 2 I feel hurt.
- 3 We trust each other a lot.
- 4 We can see each other's point of view.
- 5 I really don't understand him right now.

2  10.01 Study the listening strategy and the exercise. Listen for the specific information you need and choose the correct words.



Listening strategy

Listening for specific points

When we listen, it's important to think about what we are listening for. What information do we need to take away? It's difficult to remember everything when you listen to a long extract, so look at the information that you need to complete a task, then listen for those points.

- 1 Jacob and Carol are **brother and sister / friends**.
- 2 Carol is unhappy because Jacob **lied / kept a secret**.
- 3 Jacob is trying to decide about **college / a job**.
- 4 Carol feels that Jacob doesn't **trust / believe** her.
- 5 Jacob wants to be **closer to Carol / more independent**.
- 6 Dr. Jones suggests that they try to understand each other's **feelings / problems**.



3 Do you think Jacob and Carol will get over their disagreement? What do you think will happen?

Speaking

4 Complete the sentences with the words below.

feel figure look made mean trust trying

- a You **don't** me, and that's hurtful.
- b If you at it from my point of view, you may understand.
- c When you didn't call me, **it made me** sad.
- d I'm sure we can this out.
- e I'm **sorry** if I you feel upset.
- f I **didn't** to sound angry.
- g I was **only** to help.

5 Complete the dialogue with the **highlighted phrases (a–g)** from exercise 4.

- Hal** You look really upset. What's wrong?
Tom Why didn't you tell me you're moving away?
Hal I'm ¹ bad, but I didn't want anyone to know yet.
Tom You ² not to tell, and that's hurtful.
Hal If ³ , you'll see that I'm in a difficult position. I'm sure ⁴
Tom When I found out you had been keeping a secret, ⁵ terrible.
Hal I was ⁶ figure out my own feelings about it first.
Tom Sorry. I ⁷ angry with you. I was just surprised.

6 Write a dialogue. Choose one of the situations or use your own idea. Use phrases from exercise 4.

- Your best friend planned to spend the weekend with another friend, but didn't tell you. You were surprised, because you usually spend the weekend together.
- A member of a band you play in was invited to play in a concert alone – not with the rest of the band. You were surprised, because the friend accepted the invitation, but didn't tell you.

A for and against essay

- 1 Look at the title of the essay. Do you agree with the statement? Why? / Why not?

It would be great to live forever

Globally, people live an average of about 70 years, though in some countries the average is closer to 90. Growing old is sometimes difficult, but it's perfectly natural.

^a....., nobody wants to grow old. If it were ¹..., I wonder if a lot of people would choose to do that.

Let's examine the arguments in favor of the idea first. On the ^b....., if you could live forever, ²... to do anything you want. You could learn many languages, learn to play any musical instrument, or travel the world and have a lot of amazing experiences. Also, you would never have to face death.

However, on the ^c....., if you didn't grow old, but your friends and family did, ³... . Or if your body continued to grow old, but you continued to live, you might end up being alive, ^d..... with a body that's too old to do anything with. That would be a really difficult situation.

On ^e....., living forever ⁴... , but on ^f....., it could lead to unhappiness. In conclusion, ^g..... living forever probably wouldn't be a great idea. It's better to have a normal life and do as much as you can in the time you have, and ⁵... .

- 2 Read the for and against essay. Does the writer agree or disagree (or neither) with the statement in the title?

- 3 Choose the correct sentences (a-f) to complete blanks 1-5 in the essay. There is one extra sentence.

- a you would probably become very lonely
- b enjoy it with your friends and family
- c possible to live forever
- d live to be 100 years old
- e could be an amazing opportunity
- f you would have plenty of time

LANGUAGE POINT Introducing contrasting ideas

- 4 Complete the blanks in the essay (a-g) with the words below.

although I'd argue that minus side
nevertheless plus side the one hand
the other hand

- 5 Answer the questions about the words or expressions in exercise 4.

Which ... ?

- 1 introduces the writer's opinion

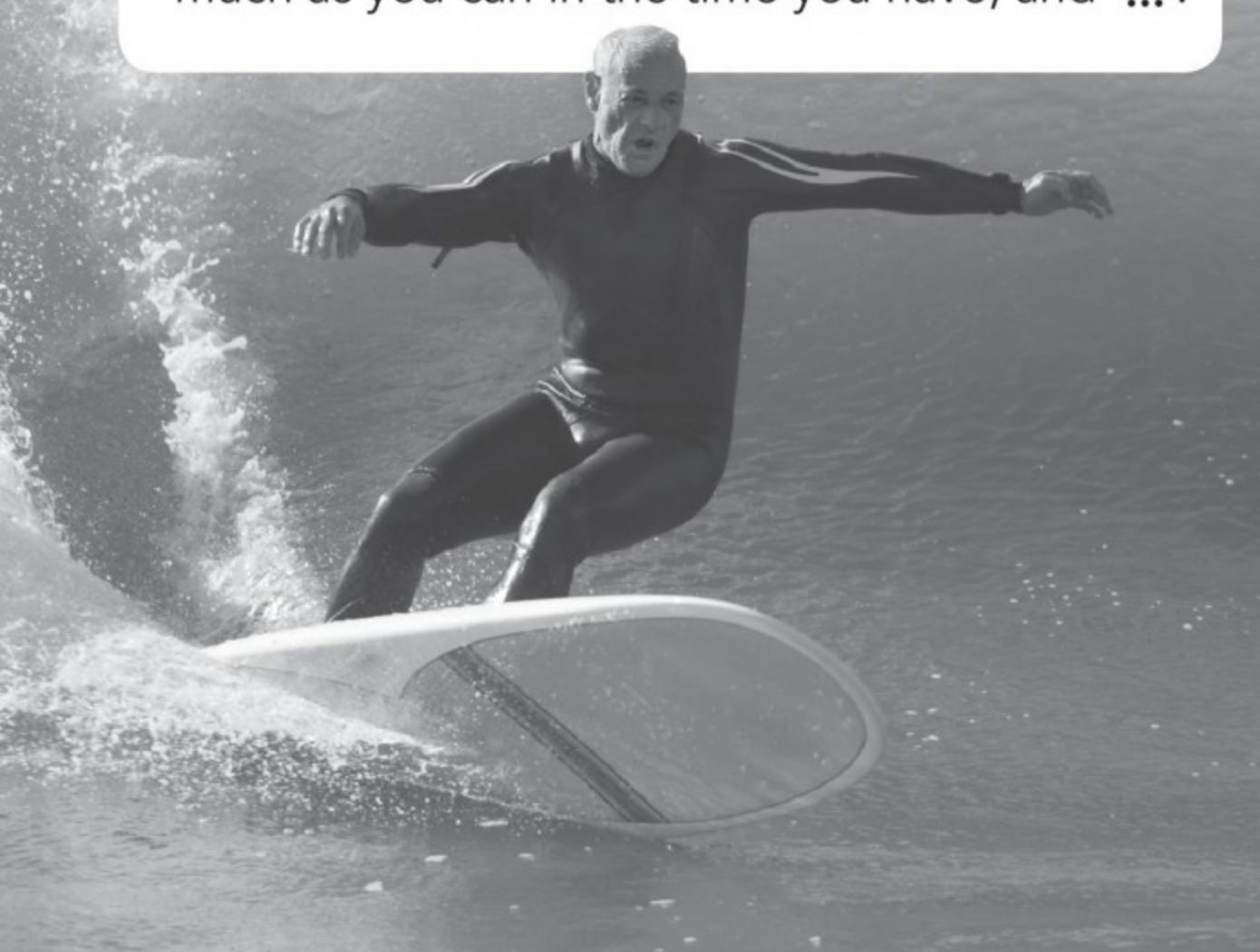
- 2 introduces the arguments for

- 3 introduces the arguments against

- 4 means the same as *but* or *however*

- 5 means the same as *in spite of that* ...

- 6 compare arguments for and against



Task A for and against essay

6 You are going to write a for and against essay. Look at the ideas. Choose the one you would like to write about.

- Old people should be cared for at home, not put in an old person's home.
- It would be great to be a child but with an adult's mind.
- People over the age of 70 should not be allowed to drive.

Think and plan

7 Study the writing strategy. For your topic, make notes of the arguments for and against the idea. Try to come up with four or five ideas for each.



Writing strategy

Giving a balanced argument

The purpose of a for and against essay is to present both sides of the argument, and allow the reader to make an informed decision. Focus on your best ideas for both points of view and develop them.

Points for

Points against

8 Now, from what you wrote in exercise 7, choose the best two or three points for and against.

Write a first draft

9 Write a first draft of your proposal. Write about 225 words. Use your answers from exercises 7–8 and the paragraph plan to help you.

Paragraph 1 – Introduce the topic and both points of view.

Paragraph 2 – Give arguments in favor, with examples.

Paragraph 3 – Give arguments against, with examples.

Paragraph 4 – Give your point of view and explain why.

Review and edit

10 Read your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Have you included a clear introduction? ☐
- Have you presented clear arguments for and against the idea? ☐
- Have you given your own opinion? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use expressions of contrast to introduce arguments for and against, and to compare ideas? ☐

11 Now write a final draft of your for and against essay.



Reading to learn

- 1 Choose the best summary (a, b, or c) of the Teen Tragedy text on page 97.
 - a The Capulets and Montagues are two families in Shakespeare's *Romeo and Juliet*, but we don't know why they're fighting. In the end, the fight ends.
 - b *Romeo and Juliet* is the story of a boy and girl who fall in love, despite the fact that their families are enemies. The young couple dies for love, but in the process ends the family fight.
 - c In Shakespeare's *Romeo and Juliet*, we learn the story of two families, the Montagues and the Capulets. Romeo and Juliet aren't supposed to fall in love, but they do.
- 2 Write a summary of the text on page 98 about the Williams sisters.

.....

.....

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Vocabulary and Grammar

Ages and stages

- 3 Answer the questions.
 - 1 What do you think is the "best age" to learn these new skills? Explain why.
 - a speaking a new language

.....
 - b playing a musical instrument

.....
 - c managing money

.....
 - d cooking

.....
 - e taking up a new sport

.....
 - 2 Can you think of something you enjoy now that you probably won't enjoy in old age?

.....

.....
 - 3 Can you think of something you enjoy now that you might continue to enjoy into old age?

.....

.....

Multi-word verbs (2)

- 4 Complete the text with the correct prepositions.

Dave and Ella are brother and sister, so they grew ¹ together. However, as they became older, they grew ² because they had very different ways of thinking about the world. Eventually, they had a big argument and fell ³ with one another, which caused their relationship to break ⁴ completely. Both would like somehow to get ⁵ the problems they've had and possibly make ⁶ with each other, but they agree it may never happen.

Gerunds and infinitives

- 5 Complete the sentences. Use gerunds or infinitives.
 - 1 I'm interested in

.....
 - 2 By the time I'm 20, I hope

.....
 - 3 I can't stand

.....
 - 4 Before I'm 30 years old, I expect

.....
 - 5 I enjoy

.....
 - 6 I think it's important

.....

Disagreement

- 6 Answer the questions.
 - 1 What rivalries exist in your country, for example, between sports teams, cities, or universities?

.....

.....
 - 2 Who do you know who you can trust to keep a secret, or to be a loyal friend? Explain why.

.....

.....
 - 3 Think of a time you had to compromise in making plans with friends or family. What happened?

.....

.....

Speaking

7 Match the sentence halves.

- 1 When you asked me to leave,
 - 2 I'm sorry if I
 - 3 I didn't mean to sound
 - 4 I was only trying to
 - 5 I'm sure we can figure
 - 6 If you look at it from my
- a angry.
 - b this out.
 - c it made me feel sad.
 - d made you feel unhappy.
 - e point of view, you might understand.
 - f help.

8 Answer the questions.

Which completed sentence in exercise 7 ... ?

- a is an apology
- b explains that someone wasn't trying to speak the way they did
- c explains how someone feels
- d says that a solution can be found
- e asks the other person to think differently about the disagreement
- f explains why someone said or did something

Writing

9 Complete the description with the words below.

argument decision essay reader view writer

A for and against ¹ presents both sides of an ² and allows the ³ to make an informed ⁴ The ⁵ focuses on the best ideas for both points of ⁶ and develops them.

10 Complete the sentences with your own ideas.

- 1 Although it's true that teenagers sometimes argue with their parents,
.....
- 2 On the one hand, disagreeing with friends is difficult. On the other hand,
.....
- 3 On the plus side, retired people have a lot of time. On the minus side,
.....

Reflect

How does age change us?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how does age change us?

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....





Exam preparation

Reading

- 1 Study the exam strategy. Then read the exam task in exercise 2. Cross out any options that are definitely wrong.



Exam strategy

Read the whole text first to understand the main ideas. Then read the text again, and options a–d in each question. Take out any options which are definitely wrong, then try all the other options in the blank. Which one sounds correct and makes sense?

Exam task multiple choice

- 2 Choose the correct words to complete the text (a, b, c, or d).



When I went along with the crowd



I used to have a classmate ¹... was unpopular at school because she didn't really fit in. Her name was Lindsay, and her taste in clothes was unusual, so people ²... to laugh at her. One day, some people from our class were following Lindsay to the bus stop, shouting ³... her and calling her names. Then one of them called out to me, ⁴... I crossed the road and went over to them. And I don't know why, but soon I was laughing at Lindsay with the others. Maybe I wanted to look good in front ⁵... them, but I can't justify what I did. We got no reaction from Lindsay at first, but when she reached the bus stop, she turned and looked straight at me. "You too, Rachel," she said, and I ⁶... see that she was in tears. I felt awful. I used to think I was a nice girl, but there I was, treating someone really badly – a girl who couldn't really do anything about it. Why did I follow the crowd ⁷... that? I've thought about Lindsay a lot ⁸... that day. I wish I could make friends with her and apologize. But she left our school soon after that. And understandably, she never spoke to me again.

- | | | | |
|-------------|---------|---------|-----------|
| 1 a what | b who | c she | d that |
| 2 a had | b would | c did | d used |
| 3 a at | b with | c for | d over |
| 4 a because | b so | c but | d however |
| 5 a of | b to | c with | d for |
| 6 a now | b could | c would | d then |
| 7 a with | b for | c like | d to |
| 8 a for | b from | c on | d since |

Use of English

- 3 Study the exam strategy. Then look at the text in the exam task in exercise 4. What part of speech is each missing word?



Exam strategy

Pay attention to the words before and after the gap and think about the part of speech that the missing word must be (e.g. a verb, adjective or noun). When you finish, read the completed text silently to make sure that it "sounds right" to you.

Exam task open cloze

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

Film review: Me, Earl and the Dying Girl



Me, Earl and the Dying Girl is a surprisingly entertaining film, despite its dark title. The main character, Greg, is a kid ¹... his last year at school who spends his time making videos with his one close friend, Earl. He also tries hard ²... shut everyone else out of his life – ³... the day when his parents ask him to make friends with Rachel. She's a girl at school ⁴... Greg hardly knows – and she's dying of cancer.

At ⁵... their friendship is very difficult, partly because Rachel doesn't want anybody hanging around ⁶... feeling sorry for her. Later, as their relationship develops, we see them grow as people and face ⁷... situation with humour and determination. In the end, though, Greg is the weaker of the two. He cannot really understand Rachel, ⁸... his feelings for her. And he cannot face her approaching death.

In many ways the film is similar ⁹... another film whose heroine is dying, *The Fault in Our Stars*. But for me, the characters in *Me, Earl and the Dying Girl* are more realistic and believable. The ending too – which I'm not ¹⁰... to tell you – somehow feels just right.

Listening

- 5** Study the exam strategy. Then read the exam task in exercise 6 and write five words that you might hear in the recording.



Exam strategy

Read the task carefully before you listen and think about the subject. Try to predict words that you will hear in the recording.

Exam task multiple choice – long text

- 6** **11.01** You will hear someone giving a talk about slavery – when someone must work for free for another person, and they cannot leave. Listen and choose the correct answers (a, b, or c).
- The speaker says that slavery ...
 - finished in the 19th century
 - has changed but continues
 - was invented by the Romans
 - Some people have to work as slaves because ...
 - they need money to live
 - they did something wrong
 - their families owe someone money
 - How many children are slaves around the world today?
 - 300,000
 - ten million
 - forty million
 - Magdalena was lucky because ...
 - she managed to escape slavery
 - the police searched a farmhouse and found her
 - she could leave the UK because she had a passport
 - Overall, what does the speaker suggest about modern slavery?
 - Wars make it very difficult to stop slavery.
 - It's still a major problem around the world.
 - Slavery mostly affects children.

Speaking

- 7** Study the exam strategy. Then think of ways to make the sentences (1–6) more complete.



Exam strategy

In the first part of the Speaking paper, the examiner will ask you a few personal questions. Relax and do not be afraid to ask the examiner to repeat the question. Make sure that your answer is longer than the original question by giving extra information and/or reasons for your replies.

- I'm from Fussen, Germany.
I'm from Fussen. It's a nice city in the south of Germany.
- I'm sorry. Say that again, please.
- No, I don't like baseball.
- I have two sisters.
- I don't travel much.
- I love cooking.

Exam task personal questions

- 8** Answer the questions. Try to give full answers.
- What do you enjoy doing with your friends?
 - Where have you been on vacation recently?
 - What sports are you interested in?
 - Tell me about a place that you like to visit.
 - Could you describe your house to me?
 - Perhaps you could tell me about something interesting that you've done recently.

Writing

- 9** Study the exam strategy. Then look at the exam task in exercise 10 and plan your email.



Exam strategy

Make sure that you read the question carefully and answer all the points in it. Remember that you can invent information if anything in the task is difficult to answer from your personal experience.

Exam task email

- 10** Write an email.

Your friend Chris is visiting your town for an afternoon next month, but you'll be on vacation. Write an email to Chris. In your email, you should:

- suggest things he can do for a few hours.
- describe an interesting place to visit.
- explain how to get there from the train station.

Write 35–45 words.



Exam preparation

Reading

- 1 Study the exam strategy. Then quickly read the texts in the exam task in exercise 2. What is the main purpose of each text?



Exam strategy

Read each text first to understand the purpose and main idea of each one. Then look at the options a–c. Incorrect options often contain words from the text, so think about the meaning of the options and not the words that they contain.

Exam task short texts

- 2 Look at the texts again. What do they say? Choose a, b, or c.

1

To Club Members

From Helen Caverstock

Dear club members,

This Wednesday's meeting is in classroom 4A, and not in the library as usual. This is because of building work next door. We'll be back in the library on the 17th.

Club secretary, Helen Caverstock

- a The date and time of the club meeting has changed.
- b The meeting is only in a different place this week.
- c From now on, club meetings will be in a different place.

2

Hi Steve! Come over at about 8:45, and we'll walk to the party together. There's no point in getting there earlier - almost nobody will be there. Jessica

- a The party doesn't start until about nine.
- b Jessica is meeting Steve at the party.
- c Jessica doesn't want to arrive at the party early.

3

Robert E. Lee is no hero

He's a villain who supported slavery - so why is our school named after him?

We want to change the school's name to Mulholland High.

Join our march to the city hall tomorrow night.

- a Readers should vote for a new school name.
- b Readers should find out more about Robert E. Lee.
- c Readers should join a protest about the school's name.

4

Ryan – Tessa has had a minor accident, and she's being kept in the hospital overnight. We won't be able to fly on Friday, but we can probably come later in the summer. Sorry!

Dan

- a Dan and Tessa won't be able to visit Ryan this summer.
- b Ryan and Dan want to visit Tessa in the hospital.
- c Dan hopes to visit Ryan later.

5

RED IS FOR DANGER

Never swim when the red flag is flying. And if you see someone in trouble, don't be a hero. Call 911 for help. Swimmers have gotten into difficulties when they've tried to help others.

- a Don't try to swim or help anyone at this beach.
- b Tell the rescue services if you see someone in trouble.
- c It's very dangerous to swim alone at this beach.

Listening

- 3 Study the exam strategy. Which explanation (a or b) matches each statement (1–3)?



Exam strategy

In a true/false listening task, all of the information in the statement will be clearly true or false on the recording. Always read the question carefully and check all of the information in it against the recording.

- 1 The speaker says that everyone eats processed food.
 - a Processed food is consumed by nearly everyone.
 - b We all eat processed food.
- 2 They must finish their essay by the next class.
 - a We need to hand in our essays on or before the next class.
 - b We should really complete our essays before the next class.
- 3 The speakers agree to meet on Friday.
 - a Friday is fine. Actually, on second thoughts, let's make it Monday.
 - b Monday would be better for me, but it's OK. Friday is fine.

Exam task true or false?

- 4  11.02 You will hear a radio program about urban foragers – people who look for wild food in cities. Listen and decide if the sentences are correct (yes) or incorrect (no).
- 1 Tim doesn't only eat food which he finds.
 - 2 He collects most wild food close to roads.
 - 3 Many urban plants are cleaner than food from farms.
 - 4 Tim sometimes gets an expert to help him because wild food can be dangerous.
 - 5 Chef John Rensten traveled 200 miles to find urban food for his restaurant.
 - 6 Many people forage because they can't find the food that they want in stores.

Speaking

- 5 Study the exam strategy. Then look at the pictures in the exam task in exercise 6. How are they similar and how are they different?



Exam strategy

When you talk about two pictures, it's important to compare the pictures and not just talk about each one individually. Remember to clearly state which picture you are talking about at the time, e.g. *In the first picture ...*, *In the picture on the left ...*

Exam task describing a picture

- 6 Talk about the two pictures. Try to talk for one minute.



Writing

- 7 Study the exam strategy. Then read the exam task in exercise 8 and write notes.



Exam strategy

Before you start writing, make notes to develop an idea for your short story. Write two main events and an idea for an ending. Make sure that each of these is in a separate paragraph.

Exam task story

- 8 Write a story.

Your teacher has asked you to write a story with this title: *An unusual hero*

Write your story in 90–100 words. Remember to check your spelling and punctuation.



Reading

- 1 Study the exam strategy. Then quickly read the text and underline any words or phrases that you do not know.



Exam strategy

Most reading texts contain some unfamiliar words, but you won't need all of these words to understand the text. To guess the meaning of an important word, think about these things:

- Do words around it help you to guess the meaning?
- What kind of word is it (e.g. a noun), and is it formed from a word you know (e.g. with a prefix)?
- Does it paraphrase or refer to another word?

Exam task multiple choice

- 2 Read the text and choose the correct answers (a, b, c, or d).

- 1 What does the writer say about the survey?
- a It's only correct for her country.
 - b A lot of the facts are already out of date.
 - c It may be inaccurate for some countries.
 - d It was interesting, but not well researched.

- 2 In paragraph 2, the writer says the survey ...
- a shows that people are very similar
 - b contains a fact that she didn't expect
 - c proves that Russians are great dancers
 - d shows that Mexicans may have the best social life
- 3 What does the author say about sitting?
- a It isn't good to sit for too long.
 - b Work is the main reason people sit.
 - c The majority of jobs involve sitting.
 - d Sitting stops us from exercising.
- 4 How does the writer feel about sleeping?
- a She wishes that she didn't have to sleep.
 - b She thinks that sleeping is a waste of time.
 - c She would like to sleep more.
 - d She thinks that we wouldn't use the time well if we didn't sleep.
- 5 The last paragraph suggests that ...
- a the writer is lazy, but wants to change
 - b the article hasn't changed her opinions
 - c the writer wants to do more running
 - d even a small change could have a big effect

► Your life in numbers

I recently read an article about how much time the average person spends doing things around the world. The statistics are changing all the time, of course – and the survey doesn't cover every country – so it may not paint a fair picture of some populations, but it was still fascinating.

The survey revealed some interesting differences between countries. For example, Mexicans must have fun, because they laugh more than any other population. Germans spend the most time socializing with friends, and surprisingly maybe, Americans play the most sports. Then there are the toe-tapping Russians: the average Russian dances 15 times a month!

When you add up the amounts for different activities and multiply by a 79-year lifespan, you get some shocking results. For example, the average person in the developed world will spend about 11 years in front of a computer, phone, or TV screen – much longer than we spend exercising. It's one important reason why we spend about 30% of our whole lives sitting in a chair! The other main reason is work. A working life for the majority of people lasts about 116,000 hours, and you may be sitting down all day at a desk or factory machine. That's bad news, since medical studies have shown that sitting down too much is very bad for your health.

Of course, we spend a lot of our lives sleeping, too – a total of about 26 years. That might seem like a waste – we could do more with our lives if we didn't sleep. However, scientists say that sleep is vital to our physical and mental health. And let's face it, if we stayed up all night, we'd probably just spend the extra time checking our phones!

After reading the survey, I thought about all the time I must have wasted over the years just sitting on the sofa. From now on, I've decided that I'm going to watch less TV, spend less time playing video games, and play more sports. Apparently, if I increase my exercise by only 5%, I'll do enough to run around the world twice!



Listening

- 3 Study the exam strategy. Then look at the exam task in exercise 4. What kind of information completes each blank?



Exam strategy

Read the notes before you listen and decide what kind of information you need to complete each blank (e.g. a number, date, noun, verb, or adjective).

Exam task note completion

- 4  11.03 You will hear a recorded message about a movie academy. Listen and complete the notes with a short word or phrase.

The Asheville Movie and Theater Academy

Courses: two-week short courses in
1 operation, special effects,
and 2

Fees for short courses: usually from
3 to 140 dollars a week.

This doesn't include 4

Also available: a six-month program in
5 for the movies.

Website: 6

Address: 38 Fairfax Avenue,
7 Asheville, North Carolina

Speaking

- 5 Study the exam strategy. Then think about the questions.



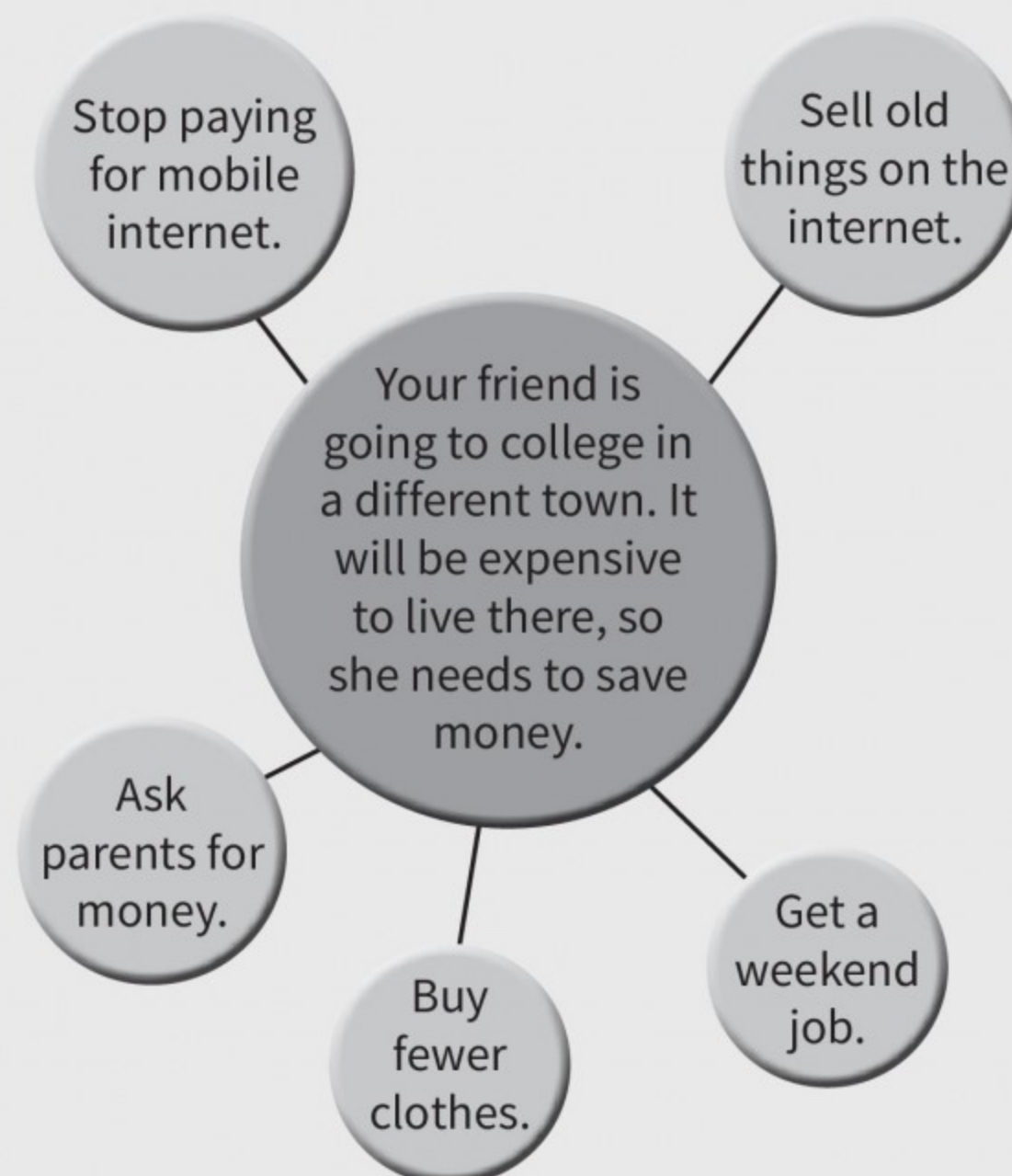
Exam strategy

When you discuss a topic, look at all the options and think of something to say about each one. If you run out of time, it's better to discuss three or four points well rather than trying to cover all five.

- What do you spend most of your money on?
- How many of the things that you buy are "must-have" items?
- How many are luxuries you don't really need?
- How could you cut costs?
- How could you earn or get extra money?

Exam task collaborative task

- 6 Look at the information and discuss the options for two minutes. Then decide which option you think is the most important.



Writing

- 7 Study the exam strategy. Then look at the exam task in exercise 8 and plan your review. Check that you have answered all of the points in the task, and that all of the notes you made are relevant to the task.



Exam strategy

Plan your review carefully, using a different paragraph for each important point. Before you begin writing, check that each paragraph has a clear focus, and that it doesn't contain any irrelevant or repeated information.

Exam task review

- 8 Write a review.

You see this announcement in your school's English-language magazine.

We would like to publish some reviews of places in town to help foreign exchange students who are visiting our school. Write a review about a place that you've visited recently. Mention what the place is, what you can do there, and why you like it. The best reviews will appear in next month's magazine.

Write your review in about 100 words.



Exam preparation

Listening

- 1 Study the exam strategy. Then look at the exam task in exercise 2 and underline the words that help you to predict the topic of each recording.



Exam strategy

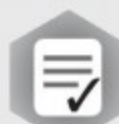
When you answer questions about different short recordings, each one will have a different topic and/or situation. Before you listen, read the questions carefully. Try to predict the topic of each recording, and the situation that the speakers are in, for example, are they making a phone call, or having an argument?

Exam task multiple choice

- 2  11.04 You will answer questions about four short recordings. Listen and choose the correct answer (a, b, or c).
 - 1 A boy talks about a test. Why did he do well?
 - a He was very worried about the test, so he studied a lot.
 - b He could use personal knowledge to answer a question.
 - c All of the questions on the test were easy.
 - 2 A tour guide is talking to people. What is her intention?
 - a to explain where to catch the bus
 - b to give some information about the town
 - c to tell people where to take good photographs
 - 3 A girl is talking to a friend about her school exchange. What problem is she having?
 - a She doesn't like the local climate.
 - b It's difficult to fit in at her new school.
 - c It's difficult to get around the school in a wheelchair.
 - 4 You hear a radio presenter talking about a new shopping mall. What is he doing?
 - a advertising an event there
 - b describing the stores in the shopping mall
 - c giving general information about the shopping mall

Use of English

- 3 Study the exam strategy. Then look at the example answers. Think about why they are not correct and how you would correct them.



Exam strategy

Remember that your completed sentence must give all of the information in the original sentence and not change the meaning. You can only use five words – including the key word, which cannot be changed.

- 1 It's a pity that I can't watch you perform in the play.
COULD
If only I could have watched you perform in the play.
.....
- 2 We can't wait to see you.
LOOK
We are really looking forward to seeing you.
.....
- 3 Mike is really keen on art.
INTERESTED
Mike is interested in art.
.....
- 4 Simon definitely wants to apply for the job.
WOULD
Simon would definitely be interested in applying for the job.
.....

Exam task key word transformation

- 4 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the key word. Write 1–5 words including the key word.
- Is this your first visit to Sydney?
EVER
Have Sydney before?
 - They didn't let us go into the concert.
ALLOWED
We into the concert.
 - There's no need for us to get up early.
HAVE
We up early.
 - I really wanted her to put me on the team.
HOPED
I me on the team.
 - Max said he could help me organize the party.
OFFERED
Max organize the party.
 - "Do you know where Suzie works, Kate?"
WHETHER
Helen asked Kate where Suzie works.
 - I became a chef two years ago.
BEEN
I two years.

Speaking

- 5 Study the exam strategy. Then look at the photos in exercise 6 and the questions. Write notes.

**Exam strategy**

Look at the pictures carefully before you begin speaking. As well as describing and comparing the pictures, you need to speculate about the feelings and possible events that they show.

- What do people find challenging about these jobs?
- What might have happened a moment ago, or might happen in a moment?

Exam task describing pictures

- 6 Compare the photos. Try to talk for one minute.

**Writing**

- 7 Study the exam strategy. Then look at the exam task in exercise 8 and write notes.

**Exam strategy**

Writing tasks are marked according to your use of language, register, content (answering the question), and organization (e.g. using clear paragraphs and linking sentences). When you practice writing articles, go back through them and think about how well you've done these things.

Exam task article

- 8 Write an article.

You see this ad in an online magazine.

Articles wanted

Write to our magazine and tell us about your dream job. Mention why you'd like to do this job, and what makes it so special. The best articles will be published in next month's e-zine.

Write an article in 140–190 words.



Reading

- 1 Study the exam strategy. Then read the text and write one sentence to summarize each paragraph.



Exam strategy

When a text has missing sentences, read the whole text first (ignoring the gaps) to give you an idea of the overall meaning and the topic of each paragraph. This will help you to match the missing sentences to the correct paragraphs.

Studying the ocean for decades has given American marine biologist Eloise Boucher a clear picture of how global warming is damaging marine ecosystems. ¹.....

"We might not survive them," she says. And she isn't joking.

²..... It's an important greenhouse gas, but it's also produced naturally when marine animals die and break down on the ocean floor. ³..... But climate change is warming the oceans, which could let methane escape. This is called "methane release" and it could accelerate climate change, endangering us all.

"Methane escape is bad news," Eloise says, "but if we destroy the oceans' oxygen conveyor, we'll pay an even heavier price."

Strong currents move water around the world's oceans and carry oxygen to the ocean floor.

⁴..... In 100 years, this problem will have gotten worse, and one day the oceans' oxygen conveyor may even stop. If that happens, no oxygen will get to the seabed.

Exam task missing sentences

- 2 Read the text and complete the blanks (1–6) with the missing sentences (a–g). There is one extra sentence.
- a Thankfully, the gas mixes with icy deep-sea water, and cold water temperatures keep it in the ocean.
 - b She's particularly worried about two dangers.
 - c This gas is poisonous to all land animals and plants.
 - d But climate change is affecting these currents and slowing them down.
 - e When methane is produced naturally in the oceans, it soon goes into the atmosphere.
 - f The first danger is methane.
 - g We must do everything we can to end global warming.

"Some bacteria can live without oxygen," explains Eloise. "We call them 'anaerobic bacteria,' and they will do very well if the oxygen conveyor stops. They'll begin multiplying – and producing hydrogen sulfide. ⁵..... One day this gas may kill us."

This might sound like science fiction, but it has already happened three times in Earth's history. And in 2015, the Pacific turned purple along the coast of Oregon. This unusual color may have been a warning – a sign that there is more anaerobic bacteria in the oceans.

"The science is out there," Eloise tells me.

"⁶..... Or it could be the end of us!"

bubbles rise from seabed

Listening

- 3** Study the exam strategy. Then look at the options (a–h) in the exam task in exercise 4. Think about the topics that you might hear in each recording.



Exam strategy

When you have to match statements to recordings, focus on the overall meaning of each recording rather than the details. Think about the kind of words that each speaker may use.

Exam task multiple matching

- 4**  **11.05** You will hear five speakers talking about how people in communities have worked together. Listen and match the speakers with the things that they mention (a–h). There are three extra statements which you do not need.
- a rebuilding community houses after a disaster
 - b the importance of knowing your neighbors
 - c meeting and understanding new arrivals in a community
 - d the importance of a local business to the community
 - e how social problems have changed a place
 - f working together to clean an area
 - g working in a difficult part of town and being worried about it
 - h the difficulties of organizing a community project

Speaking

- 5** Study the exam strategy. Then look at the exam task in exercise 6. Choose any question and think of as many things to say about it as you can. Which of these things would you say in the exam?



Exam strategy

Even if you haven't thought much about the topic of a question before, always try to give full answers – and reasons for them. Remember that your answers don't have to be particularly well thought-out – your English is being tested, not your arguments.

Exam task follow-up questions

- 6** After you have finished a collaborative discussion task, the examiner will ask follow-up questions. Answer two of the questions as fully as possible, giving reasons for your answers.
- 1 Why is it important to have laws to protect the environment?
 - 2 What are the main benefits of recycling?
 - 3 What are the main environmental problems in your country?
 - 4 Have you ever participated in an environmental event?
 - 5 Why is it important to teach young children about the environment?

.....

.....

.....

.....

.....

Writing

- 7** Study the exam strategy. Then look at the exam task in exercise 8 and write a paragraph plan.



Exam strategy

The introductory paragraph of an opinion essay should clearly introduce the topic, but not actually give arguments. These will be introduced in the next two paragraphs. The conclusion should summarize the arguments and clearly state your opinion.

Exam task opinion essay

- 8** Write an opinion essay in 140–190 words.

You've been discussing the environment in class, and your teacher wants you to write about the statement below. Write an essay using all of the notes, and give a reason for your point of view.

Many people think that Earth will be a worse place to live in the future. Do you agree?

Write about:

- 1 environmental problems
- 2 solutions to these problems
- 3 ... (your own idea)

Key phrases bank

Unit 1

Talking about similarities and differences

What sort of ... do you usually ... ?

I'd say I'm a

In terms of ... , I like stuff that's

I have good / normal / unusual taste in

We have / don't have the same taste in

We have ... in common.

Influencing people

Have you considered ... ?

Perhaps you could

You might not realize this, but

OK, you've persuaded me.

Sorry, I'm not convinced.

Unit 2

Talking about places and origins

It's a (seaside resort) in the (southwest) of (England).

It was (invaded / built / founded) by

The name tells us

... is named after (a person / a battle / a natural feature).

... comes from the word ... , which means

That's a (funny / unusual / complicated) name.

Reading a map

What does this symbol mean? Let's check the key.

First, we have to go north / south / east / west along

We should look out for a ... on the right / left.

According to the scale, this road / sidewalk is about ... long.

If we go in this direction, we'll pass

We can take a shortcut if we go

Unit 3

Talking about food choices

I (don't) think about ... when I buy

I think my choice of food is

... has a large / small carbon footprint because

I could cut down on

I should avoid ... -ing

... is / are (terrible) for the environment because

Analyzing information

At first glance, this looks

According to the packaging, this product is

One serving contains ... % of your daily allowance of

There's a huge amount of ... in it.

How much ... does it contain?

Unit 4

Talking about personal qualities

I'd say that ... is a great example of (a hero).

What's really amazing about him/her is

An example of when he/she ... was

My idea of a hero is someone who

He/She sounds like the kind of person who

Making decisions under pressure

If we ... , everything will be OK.

There's no point in ... -ing.

You must not It will make things worse.

(Luke), could you ... as quickly as you can?

That sounds like a good plan.

Let me check I've understood.

Unit 5

Asking about numbers

How long / high / heavy is ... ?

What's the (average) weight / length / height / price of ... ?

What percentage of ... ?

What's the probability of ... ?

How many points do you get for ... ?

How much is ... ?

Talking about money

I think she could do without

If she wants to cut costs, she should

I think ... is a total waste of money.

... is a luxury / must-have item. She doesn't need / needs it.

Why doesn't she cut down on ... ?

She can't really afford



Unit 6

Talking about movies

My idea of a good movie is ...
 Nothing is more enjoyable than ...
 ... is / aren't everything in a movie.
 Take (*Titanic*), for example.
 I think ... the secret to a great movie is ...
 (*Gone With The Wind*) is a classic.

Choosing the right questions

I think people will be able to relate to ...
 Why don't we add a question about ...?
 I could talk for a long time about ...
 This question has the potential to be really interesting.
 I'm sorry, but I'm not comfortable talking about ...
 I don't think people will be interested in ...

Unit 7

Talking about future careers

Here's a job you're suited for.
 I'm / You're (not) cut out for ... because ...
 I think I'd / you'd make a great ... because ...
 I've / You have a talent for ...
 You need to be passionate about ... to be a ...

Doing an interview

Asking questions

Can you give me an example of ...?
 Could you tell me a bit more about ...?

Talking about your skills and experience

I'm good at / with ...
 I have (some / a lot of) experience in ...
 I learned how to ... when I ...
 An example of this is ...

Unit 8

Talking about benefits

(Athletics) develops qualities like ...
 Another positive thing about (tennis) is that ...
 (Soccer) also teaches you to ...
 The best thing about (sports) is that ...
 (Sports) also benefits us by ...
 It's taking part that counts.

Talking about failure

Reflecting

If only I'd ...
 I don't see the point in ...
 ... has been a good learning experience.

Responding

I guess it was disappointing when ...
 I understand how you feel, but ...
 I think you have the right / wrong attitude.

Unit 9

Talking about problems and solutions

Problems

If we don't stop ... , there will be ...
 That's bad news for ...
 Another challenge for ... is ...

Solutions

We can all help ... by reducing / banning ...
 The best way to ... would be to ...
 They should pass laws that ...

Evaluating ideas

Good thinking, (Grace), that could work really well.
 That's a really interesting idea, but ...
 I'm not sure that's practical, because ...
 ... would be more effective / memorable / inspiring than ...
 One way to ... would be to ...
 I think we should include more ...

Unit 10

Talking about age

The ideal time to ... is during (childhood).
 You peak at ... / Your ... peaks when you're about ...
 ... seems very old / young to me to ...
 You can ... at any age. Never say never!
 I hope I ... before / when I'm ...

Managing disagreements

If you look at it from my point of view, ...
 When you ... , it made me feel ...
 I'm sorry if I made you feel ...
 I didn't mean to sound ...
 I was only trying to ...
 I'm sure we can work this out.



Projects key phrases

Designing a travel guide

Coming to a group decision

Making requests

Would you like to ... ?

What do you think about ... ?

Can you find out about ... ?

Making a suggestion

What if we ... ?

Maybe we could ... ?

Here's something we could try.

Responding to suggestions

I hadn't thought of that.

I see what you mean.

That sounds about right.

Concluding

Are we all agreed?

That's fine with me.

Is everyone else OK / fine if ... ?

Designing a digital timeline

Sharing information

Reporting back

This is what I've found out so far.

I need to do some more research on that.

I've still got a bit more research to do.

I wasn't able to find out about ...

Asking for help

Do you know how I can find out about ... ?

Why don't we work together on ... ?

Can anyone give me a hand with ... ?

Praising

Good job. You've found out a lot.

That will make it really interesting.

Great work!

Making a movie scene

Talking about time frames

Asking how long something will take

How much time do you need to ... ?

How long do you think you'll need?

How long will it take?

We need to figure out how long it will take.

Giving a time frame

I think it will take about ...

We might need quite a long time.

Let's allow ... for ...

I don't think that will take too long.

... is going to take the most time.

... shouldn't take too long.

Agreeing

That seems like a long time.

That sounds about right.

Taking part in a class debate

Having a debate

Introducing your arguments

My team is going to speak for / against the proposal ...

We will present the argument for / against ...

Presenting the argument

We (strongly / firmly) believe / disagree that ...

As far as we're concerned, ...

Key arguments and examples

For example, ...

To illustrate my point ...

Another point is that ...

Concluding

In conclusion, we believe ...

To sum up ...

Thank you for listening.

Responding to a speech

You mentioned that ... , but ...

I don't agree with what you said about ...

I'd like to come back to what you said about ...

Writing workshop key phrases

Contrasting

Linking in one sentence

Although ...

Whereas ...

Despite ...

While ...

Linking in two sentences

... However, ...

... Even so, ...

... Nevertheless, ...

... On the other hand, ...

Strengthening comparisons

much (easier) (than)

far more / less (satisfying) (than)

much more / less (stressful) (than)

nowhere near as (valuable) (as)

Giving your opinion

I'd say that ...

It's clear that ...

It's my opinion that ...

The way I see it, ...

I strongly believe that ...

Wordlist

The words in **bold** are the target vocabulary. Learn these words after each unit. Words with the key symbol  are from the Oxford 3000™, a list of the 3000 core words that every learner of English should know. For more information and to download a copy of the list, visit the Oxford 3000 and 5000 web page at <http://www.oxford3000.com>

Phonetic symbols

Vowels

/i/	see
/ɪ/	sit
/e/	ten
/æ/	cat
/ɑ/	hot
/ɔ/	saw
/ʊ/	put
/u/	too
/ʌ/	cup
/ə/	about
/eɪ/	say
/aɪ/	five
/ɔɪ/	boy
/aʊ/	now
/oʊ/	go
/ɜr/	bird
/ər/	winner
/ɪr/	near
/er/	hair
/ɑr/	car
/ɔr/	north
/ʊr/	tour

Consonants

/p/	pen
/b/	bad
/t/	tea
/d/	did
/k/	cat
/g/	got
/tʃ/	chin
/dʒ/	June
/f/	fall
/v/	voice
/θ/	thin
/ð/	then
/s/	so
/z/	zoo
/ʃ/	she
/ʒ/	vision
/h/	how
/m/	man
/n/	no
/ŋ/	sing
/l/	leg
/r/	red
/j/	yes
/w/	wet

Wordlist key

(adj)	adjective
(adv)	adverb
(conj)	conjunction
(n)	noun
(phr)	phrase
(v)	verb

Unit 1

adapt (v) /ə'dæpt/ 
admit (v) /əd'mɪt/ 
alarming (adj) /ə'lɑ:rmɪŋ/ 
annoying (adj) /ə'nɔɪɪŋ/ 
anxious (adj) /'æŋkʃəs/ 
appearance (n) /ə'pɪərəns/ 
assignment (n) /ə'saɪnmənt/ 
behave (v) /bɪ'heɪv/ 
belief (n) /bɪ'li:f/ 
benefit (v) /'benɪfɪt/ 
body language (n) /'bɔ:di
 'læŋɡwɪdʒ/
care about (phr v) /ker ə'baʊt/
challenge (n) /'tʃælɪndʒ/ 
compare (v) /kəm'per/ 
compassion (n) /kəm'pæʃn/
conform (v) /kən'fɔ:rm/
conformist (n) /kən'fɔ:rmɪst/
connected (adj) /kə'nektɪd/ 
connection (n) /kə'nekʃn/ 
convince (v) /kən'vɪns/ 
cope with (phr v) /kəʊp wɪð/
crawl (v) /krɔ:l/
criticize (v) /'krɪtɪsaɪz/ 
disagreement (n) /,dɪsə'ɡri:mənt/
disfigure (v) /dɪs'fɪɡjər/
do your own thing (phr) /du jər
 ʊn θɪŋ/
eager (adj) /'i:gər/ 
empathize (v) /'empəθaɪz/
empathy (n) /'empəθi/
even (adv) /'i:vən/ 
eventually (adv) /ɪ'ventʃuəli/ 
expression (n) /ɪk'spreʃn/ 
facial expression (n) /'feɪʃl
 ɪk'spreʃn/
fair (adj) /fer/ 
fit in (phr v) /fɪt ɪn/
follow the crowd (phr) /'fɔ:ləʊ
 ðə kraʊd/
genetic disorder (n) /dʒə'netɪk
 dɪs'ɔ:rdər/
give up (phr v) /ɡɪv ʌp/
guilty (adj) /'ɡɪlti/ 
have something in common (phr)
 /hæv 'sʌmθɪŋ ɪn 'kɔ:mən/
however (conj) /haʊ'evər/
imaginative (adj) /ɪ'mædʒɪnətɪv/
impact (n) /'ɪmpækt/ 
improve (v) /ɪm'pru:v/ 

inequality (n) /,ɪnɪ'kwɔ:ləti/
influence (v) /'ɪnfluəns/ 
influential (adj) /,ɪnflu'enʃl/
issue (n) /'ɪʃu:/ 
justify (v) /'dʒʌstɪfaɪ/ 
label (n) /'leɪbl/ 
miss (v) /mɪs/ 
narcissism (n) /'nɑ:rsɪsɪzəm/
narrator (n) /nə'reɪtər/
noodle (n) /'nu:dl/
outsider (n) /,aʊt'saɪdər/
pain (n) /peɪn/ 
peer pressure (n) /pɪr 'preʃər/
perspective (n) /pər'spektɪv/ 
persuade (v) /pər'sweɪd/ 
point of view (n) /pɔɪnt əv vju:/
poverty (n) /'pɔ:vərɪ/ 
powerful (adj) /'paʊərfl/ 
practice (n) /'præktɪs/ 
purpose (n) /'pɜ:rpəs/ 
react (v) /rɪ'ækt/ 
reaction (n) /rɪ'ækʃn/ 
rebel (v) /rɪ'bel/
rebel (n) /'rebl/
selfie (n) /selfi/
selfish (adj) /'selfɪʃ/
sense of humor (n) /sens
 əv 'hju:mər/
social animal (n) /'səʊʃl 'ænɪml/
space (n) /speɪs/ 
stand out in a crowd (phr) /stænd
 aʊt ɪn ə kraʊd/
stare (n) /ster/ 
strategy (n) /'strætədʒi/ 
stubborn (adj) /'stʌbərən/
support (v) /sə'pɔ:rt/ 
switch off (phr v) /swɪtʃ ɔ:f/
talk somebody into (phr v) /tɔ:k
 'sʌmbədi 'ɪntə/
talk somebody out of (phr v) /tɔ:k
 'sʌmbədi aʊt əv/
taste (n) /teɪst/ 
treat (v) /tri:t/ 
treatment (n) /'tri:tmənt/ 
trend (n) /trend/ 
trust (v) /trʌst/ 
understanding (n)
 /,ʌndər'stændɪŋ/ 

Unit 2

abandoned (adj) /ə'bændənd/ 
agricultural (adj) /,æɡrɪ'kʌltʃərəl/
although (conj) /ɔ:l'ðəʊ/ 
ancient (adj) /'eɪnfənt/ 
apologize (v) /ə'pɔ:lədʒaɪz/ 
arch (n) /ɑ:rtʃ/
arrow (n) /'ærəʊ/
attend (v) /ə'tend/ 
battery (n) /'bætəri/ 
battle (n) /'bætl/ 
bay (n) /beɪ/
belongings (n pl) /bɪ'lɔ:ŋɪŋz/
blame (v) /bleɪm/ 
border (n) /'bɔ:rdər/ 
borough (n) /'bɜ:rou/
brave (adj) /breɪv/ 
bustling (adj) /'bʌslɪŋ/
carve (v) /kɑ:rv/
castle (n) /'kæsl/ 
close down (phr v) /klaʊz daʊn/
commuter town (n) /kə'mju:tər
 taʊn/
compass point (n) /'kʌmpəs pɔɪnt/
contemporary (adj)
 /kən'tempərəri/ 
contour line (n) /'kɔ:ntʊr laɪn/
criminal (n) /'krɪmɪnl/ 
crowd into (phr v) /kraʊd 'ɪntə/
defend (v) /dɪ'fend/ 
deserted (adj) /dɪ'zɜ:rtɪd/ 
despite (conj) /dɪ'spaɪt/ 
disaster (n) /dɪ'zæstər/ 
dotted (adj) /'dɔ:tɪd/
dragon (n) /'drægən/
emotional (adj) /ɪ'məʊʃənl/ 
empty (adj) /'empti/ 
escape (v) /ɪ'skeɪp/ 
everyday (adj) /'evrɪdeɪ/ 
explorer (n) /ɪk'splɔ:rər/
explosion (n) /ɪk'spləʊʒn/ 
feature (n) /'fi:tʃər/ 
feeling (n) /'fi:lɪŋ/ 
fight (n) /faɪt/ 
fishing village (n) /'fɪʃɪŋ 'vɪlɪdʒ/
flood (v) /flʌd/ 
force (v) /fɔ:rs/ 
fortress (n) /'fɔ:ɪtrəs/
found (v) /faʊnd/ 
gold (n) /ɡəʊld/ 
gunfighter (n) /'ɡʌnfɑɪtər/



hamlet (n) /'hæmlət/
handful (n) /'hændfʊl/
hastily (adv) /'heɪstɪli/
huge (adj) /hjuːdʒ/
imagine (v) /ɪ'mædʒɪn/
impress (v) /ɪm'pres/
industrial city (n) /ɪn'dʌstriəl 'sɪti/
inhabitant (n) /ɪn'hæbɪtənt/
instead (adv) /ɪn'sted/
interpret (v) /ɪn'tɜːrprɪt/
intricately (adv) /ɪn'trɪkətli/
invade (v) /ɪn'veɪd/
key (n) /kiː/
landmark (n) /'lændmɑːrk/
legend (n) /'ledʒənd/
lively (adj) /'laɪvli/
locate (v) /'loukeɪt/
location (n) /ləu'keɪʃn/
magnificent (adj) /mæg'nɪfɪsnt/
major (adj) /'meɪdʒər/
manage (v) /'mænɪdʒ/
market town (n) /'mɑːrkɪt taʊn/
massive (adj) /'mæsɪv/
mine (n) /maɪn/
mine (v) /maɪn/
modern (adj) /'mɑːdərn/
monument (n) /'mɑːnjumənt/
move away (phr) /muːv ə'weɪ/
neighborhood (n) /'neɪbərhʊd/
ornate (adj) /ɔːr'neɪt/
path (n) /pæθ/
perilous (adj) /'perələs/
physical map (n) /'fɪzɪkl mæp/
picturesque (adj) /,pɪktʃə'resk/
platform (n) /'plætfɔːrm/
political map (n) /pə'litɪkl mæp/
port (n) /pɔːrt/
possessions (n pl) /pə'zeʃnz/
power station (n) /'paʊər 'steɪʃn/
pretzel (n) /'pretsl/
protect (v) /prə'tekt/
radiation (n) /,reɪdi'eɪʃn/
reason (n) /'riːzn/
relevant (adj) /'reləvənt/
relocate (v) /,rɪrɪ'loukeɪt/
remain (v) /rɪ'meɪn/
remind (v) /rɪ'maɪnd/
remote (adj) /rɪ'məʊt/
road map (n) /roud mæp/
robber (n) /'rɒbər/
run out (phr) /rʌn aʊt/

rush (v) /rʌʃ/
sadly (adv) /'sædli/
sandy (adj) /'sændi/
save (v) /seɪv/
scale (n) /skeɪl/
seaside resort (n) /'siːsaɪd rɪ'zɔːrt/
shaded (adj) /ʃeɪdɪd/
shortcut (n) /ʃɔːrtkʌt/
signal (n) /'sɪgnəl/
spice (n) /spaɪs/
spot (n) /spɔːt/
stone (adj) /stəʊn/
strike (v) /straɪk/
struggle (v) /'strʌɡl/
suburb (n) /'sʌbɜːrb/
summarize (v) /'sʌməraɪz/
symbol (n) /'sɪmbəl/
temple (n) /'templ/
thriving (adj) /'θraɪvɪŋ/
throughout (prep) /θruː'aut/
time-capsule (n) /taɪm 'kæpsl/
trip (n) /trɪp/
unfortunately (adv) /ʌn'fɔːrtʃənətli/
university city (n) /,juːnɪ'vɜːrsəti 'sɪti/
valuable (adj) /'væljuəbl/
wide (adj) /waɪd/
wildlife (n) /'waɪldlaɪf/
wipe out (phr) /waɪp aʊt/
worth (adj) /wɜːrθ/

Unit 3

advertising campaign (n) /'ædvɜːtaɪzɪŋ kæm'peɪn/
alternative (n) /ɔːl'tɜːnətɪv/
analyze (v) /'ænəlaɪz/
artificial (adj) /,ɑːrtɪ'fɪʃl/
available (adj) /ə'veɪləbl/
avoid (v) /ə'vɔɪd/
awareness (n) /ə'wɜːnəs/
balanced (adj) /'bælənst/
be associated with (phr) /bi ə'səʊsɪeɪtɪd wɪð/
big business (n) /bɪɡ 'bɪznəs/
biodegradable (adj) /,baɪəʊdɪ'greɪdəbl/
blood sugar level (n) /blʌd 'ʃʊɡər 'levl/
brand (n) /brænd/
calorie (n) /'kæləri/
candy (n) /'kændi/
carbohydrate (n) /,kɑːrbəʊ'hɑːdreɪt/
carbon footprint (n) /'kɑːrbən 'fʊtprɪnt/
carbonated (adj) /'kɑːrbəneɪtɪd/
carbonated drink (n) /'kɑːrbəneɪtɪd drɪŋk/
chemical (n) /'kemɪkl/
chemical symbol (n) /'kemɪkl 'sɪmbl/
chronic (adj) /'krɔːnɪk/
claim (v) /kleɪm/
come across (phr) /kʌm ə'krɔːs/
concentrated (adj) /'kɔːnsntreɪtɪd/
consequence (n) /'kɔːnsəkwens/
consume (v) /kən'suːm/
convenience (adj) /kən'viːniəns/
crop (n) /krɔːp/
cut down on (phr) /kʌt daʊn ɔːn/
decimal (n) /'desɪml/
delicious (adj) /dɪ'lɪʃəs/
developed world (n) /dɪ'veləpt wɜːld/
discounted (adj) /'dɪskaʊntɪd/
dish (n) /dɪʃ/
double check (v) /'dʌbl tʃek/
end up (phr) /end ʌp/
exception (n) /ɪk'sepʃn/
fascinating (adj) /'fæsɪneɪtɪŋ/
fast food (n) /fæst fuːd/
fat (n) /fæt/
feed (v) /fiːd/
fiber (n) /'faɪbər/
glance (n) /glæns/
globalization (n) /,gləʊbələ'zeɪʃn/
granola (n) /grə'nəʊlə/
grocery store (n) /'ɡrəʊsəri stɔːr/
grow (v) /ɡrəʊ/
in contrast (phr) /ɪn 'kɔːntræst/
in reality (phr) /ɪn rɪ'æləti/
ingredient (n) /ɪn'ɡriːdiənt/
intriguing (adj) /ɪn'trɪɡɪŋ/
lack (n) /læk/
landfill (n) /'lændfɪl/
life expectancy (n) /laɪf ɪk'spektənsi/
limited (adj) /'lɪmɪtɪd/
locally sourced (adj) /'ləʊkəli sɔːrsd/
maintain (v) /meɪn'teɪn/
malnutrition (n) /,mælnuː'trɪʃn/

megacity (n) /'megə'siti/
mixture (n) /'mɪkstʃər/ 
network (n) /'netwɜːrk/ 
non-biodegradable (adj) /nɑːn
 baɪəʊdɪ'greɪdəbl/
obese (adj) /ou'biːs/
occasion (n) /ə'keɪʒn/ 
organic food (n) /ɔːr'gænik fuːd/
over-consumption (n) /'oʊvər
 kən'sʌmpʃn/
overweight (adj) /,oʊvər'weɪt/
packaging (n) /'pækɪdʒɪŋ/ 
parking lot (n) /'pɑːrkɪŋ lɑːt/
pesticide (n) /'pestɪsaɪd/
plain (adj) /pleɪn/ 
plentiful (adj) /'plentɪfl/
poetry (n) /'pouətri/ 
political campaign (n) /pə'litɪkl
 kæm'peɪn/
portion (n) /'pɔːrʃn/
preservation (n) /,prezər'veɪʃn/ 
preservative (n) /prɪ'zɜːrvətɪv/
pricy (adj) /'praɪsi/
processed (adj) /'prəʊsest/ 
production (n) /prə'dʌkʃn/ 
protein (n) /'prəʊtiːn/
raise (v) /reɪz/ 
reflect on (phr v) /rɪ'flekt ɑːn/
refrigeration (n) /rɪ'frɪdʒə'reɪʃn/
reliant (adj) /rɪ'laɪənt/
resource (n) /'riːsɔːrs/ 
reusable (adj) /,riː'juːzəbl/
sailor (n) /'seɪlə/ 
salad dressing (n) /'sæləd dresɪŋ/
saturated (adj) /'sætʃəreɪtɪd/
serving (n) /'sɜːrvɪŋ/ 
shack (n) /ʃæk/
shared (adj) /ʃerd/
simple (adj) /'sɪmpl/ 
small business (n) /smɔːl 'bɪznəs/
snack (n) /snæk/
snapshot (n) /'snæpfʌt/
soft drink (n) /sɔːft drɪŋk/
sophisticated (adj)
 /sə'fɪstɪkeɪtɪd/ 
spotlight (n) /'spɔːtlaɪt/
status symbol (n) /'stætəs 'sɪmbl/
stylist (n) /'staɪlɪst/
sweetener (n) /'swiːtnər/
teaspoon (n) /'tiːspuːn/
throw away (phr v) /θrou ə'weɪ/

transport (v) /'trænspɔːrt/ 
trash (n) /træʃ/
vitamin (n) /'vaɪtəmin/ 
wheat (n) /wiːt/

Unit 4

achievement (n) /ə'tʃiːvmənt/ 
admire (v) /əd'maɪər/ 
alarm (n) /ə'lɑːrm/ 
arrange (v) /ə'reɪndʒ/ 
calm (adj) /kɑːm/ 
calm down (phr v) /kɑːm daʊn/
colonization (n) /,kɒlənə'zeɪʃn/
compassionate (adj) /kəm'pæʃənət/
courageous (adj) /kə'reɪdʒəs/
crisis (n) /'kraɪsɪs/ 
criticize (v) /'krɪtɪsaɪz/ 
crowd (n) /kraʊd/ 
cruel (adj) /'kruːəl/ 
defeat (v) /dɪ'fiːt/ 
define (v) /dɪ'faɪn/ 
dishonest (adj) /dɪs'ɑːnɪst/
disloyal (adj) /dɪs'lɔɪəl/
drama (n) /'drɑːmə/ 
economics (n pl) /,ekə'nɒmɪks/
emergency (n) /ɪ'mɜːrdʒənsɪ/ 
encourage (v) /ɪn'kɜːrɪdʒ/ 
enslave (v) /ɪn'sleɪv/
fundraising (n) /fʌndreɪzɪŋ/
get into trouble (phr v) /get 'ɪntə
 'trʌbl/
get lost (phr v) /get lɔːst/
go missing (phr v) /gəʊ 'mɪsɪŋ/
hemisphere (n) /'hemɪsfɪr/
hero (n) /'hɪrou/ 
heroic (adj) /hə'rouɪk/
hijack (v) /'haɪdʒæk/
hiking (n) /'haɪkɪŋ/
immoral (adj) /ɪ'mɔːrəl/
impatient (adj) /ɪm'peɪʃnt/ 
inaccurate (adj) /ɪn'ækjərət/
insensitive (adj) /ɪn'sensətɪv/
instinct (n) /'ɪnstɪŋkt/
irrational (adj) /ɪ'ræʃənl/
look down on (phr v) /lʊk daʊn ɑːn/
look up to (phr v) /lʊk ʌp tə/
mean (adj) /miːn/
misrepresented (adj)
 /,mɪs,reprɪ'zentɪd/
misunderstood (adj)
 /,mɪsʌndə'stʊd/

moral (adj) /'mɔːrəl/ 
mysterious (adj) /mɪ'stɪriəs/ 
native (adj) /'neɪtɪv/ 
non-judgmental (adj) /nɑːn
 'dʒʌdʒ'mentl/
orphan (n) /'ɔːrfn/
outlaw (n) /'aʊtlɔː/
panic (v) /'pænɪk/
power (n) /'paʊər/ 
precious (adj) /'preʃəs/
put somebody at risk (phr v) /put
 'sʌmbədi ət rɪsk/
quest (n) /kwest/
reckless (adj) /'rekləs/
role model (n) /roul 'mɔːdl/
ruthlessly (adj) /'ruːθləsli/
seek (v) /siːk/ 
self-interested (adj) /self 'ɪntrestɪd/
selfless (adj) /'selfləs/
severe (adj) /sɪ'vɪr/ 
show leadership (phr) /ʃəʊ
 'liːdəʃɪp/
slave (n) /sleɪv/ 
sponsored (adj) /'spɔːnsəd/ 
stand up for (phr v) /stænd ʌp fər/
stuck (adj) /stʌk/ 
trial (n) /'traɪəl/ 
undoubtedly (adv) /ʌn'daʊtɪdli/ 
unexpected (adj) /,ʌnɪk'spektɪd/ 
unintelligent (adj) /,ʌnɪn'telɪdʒənt/
unknown (adj) /,ʌn'nəʊn/ 
villain (n) /'vɪlən/
voyage (n) /'vɔɪdʒ/
wealth (n) /welθ/ 
wise (adj) /waɪz/ 
witch (n) /wɪtʃ/

Unit 5

afford (v) /ə'fɔːrd/ 
allowance (n) /ə'laʊəns/
amount (n) /ə'maʊnt/ 
appear in (phr v) /ə'pɪr ɪn/
apply to (phr v) /ə'plai tə/
arrive at (phr v) /ə'raɪv ət/
average (adj) /'ævərɪdʒ/ 
bargain (n) /'bɑːrgən/
base on (phr v) /beɪs ɑːn/
belong to (phr v) /bɪ'lɔːŋ tə/
borrow (v) /'bɔːrou/ 
botanist (n) /'bɔːtənɪst/
budget (n) /'bʌdʒɪt/ 



coincidence (n) /kou'insidəns/
 complex (adj) /'kɑ:mpleks/
 compose (v) /kəm'pouz/
 cost (v) /kɔ:st/
 couple (n) /'kʌpl/
 cut costs (phr v) /kʌt kɔ:sts/
 debt (n) /det/
 discount (n) /'dɪskaʊnt/
 doctorate (n) /'dɔ:ktərət/
 earn (v) /ɜ:rn/
 genius (n) /'dʒi:niəs/
 geometric (adj) /,dʒi:ə'metrik/
 grade (n) /greɪd/
 grandmaster (n) /grænd'mæstər/
 half (n) /hæf/
 height (n) /haɪt/
 infinite (adj) /'ɪnɪnət/
 insist on (phr v) /ɪn'sɪst ɔ:n/
 intergalactic (adj) /,ɪntərgə'læktɪk/
 laundry (n) /'ləʊndri/
 lend (v) /lend/
 length (n) /leŋθ/
 majority (n) /mə'dʒɔ:rəti/
 Milky Way (n) /'mɪlki weɪ/
 natural phenomena (n pl) /'nætʃrəl
 fə'nɔ:mɪnə/
 nature (n) /'neɪtʃər/
 nearly (adv) /'nɪrli/
 occur in (phr v) /ə'kɜ:r ɪn/
 online (adj) /,ɔ:n'laɪn/
 part-time (adj) /pɑ:rt taɪm/
 password (n) /'pæswɜ:rd/
 percentage (n) /pər'sentɪdʒ/
 petal (n) /'petl/
 pine cone (n) /paɪn kəʊn/
 popcorn (n) /'pɔ:pkn:
 predictably (adv) /prɪ'dɪktəbli/
 previous (adj) /'pri:vɪəs/
 probability (n) /,prɔ:bə'bɪləti/
 proud (adj) /praʊd/
 provide with (phr v) /prə'vaɪd wɪð/
 quarter (n) /'kwɔ:rtər/
 ratio (n) /'reɪʃiəʊ/
 reduce (v) /rɪ'du:s/
 sale (n) /seɪl/
 save (v) /seɪv/
 screen (n) /skri:n/
 search for (phr v) /sɜ:rtʃ fər/
 sequence (n) /'si:kwəns/
 shape (n) /ʃeɪp/
 shell (n) /ʃel/
 smart (adj) /smɑ:rt/

snail (n) /sneɪl/
 snowflake (n) /'snəʊfleɪk/
 solve (v) /sɔ:lv/
 spend (v) /spend/
 spider (n) /'spaɪdər/
 spiral (adj) /'spaɪrəl/
 structure (n) /'strʌktʃər/
 sum (n) /sʌm/
 tempting (adj) /'temptɪŋ/
 theorem (n) /'θiərəm/
 underlying (adj) /,ʌndər'laɪɪŋ/
 unique (adj) /ju:'ni:k/
 web (n) /web/
 weight (n) /weɪt/
 width (n) /wɪð/
 withdraw (v) /wɪð'drɔ:z/
 wormhole (n) /'wɜ:rmhəʊl/

Unit 6

action-packed (adj) /'ækʃn pækt/
 animatronic (adj) /,ænɪmə'trɔ:nɪk/
 blockbuster (n) /'blɔ:kblɔ:stər/
 breathtaking (adj) /'breθteɪkɪŋ/
 cast (n) /kæst/
 CGI (Computer Generated
 Imagery) (n)
 /,si: dʒi: 'aɪ/
 classic (n) /'klæsɪk/
 comeback (n) /'kʌmbæk/
 compelling (adj) /kəm'pelɪŋ/
 compete (v) /kəm'pi:t/
 competitor (n) /kəm'petɪtər/
 costume (n) /'kɔ:stʊ:m/
 deadly (adj) /'dedli/
 educational (adj) /,edʒu'keɪʃənl/
 ending (n) /'endɪŋ/
 enjoyable (adj) /ɪn'dʒɔ:əbl/
 entertain (v) /,entər'teɪn/
 entertaining (adj) /,entər'teɪnɪŋ/
 erupt (v) /ɪ'rʌpt/
 fad (n) /fæd/
 fast-paced (adj) /fæst peɪst/
 fictional (adj) /'fɪkʃənl/
 figure out (phr v) /'fɪgʃər aʊt/
 footage (n) /'fʊtɪdʒ/
 groundbreaking (adj)
 /'graʊndbreɪkɪŋ/
 headset (n) /'hedset/
 hide (v) /haɪd/
 high-speed (adj) /haɪ spi:d/
 highly respected (adj) /'haɪli
 rɪ'spektɪd/
 impressed (adj) /ɪm'prest/

impressive (adj) /ɪm'presɪv/
 innovation (n) /,ɪnə'veɪʃn/
 intend (v) /ɪn'tend/
 kidnap (v) /'kɪdnæp/
 leap (v) /li:p/
 memorable (adj) /'memərəbl/
 mission (n) /'mɪʃn/
 never-ending (adj) /'nevər 'endɪŋ/
 nightmare (n) /'naɪtmər/
 old-fashioned (adj) /əʊld 'fæʃnd/
 on location (adj) /ɔ:n ləʊ'keɪʃn/
 pay attention to (phr v) /peɪ
 ə'tenʃn tə/
 performance (n) /pər'fɔ:rməns/
 plot (n) /plɔ:t/
 potential (n) /pə'tenʃl/
 predictable (adj) /prɪ'dɪktəbl/
 prop (n) /prɔ:p/
 realistic (adj) /,ri:ə'lɪstɪk/
 real-life issues (n pl) /'ri:əl laɪf
 'ɪʃu:z/
 regret (v) /rɪ'gret/
 rehearsal (n) /rɪ'hɜ:rsəl/
 relate to (phr v) /rɪ'leɪt tə/
 release (v) /rɪ'li:s/
 rescue operation (n) /'reskju:
 ,ɔ:pə'reɪʃn/
 roller-coaster ride (n) /'rəʊlər
 'kəʊstər raɪd/
 scary (adj) /'skeri/
 scene (n) /si:n/
 screenplay (n) /'skri:npleɪ/
 script (n) /skript/
 secret (n) /'sɪkrət/
 sequel (n) /'si:kwəl/
 set (n) /set/
 shoot (v) /ʃu:t/
 short-lived (adj) /ʃɔ:rt lɪvd/
 slow motion (n) /sləʊ 'məʊʃn/
 soundtrack (n) /'saʊndtræk/
 special effects (n pl) /'speʃl ɪ'fektz/
 star (v) /stɑ:r/
 stunning (adj) /'stʌnɪŋ/
 survive (v) /sər'vaɪv/
 technical (adj) /'teknɪkl/
 terrifying (adj) /'terɪfaɪɪŋ/
 thought-provoking (adj) /θɔ:t
 prə'vʊkɪŋ/
 threaten (v) /'θreɪn/
 thrilling (adj) /'θrɪlɪŋ/
 tragedy (n) /'trædʒədi/
 tragic (adj) /'trædʒɪk/

trailer (n) /'treɪlər/
value (n) /'væljuː/ 
visual effect (n) /'vɪʒuəl ɪ'fekt/
voice-over (n) /vɔɪs 'oʊvər/
VR (Virtual Reality) (n) /viː ɑː/
well-known (adj) /wel nəʊn/
wrestling (n) /'reslɪŋ/

Unit 7

accomplish (v) /ə'kʌmplɪʃ/
act out (phr v) /ækt aʊt/
alongside (prep) /ə,lɔːŋ'saɪd/ 
analytical skills (n pl) /,ænə'lɪtɪkl skɪlz/
apply (v) /ə'plai/ 
basic (adj) /'beɪsɪk/ 
break (n) /breɪk/ 
broadcast (n) /'brɔːdkæst/ 
child labor (n) /tʃaɪld 'leɪbər/
coach (v) /kəʊtʃ/ 
come across as (phr v) /kʌm ə'krɔːs əz/
come up with (phr v) /kʌm ʌp wɪð/
communication skills (n pl) /kə,mjuːnɪ'keɪʃn skɪlz/
creative (adj) /kri'eɪtɪv/ 
cut out for (adj) /kʌt aʊt fər/
dare (v) /der/
decisive (adj) /dɪ'saɪsɪv/
dream (n / v) /driːm/ 
drop out (phr v) /drɔːp aʊt/
enthusiastic (adj) /ɪn,θuːzɪ'æstɪk/ 
face up to (phr v) /feɪs ʌp tə/
fall behind (phr v) /fɔːl bɪ'haɪnd/
first aid (n) /fɜːrst eɪd/
fold your arms (phr v) /fəʊld jʊər ɑːrmz/
full-time (adj) /fʊl taɪm/
goal (n) /ɡoʊl/ 
good people skills (n) /ɡʊd 'piːpl skɪlz/
interact (v) /,ɪntər'ækt/
keep up with (phr v) /kiːp ʌp wɪð/
kiss (v) /kɪs/ 
knowledge (n) /'nɔːlɪdʒ/ 
live (adj) /lɪv/ 
make a good / bad / lasting impression (phr v) /meɪk ə ɡʊd / bəd / 'læstɪŋ ɪm'preʃn/
make eye contact (phr v) /meɪk aɪ 'kɑːntækt/

make small talk (phr v) /meɪk smɔːl tɔːk/
natural leader (n) /'nætʃrəl 'liːdər/
odds (n pl) /ɔːdz/ 
outgoing (adj) /'aʊtɡoʊɪŋ/
overcome (v) /,oʊvər'kʌm/
passionate (adj) /'pæʃənət/
patience (adj) /'peɪʃns/ 
pay off (phr v) /peɪ ɔːf/
range (n) /reɪndʒ/ 
reduced (adj) /rɪ'duːst/ 
responsibility (n) /rɪ,spɔːnsə'bɪləti/ 
resume (n) /rɪ'zuːm/
retail (adj) /'riːteɪl/
shake hands (phr v) /ʃeɪk hændz/
specific (adj) /spə'sɪfɪk/ 
stick (v) /stɪk/ 
suited for (adj) /suːtɪd fɔːr/
team player (n) /tiːm 'pleɪər/
time management skills (n pl) /taɪm 'mænɪdʒmənt skɪlz/
turn down (phr v) /tɜːn daʊn/
vacancy (n) /'veɪkənsɪ/
warm to (phr v) /wɔːrm tə/
work ethic (n) /wɜːrk 'eθɪk/

Unit 8

(the) point (n) /ðə pɔɪnt/ 
acknowledge (v) /ək'naɪlɪdʒ/ 
anti-racist (adj) /'æntɪ 'reɪsɪst/
anti-sports (adj) /'æntɪ spɔːrts/
anxiety (n) /æŋ'zaɪəti/
appreciate (v) /ə'priːʃiət/ 
astronomical (adj) /,æstrə'nɔːmɪkl/
athletic (adj) /æθ'letɪk/
athleticism (n) /æθ'letɪsɪzəm/
attitude (n) /'ætɪtuːd/ 
band (n) /bænd/ 
branded (adj) /'brændɪd/ 
care (v) /ker/ 
cave painting (n) /keɪv 'peɪntɪŋ/
cheat (v) /tʃiːt/ 
competitive (adj) /kəm'petətɪv/ 
deal with (phr v) /diːl wɪð/
determination (n) /dɪ,tɜːrmɪ'neɪʃn/
determined (adj) /dɪ'tɜːrmɪnd/ 
disappointed (adj) /,dɪsə'pɔɪntɪd/ 
discipline (n) /'dɪsəplɪn/ 
disciplined (adj) /'dɪsəplɪnd/

dress room (n) /'dresɪŋ rʊm/
error (n) /'erər/ 
examine (v) /ɪɡ'zæmɪn/ 
exclusive (adj) /ɪk'skluːsɪv/
exploit (v) /ɪk'splɔɪt/
fail (v) /feɪl/ 
failure (n) /'feɪljər/ 
get by (phr v) /get baɪ/
go wrong (phr v) /ɡoʊ rɔːŋ/
inflated (adj) /ɪn'fleɪtɪd/
interdependent (adj) /,ɪntərdrɪ'pendənt/
international (adj) /,ɪntər'næʃnəl/ 
inter-school (adj) /'ɪntər skuːl/
lead to (phr v) /liːd tə/
league (n) /liːg/ 
lucky (adj) /'lʌki/ 
make something right (phr v) /meɪk 'sʌmθɪŋ raɪt/
mega-famous (adj) /'megə 'feɪməs/
mega-rich (adj) /'megə rɪtʃ/
merchandise (n) /'mɜːrtʃəndaɪs/
mess up (phr v) /mes ʌp/
mixed messages (n pl) /mɪkst 'mesɪdʒɪz/
motivation (n) /,məʊtɪ'veɪʃn/
non-profit (adj) /nɔːn 'prɔːfɪt/
outcome (n) /'aʊtkʌm/ 
overpriced (adj) /,oʊvər'praɪst/
poor background (n) /pɔːr 'bækgraʊnd/
praise (v) /preɪz/ 
pretend (v) /prɪ'tend/ 
pro-sports (adj) /prəʊ spɔːrts/
reject (v) /'riːdʒekt/ 
remake (v) /'riːmeɪk/
season (n) /'siːzn/ 
self-esteem (n) /self ɪ'stiːm/
sideline (n) /'saɪdlaɪn/
sneakers (n pl) /'sniːkərz/
succeed (n) /sək'sɪd/ 
success (n) /sək'ses/ 
take responsibility for (phr v) /teɪk rɪ,spɔːnsə'bɪləti fər/
talent (n) /'tælənt/ 
teamwork (n) /'tiːmwɜːrk/
top-level (adj) /tɔːp 'levl/
tournament (n) /'tɜːrnəmənt/
underpaid (adj) /,ʌndər'peɪd/
undervalued (adj) /'ʌndər 'væljuːd/



weakness (n) /'wi:knəs/ 
 work out (well) (adj) /wɜ:k
 aut (wel)/
 yell (v) /jel/

Unit 9

acidification (n) /'æsidɪfə'keɪʃn/
 ban (v) /bæn/ 
 campaign (n) /kæm'peɪn/ 
 coastline (n) /'kəʊstlaɪn/
 concern (n) /kən'sɜ:n/ 
 contaminate (v) /kən'tæmɪneɪt/
 contamination (n) /kən,tæmɪ'neɪʃn/
 coral reef (n) /'kɔ:rəl ri:f/
 creature (n) /'kri:tʃər/ 
 crucial (adj) /'kru:ʃl/ 
 current (n) /'kɜ:rənt/ 
 deep-sea (adj) /di:p si:/ 
 ecosystem (n) /'i:kəʊsɪstəm/
 effective (adj) /ɪ'fektɪv/ 
 endangered (adj) /ɪn'deɪndʒəd/
 enormous (adj) /ɪ'nɔ:rməs/ 
 expanse (n) /ɪk'spæns/
 extinction (n) /ɪk'stɪŋkʃn/
 fear of (n) /fɪə əv/
 flooding (n) /flʌdɪŋ/ 
 food chain (n) /fu:d tʃeɪn/
 frontier (n) /frʌn'tɪr/
 grab somebody's attention (phr)
 /græb 'sʌmbədɪz ə'tenʃn/
 heatwave (n) /'hi:tweɪv/
 hostile (adj) /'hɔ:stail/
 informative (adj) /ɪn'fɔ:rmətɪv/
 inspire (v) /ɪn'spaɪər/ 
 inspiring (adj) /ɪn'spaɪərɪŋ/ 
 interest in (n) /'ɪntrest ɪn/
 knowledge of (n) /'nɔ:lɪdʒ əv/
 marine (adj) /mə'ri:n/ 
 microbead (n) /'maɪkroʊbi:d/
 monster (n) /'mɔ:nstər/
 motivate (v) /'mɔutɪveɪt/
 motivating (adj) /'mɔutɪveɪtɪŋ/
 nuclear testing (n) /'nu:kliər 'testɪŋ/
 outer space (n) /'aʊtər speɪs/
 peak (n) /pi:k/
 plankton (n) /'plæŋktən/
 practical (adj) /'præktɪkl/ 
 promote (v) /prə'məʊt/ 
 propose (v) /prə'pəʊz/ 
 recover (v) /rɪ'kʌvər/ 
 refugee (n) /,refju'dʒi:/

respect for (n) /rɪ'spekt fər/
 ridge (n) /rɪdʒ/
 role (n) /roʊl/ 
 sea level (n) /si: 'levl/
 seabed (n) /'si:bed/
 shanty town (n) /'ʃænti taʊn/
 shark (n) /ʃɑ:rk/
 shipwreck (n) /'ʃɪprek/
 shocking (adj) /ʃɑ:kɪŋ/ 
 species (n) /'spi:ʃi:z/ 
 squid (n) /skwɪd/
 stretch (v) /stretʃ/ 
 submerge (v) /səb'mɜ:rdʒ/
 surface (n) /'sɜ:rfɪs/ 
 survival (n) /sər'vaɪvl/
 sustainable (adj) /sə'steɪnəbl/
 threat to (n) /θret tə/
 tide (n) /taɪd/
 tip (n) /tɪp/ 
 vital (adj) /'vaɪtl/ 
 weird (adj) /wɪrd/

Unit 10

adolescence (n) /,ædə'lesns/
 adulthood (n) /ə'dʌlthʊd/
 aggressive (adj) /ə'gresɪv/ 
 Alzheimer's disease (n)
 /'ɔ:ltʃaɪmərz dɪ'zi:z/
 appeal (n) /ə'pi:l/ 
 argument (n) /'ɑ:rgjʊmənt/ 
 authority (n) /ə'θɔ:rəti/ 
 autistic (adj) /ɔ:'tɪstɪk/
 break down (phr v) /breɪk daʊn/
 breath (n) /breθ/ 
 bring up a family (phr) /brɪŋ ʌp
 ə 'fæməli/
 buddy (n) /'bʌdi/
 cancer (n) /'kænsər/ 
 childhood (n) /'tʃaɪldhʊd/ 
 choir (n) /'kwɪər/
 coming of age (n) /'kʌmɪŋ əv eɪdʒ/
 companionship (n) /kəm'pæniənʃɪp/
 compromise (n) /'kɑ:mprəmaɪz/
 compromise (v) /'kɑ:mprəmaɪz/
 confide in (phr v) /kən'faɪd ɪn/
 conflict (n) /'kɔ:nflɪkt/ 
 democratic (adj) /,demə'krætɪk/
 early (twenties) (n) /'ɜ:rlɪ ('twentɪz)/
 elderly (n) /'eldərli/ 
 experience (v) /ɪk'spɪəriəns/ 
 experience (n) /ɪk'spɪəriəns/

fall out with (phr v) /fɔ:l aʊt wɪð/
 fed up with (phr v) /fed ʌp wɪð/
 forgetful (adj) /fər'getfl/
 get along (well / badly) with (phr v)
 /get ə'ləŋ (wel / 'bædli) wɪð/
 get over (phr v) /get 'oʊvər/
 grow apart (phr v) /grou ə'pɑ:rt/
 grow up (phr v) /grou ʌp/
 heal (v) /hi:l/
 inclusive (adj) /ɪn'klu:sɪv/
 individual (adj) /,ɪndɪ'vɪdʒuəl/ 
 interrupt (v) /,ɪntə'rʌpt/ 
 isolated (adj) /'aɪsəleɪtɪd/
 late-(forties) (n) /leɪt ('fɔ:rtɪz)/
 lose your temper (phr v) /lu:z jər
 'tempər/
 loss (n) /lə:s/ 
 make up with (phr v) /meɪk ʌp wɪð/
 mature (v) /mə'tʃʊər/
 maze (n) /meɪz/
 mid-(teens) (n) /mɪd ('ti:nz)/
 misunderstanding (n)
 /,mɪsʌndər'stændɪŋ/
 move in with (phr v) /mu:v ɪn wɪð/
 mural (n) /'mjuərəl/
 nevertheless (conj)
 /,nevərðə'les/ 
 old age (n) /əʊld eɪdʒ/
 participate (v) /pɑ:r'tɪsɪpeɪt/ 
 peak (v) /pi:k/
 pot luck (n) /pɔ:t lʌk/
 preteen (n) /pri:'ti:n/
 processing power (n) /'prəʊsesɪŋ
 'paʊər/
 rejection (n) /rɪ'dʒekʃn/
 resentful (adj) /rɪ'zentfl/
 retire (v) /rɪ'taɪər/ 
 rival (n) /'raɪvl/
 rivalry (n) /'raɪvli/
 safety gear (n) /'seɪfti ɡɪr/
 self-identity (n) /self aɪ'dentəti/
 sensible (adj) /'sensəbl/ 
 settle down (phr v) /'setl daʊn/
 sibling (n) /'sɪblɪŋ/
 sound (v) /saʊnd/
 sponsor (v) /'spɔ:nsər/ 
 start a career (phr) /stɑ:rt ə kə'rɪr/
 state (n) /steɪt/
 tension (n) /'tenʃn/
 theme park (n) /θi:m park/
 trust (v) /trʌst/ 
 value (v) /'vælju:/ 
 waterfront (n) /'wɔ:tərfrʌnt/

Literature

advanced (adj) /əd'vænst/ 
 angel (n) /'eɪndʒl/
 anonymously (adv) /ə'nɒ:nɪməsli/
 arrogant (adj) /'ærəgənt/
 attributed to (adj) /ə'trɪbjʊ:tɪd tə/
 backstage (n) /ˌbæk'steɪdʒ/
 beastly (adj) /'bi:stli/
 blink (v) /blɪŋk/
 bliss (n) /blɪs/
 boa constrictor (n) /'boʊə
 kən'strɪktər/
 bolt (n) /bəʊlt/
 branch (n) /bræntʃ/ 
 branch (v) /bræntʃ/ 
 breeze (n) /bri:z/
 bright (adj) /braɪt/ 
 bungalow (n) /'bʌŋɡələʊ/
 cable (n) /'keɪbl/ 
 call somebody over (phr v) /kɔ:l
 'sʌmbədi 'oʊvər/
 canopy (n) /'kænəpi/
 cliffhanger ending (n) /klɪf'hæŋər
 'endɪŋ/
 cloud (n) /klaʊd/ 
 clue (n) /klu:/ 
 clutch (v) /klʌtʃ/
 comfort (v) /'kʌmfərt/ 
 compound (n) /'kɔ:mpaʊnd/
 concentrate (v) /'kɔ:nsntreɪt/ 
 confused (adj) /kən'fju:zd/ 
 couch (n) /kaʊtʃ/
 creeper (n) /'kri:pər/
 curtain (n) /'kɜ:rtɪn/ 
 daffodil (n) /'dæfədɪl/
 damp (adj) /dæmp/
 dappled (adj) /'dæpld/
 darkened (adj) /'dɑ:rkənd/
 dense (adj) /dens/
 deny (v) /dɪ'naɪ/ 
 desperate (adj) /'despərət/ 
 disastrous (adj) /dɪ'zæstrəs/ 
 docks (n pl) /dɔ:ks/
 earthy (adj) /'ɜ:rθi/
 edge (n) /edʒ/ 
 enemy (n) /'enəmi/ 
 excitement (n) /ɪk'saɪtmənt/ 
 express (v) /ɪk'spres/ 
 fable (n) /'feɪbl/
 fairy tale (n) /'feri teɪl/
 fame (n) /feɪm/ 
 fault (n) /fɔ:lt/ 

flash (v) /flæʃ/ 
 flaw (n) /flɔ:/ 
 float (v) /flaʊt/ 
 flutter (v) /'flʌtər/
 fool (v) /fu:l/
 forbidden (adj) /fər'bɪdn/ 
 fortune (n) /'fɔ:rtʃən/ 
 fungi (n) /'fʌŋɡaɪ/
 furious (adj) /'fjʊriəs/ 
 gay (adj) /geɪ/
 gaze (v) /geɪz/
 genre (n) /'ʒɑ:nrə/ 
 gentle (adj) /'dʒentl/ 
 ghost story (n) /ɡəʊst 'stɔ:ri/
 give somebody a chance (phr) /ɡɪv
 'sʌmbədi ə tʃæns/
 glare (v) /ɡler/
 glee (n) /ɡli:/ 
 gloomy (adj) /'ɡlu:mi/
 glow (v) /ɡləʊ/
 gothic (adj) /'ɡɔ:θɪk/
 governess (n) /'ɡʌvərnəs/
 have something in mind (phr) /hæv
 'sʌmθɪŋ ɪn maɪnd/
 helpless (adj) /'helpləs/
 heroism (n) /'herəʊɪzəm/
 host (n) /həʊst/ 
 in tears (phr) /ɪn tɪrz/
 in the wings (phr) /ɪn ðə wɪŋz/
 indecisive (adj) /ˌɪndɪ'saɪsɪv/
 inward (adj) /'ɪnwərd/
 irresponsible (adj) /ˌɪrɪ'spɔ:nsəbl/
 jealous (adj) /'dʒeləs/
 jewel (n) /'dʒu:əl/
 jocund (adj) /'dʒɔ:kənd/
 joker (n) /'dʒəʊkər/
 jungle (n) /'dʒʌŋɡl/
 landscape (n) /'lændskeɪp/ 
 lead (n) /li:d/ 
 liar (n) /'laɪər/
 lightning (n) /'laɪtnɪŋ/
 lock (v) /lɔ:k/ 
 lung (n) /lʌŋ/ 
 make a fuss (phr v) /meɪk ə fʌs/
 make up for (phr v) /meɪk ʌp fər/
 margin (n) /'mɑ:rdʒən/
 mast (n) /mæst/
 mauve (adj) /mouv/
 meter (n) /'mi:tər/ 
 migraine (n) /'maɪgreɪn/
 misery (n) /'mɪzəri/

mood (n) /mu:d/ 
 moral guidance (n) /'mɔ:rəl 'ɡaɪdnɪs/
 mythological (adj) /ˌmɪθə'lɔ:dʒɪkl/
 narrow (adj) /'nærou/ 
 o'er (prep) /oʊər/
 obsessive (adj) /əb'sesɪv/
 official (adj) /ə'fɪʃl/ 
 oft (adv) /ɔ:ft/
 oh dear (phr) /oʊ dɪr/
 one too many (phr) /wʌn tu: 'meni/
 orchid (n) /'ɔ:rkɪd/
 outdo (v) /aʊtdu:/ 
 overgrown (adj) /ˌoʊvər'ɡroʊn/
 paddle (v) /'pædl/
 pale (adj) /peɪl/ 
 pensive (adj) /'pensɪv/
 plank (n) /plæŋk/
 play a trick (phr v) /pleɪ ə trɪk/
 pleasure (n) /'pleʒər/ 
 plunge (v) /plʌndʒ/
 promising (adj) /'prɔ:mɪsɪŋ/ 
 pull back (phr v) /pul bæk/
 pull yourself together (phr v) /pul
 jər'self tə'geðər/
 push back (phr v) /puʃ bæk/
 rapt (adj) /ræpt/
 ray of light (n) /reɪ əv laɪt/
 reed (n) /ri:d/
 rely on (phr v) /rɪ'laɪ ɔ:n/
 root (n) /ru:t/ 
 rootling (adj) /ru:tɪŋ/
 rope (n) /rəʊp/ 
 rotten (adj) /'rɔ:tn/
 scarlet (adj) /'skɑ:rlət/
 set somebody free (phr v) /set
 'sʌmbədi fri:/ 
 shadowy (adj) /'ʃædʊi/
 shaft (n) /ʃæft/
 snuffling (adj) /'snʌflɪŋ/
 solitude (n) /'sɔ:lətʊd/
 sparkle (v) /'spɑ:rkɪl/
 sprightly (adj) /'sprɪtli/
 storm (n) /stɔ:rm/ 
 stormy (adj) /'stɔ:rmɪ/
 stream (n) /stri:m/ 
 strict (adj) /strikt/ 
 stumble (v) /'stʌmbl/
 supernatural (adj) /ˌsu:pər'nætʃrəl/
 suspense (n) /sə'spens/
 systematic thinking (n)
 ˌsɪstə'mætɪk 'θɪŋkɪŋ/



tangled (adj) /'tæŋɡld/
tethered (adj) /'teðərd/
thorn (n) /θɔ:rn/
toss (v) /tɔ:s/
trap (v) /træp/
tread (v) /tred/
trudge (v) /trʌdʒ/
twilight (n) /'twailaɪt/
twinkle (v) /'twɪŋkl/
unfocused (adj) /ʌn'foukəst/
unkind (adj) /,ʌn'kaɪnd/
vacant (adj) /'veɪkənt/
vale (n) /veɪl/
veranda (n) /və'rændə/
vision (n) /'vɪʒn/
vivid (adj) /'vɪvɪd/
wake (v) /weɪk/
wander (v) /'wɑ:ndər/
wave (n) /weɪv/
wherefore art thou? (phr) /'werfɔ:r
 ɑ:rt ðəu/
whisper (v) /'wɪspər/
wind round (phr v) /waɪnd raʊnd/
wire (n) /'waɪər/

Projects

best seller (n) /best 'selər/
cause (v) /kɔ:z/
craft (n) /kræft/
dissolve (v) /dɪ'zɔ:lv/
dress up (phr v) /dres ʌp/
extreme (adj) /ɪk'stri:m/
firmly (adv) /'fɜ:rmli/
food cart (n) /fu:d kɑ:rt/
give somebody a hand with (phr)
 /ɡɪv 'sʌmbədi ə hænd wɪð/
globe (n) /ɡləʊb/
hi-tech (adj) /haɪ tek/
ideal (adj) /aɪ'di:əl/
illustrate (v) /'ɪləstreɪt/
injure (v) /'ɪndʒər/
open road (n) /'oʊpən roʊd/
pioneer (n) /,paɪə'nɪr/
pod (n) /pɔ:d/
protest (v) /'prəʊtest/
rapids (n pl) /'ræpɪdz/
so far (phr) /soʊ fɑ:r/
street food (n) /stri:t fu:d/
timber (n) /'tɪmbər/
toxic (adj) /'tɔ:ksɪk/
trade (v) /treɪd/
urge (v) /ɜ:rdʒ/
wild (adj) /waɪld/

Writing

alone (adj) /ə'ləʊn/
cooperate (v) /kou'ɑ:pəreɪt/
furthermore (adv)
 /,fɜ:rðər'mɔ:r/
let somebody down (phr) /let
 'sʌmbədi daʊn/
satisfying (adj) /'sætɪsfaiɪŋ/
team spirit (n) /ti:m 'spɪrɪt/
whereas (conj) /,wer'æz/

Irregular verbs

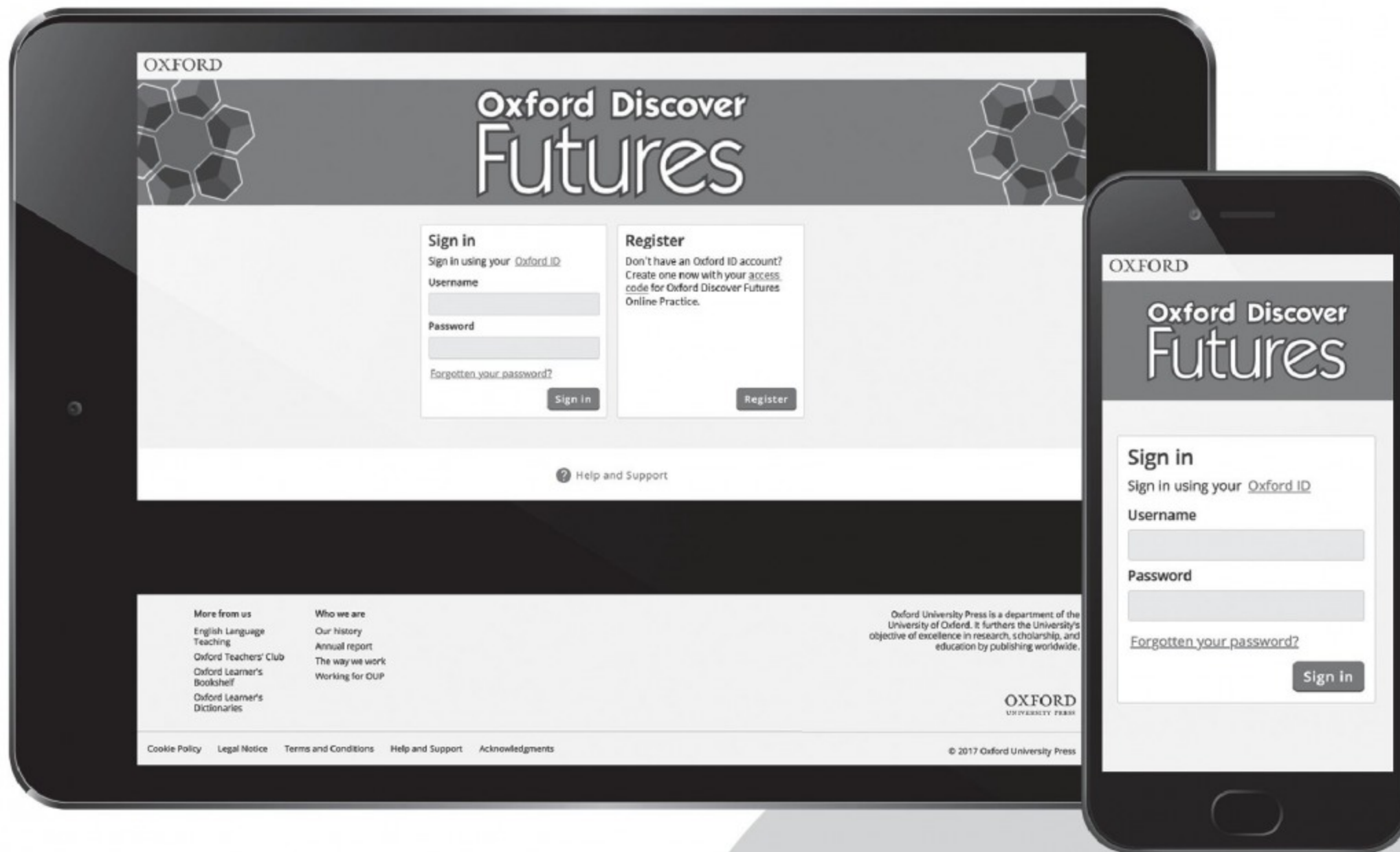
Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
be	/bi:/	was, were	/wəz/, /wɜ:r/	been	/bin/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
blow	/blou/	blew	/blu:z/	blown	/bloun/
born	/bɔ:rn/	born	/bɔ:rn/	born	/bɔ:rn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
do	/du:z/	did	/dɪd/	done	/dʌn/
drive	/draɪv/	drove	/drouv/	driven	/'drɪvn/
eat	/i:t/	ate	/et/	eaten	/'i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:z/	flown	/floun/
forget	/fər'get/	forgot	/fər'gɑ:t/	forgotten	/fər'gɑ:tn/
get	/get/	got	/gɒt/	gotten	/gɑ:tn/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gou/	went	/went/	gone, been	/gɔ:n/, /bin/
grow	/grou/	grew	/gru:z/	grown	/groun/
have	/hæv/	had	/hæd/	had	/hæd/



Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
hear	/hɪr/	heard	/hɜːrd/	heard	/hɜːrd/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
hold	/hoʊld/	held	/held/	held	/held/
hurt	/hɜːrt/	hurt	/hɜːrt/	hurt	/hɜːrt/
know	/noʊ/	knew	/nuː/	known	/noʊn/
leave	/liːv/	left	/left/	left	/left/
lose	/luːz/	lost	/lɔːst/	lost	/lɔːst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/miːt/	met	/met/	met	/met/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/riːd/	read	/red/	read	/red/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/siːn/
sell	/sel/	sold	/soʊld/	sold	/soʊld/
send	/send/	sent	/sent/	sent	/sent/
spend	/spend/	spent	/spent/	spent	/spent/
teach	/tiːtʃ/	taught	/tɔːt/	taught	/tɔːt/
tell	/tel/	told	/toʊld/	told	/toʊld/
think	/θɪŋk/	thought	/θɔːt/	thought	/θɔːt/
throw	/θroʊ/	threw	/θruː/	thrown	/θroʊn/
wake	/weɪk/	woke	/woʊk/	woken	/'woukən/
wear	/wer/	wore	/wɔːr/	worn	/wɔːrn/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/roʊt/	written	/'rɪtɪn/

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