

OXFORD

Oxford Discover Futures



Lewis Lansford

Workbook

4

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1 Look at the photos on page 5. Can you guess what each person is using music for?

- A

 B

 C

2 Study the reading strategy. Then read the article and match paragraphs 1–5 with topics a–e below.



Reading strategy

Identifying paragraph topics

When you read a long text, it's useful to break up the text into smaller chunks. As you read each paragraph, identify the main message of the paragraph (what is the writer saying about the topic?). This will help you identify the different ideas in the text and “map out” how they develop.

- a physical health d advertising
 b sleep e concentration
 c emotions

3 Read the article again and choose the correct answers.

- 1 Upbeat music can improve our mood if we ...
 a also listen to slow music.
 b aren't passively listening to it.
 c are also making an effort to feel happier.
 d listen to it every day.
- 2 Music can help ...
 a heal the body as well as the mind.
 b stop people from getting certain diseases.
 c reduce stress for doctors.
 d cure certain cancers.
- 3 Listening to certain types of music can ...
 a be a distraction while you study.
 b keep you awake when you're concentrating.
 c help us learn unconsciously.
 d make studying more efficient.

- 4 ... can help you fall asleep as long as the sound doesn't change suddenly.
 a Classical music
 b Music with a rhythm similar to your heartbeat
 c Music that you really love
 d Special music composed by researchers
- 5 Music makes a powerful connection with memory and emotions, so companies can use it to ...
 a encourage teamwork.
 b inspire new product ideas.
 c help workers concentrate.
 d sell products.

4 Which idea (a–c) can be inferred from the article?

- a The power of music comes from our body's natural understanding of rhythm – a heartbeat or the ticking of a clock.
 b People invented music as a way of sharing thoughts, ideas and emotions with other people. Music's main purpose is bringing people together.
 c Music is powerful because it makes a connection with our hearts and minds, expressing thoughts and feelings more directly than words can.

5 Answer the questions. Refer back to the article.

- 1 Do you have any music that you listen to for a specific purpose, for example, to cheer yourself up or to remember a person or place?

.....

- 2 What song best describes your feelings right now? Explain why.

.....

- 3 Can you think of a piece of music that's been used in an advertisement? Does the music make you think of a product?

.....



POWER OF MUSIC

Sometimes it makes us get up and move and other times it makes us cry. It can be an important part of our personal identity, and also a key to unlock memories. So, what's the science behind the music?



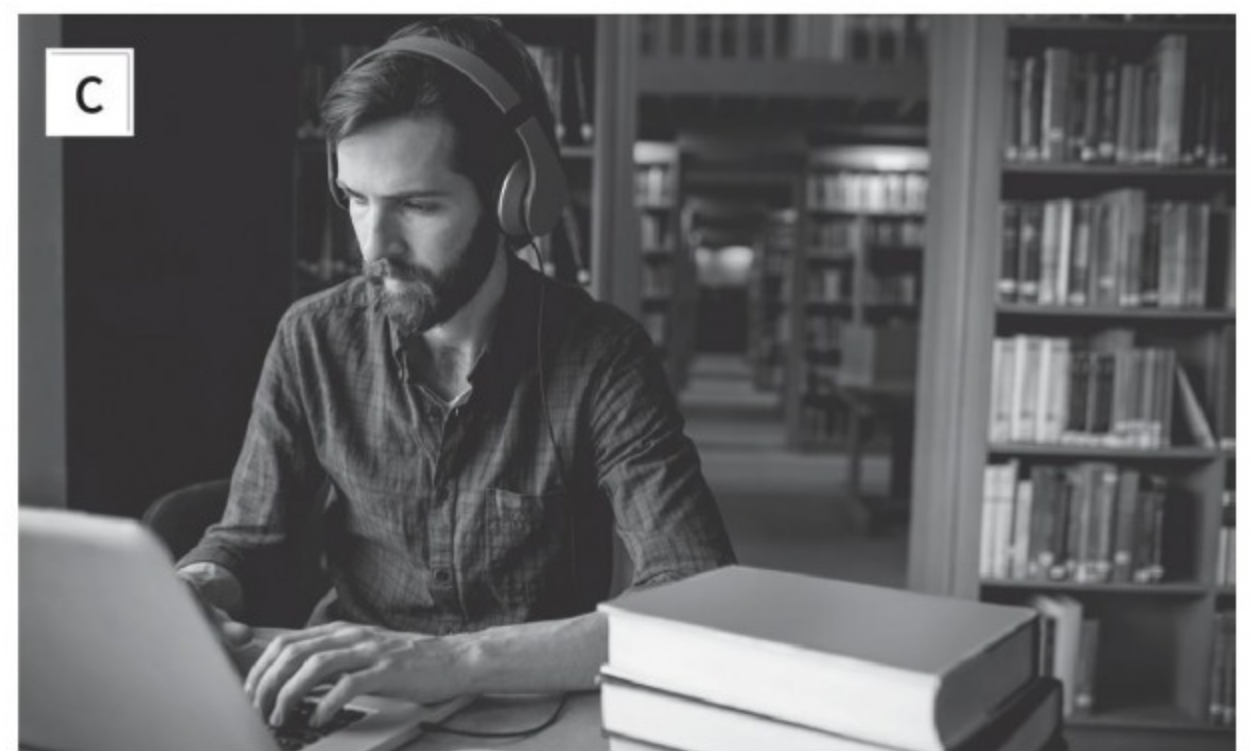
A

1 Have you ever listened to music to cheer yourself up? It's something people often do – and now science has proven that it actually works. Researchers at the University of Missouri found that if people listened to upbeat music while trying to improve their mood, they reported feeling happier after two weeks. However, people who just listened to the music without actively trying to feel happier didn't manage to improve their mood. And listening to slower, more serious music didn't help them feel any happier either. The magic combination is trying to feel happier while listening to upbeat music. Try it next time you have the blues.

2 Music can be medicine not only for mental health, but for physical healing as well. Music therapists are medical professionals who use the power of music to help reduce pain, discomfort and stress during certain medical procedures. They also use music to help people learn to speak again after losing the ability because of a brain trauma. Listening to music can also reduce stomach problems associated with cancer treatment.



3 The power of music doesn't stop there. Researchers at Stanford University found that listening to certain classical music improves your brain's ability to focus and deal with information – exactly what you need to do when you're studying. And many people report that other types of music – often music with a simple, steady beat – helps them concentrate. The reason? The brain has two types of attention – conscious and unconscious. While the conscious attention may be focused on work, the unconscious may be wandering around, looking for distractions. Having music on in the background gives the unconscious attention something to focus on, which improves overall concentration.



C

4 And there's more! Everyone has trouble falling asleep from time to time, and when you have this problem, music can help. Research shows that the best music for this purpose has about sixty beats per minute – roughly the same as a healthy, resting heart. Classical music is often in this range, but any music that is fairly steady – no sudden loud parts – may be effective. People with serious insomnia may need several nights in a row of falling asleep to music before they notice results.

5 As I've already discussed, science has shown that music can have an effect on our emotions, and also on our learning and memory. As a result, we often associate a song with a person or a place, and every time we hear the song, memories will flood into our mind. This makes music the perfect tool for selling. Music touches people deeply. By using the right music in their advertising, companies can create positive feelings and even an emotional connection between customers and products. That's the power of music!



Music

- 1 Complete the forum posts with the words below.

Songwriters' workshop:

Ask an expert

beat lyrics melody pitch track

What's the most important element of a song?

Great question. When someone says, "I love Ariana Grande's new song" and you ask how it goes, do they clap their hands to show you the ¹? Or do they say, "It's the ² where she sings harmony with two other people?" Probably not. They're more likely to say, "It goes like this" and they sing the ³ The tune of the song – its movement from low to high ⁴ and back again – is what makes people notice and remember it. They may also sing the ⁵, because after the tune, the words that go with it are also super important.

genre hit lyrics rhythm

I want to write a ⁶ – a song that will be really popular. But I don't know whether to write a folk song, a pop song, or something else. How do I choose a ⁷

Another excellent question. If you like more than one style of music, I suggest you try writing more than one song. Every musical style has its own rules for melody, ⁸, themes for ⁹, and so on. If you try writing in different styles, you may find you like one more than the others.

genre playlist soundtrack tempo track

My friend has made a movie and wants me to create a ¹⁰ for it. What's the best way to get started?

Great question. First, remember that it needs to be more than just a ¹¹ of great songs. Movie music should support the feeling the director is trying to communicate. Each ¹² should help with the story that the director is trying to tell. The musical ¹³ you choose should match the style of the movie – for example jazz for a movie set in New York in the 1950s. If you have a fast-paced scene like a car chase, the ¹⁴ of the music should be fast. Good luck!

- 2 Which words a–g could go in each blank?

Things you should know about

MUSIC

- ♪ The drum – which usually gives music its ¹ [] [] [] – is one of the simplest and oldest musical instruments in the world.
- ♪ The oldest musical 'instrument' in the world is the human voice, which can be used to sing the ² [] [] of a song.
- ♪ People often remember the lyrics of a ³ [] [] they listened to at a special time in their life, because the brain tends to store information that has a strong emotional connection.

- | | | |
|----------|--------|----------|
| a tempo | d hit | f lyrics |
| b melody | e beat | g rhythm |
| c track | | |

Abstract nouns

- 3 Match each description 1–3 to two abstract nouns a–f.

Three things you didn't know about

the Beatles

- The Beatles got the idea for the song "A Hard Day's Night" after drummer Ringo Starr said, after a long recording session that started in the day but ended late at night, "It's been a hard day ... [um] ... night."
- Joyful fans at Beatles' concerts often screamed and applauded so loudly that no one could hear the music.
- According to one newspaper, when Beatle Paul McCartney married Linda Eastman in 1969, the streets were wet with the tears of young women who would never marry Paul McCartney.



- | | |
|--------------|---------------|
| a sadness | d excitement |
| b love | e inspiration |
| c creativity | f happiness |

4 Complete the text with the words below.

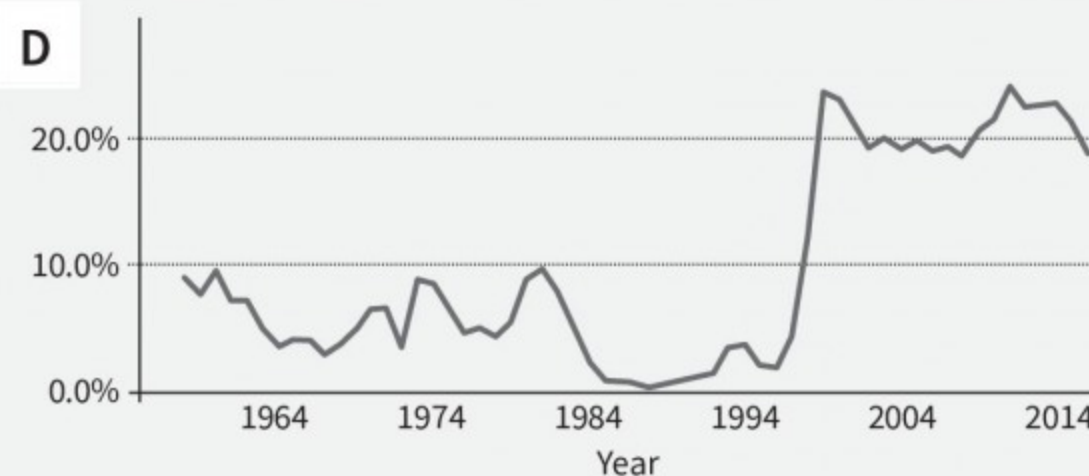
beauty creativity excitement harmony
inspiration love sadness the truth

CAN COMPUTERS WRITE LOVE SONGS?

We think of ¹ – the ability to invent new things – as a human quality. But computers have been analyzing music for decades – its ², rhythm, repeating melodies, and structure – and using the data as a kind of ³ to write their own songs. At the moment, it seems that people are probably better than computers at capturing the ⁴ of a sunset in lyrics, writing about the ⁵ of a broken heart, or simply telling ⁶ about their own feelings. Even if they can copy humans' musical ideas, computers have never felt ⁷ Nor has a computer felt the ⁸ of hearing a favorite song played live.

6 Complete the description of graph D using the verbs in parentheses in the correct tense, and the adverbs below.

dramatically rapidly slightly (x2) steadily



In the early 1960s, country music's popularity ¹ (fall). Then between 1964 and 1984, it ² (go up) and then went down again three times. Then, after 1994, it ³ (rise). After that, it ⁴ (decline) before going up again. Since hitting the top around 2010, it's ⁵ (decrease).

Describing trends

5 Match graphs A–C with the correct explanation 1–3.

1

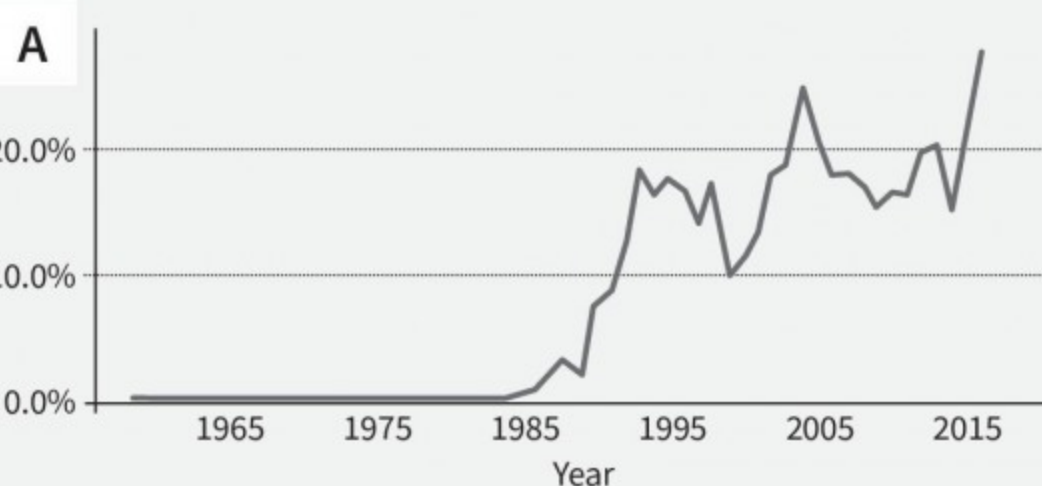
Since increasing slightly in the early 1960s, the popularity of jazz has steadily decreased. There have been no popular jazz songs in recent years.

2

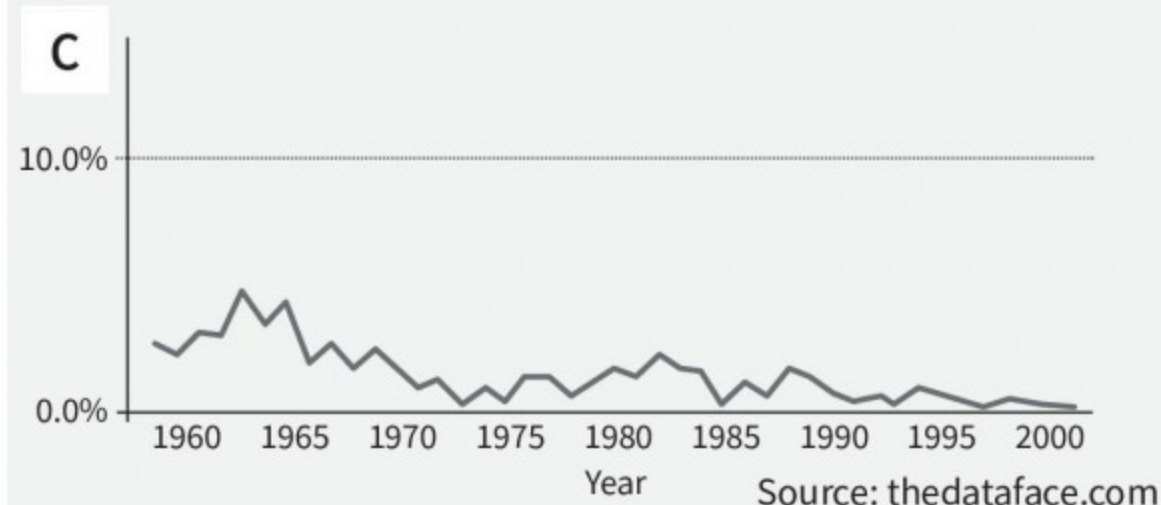
The popularity of hip-hop rose sharply in the late 1980s and early 1990s, then fell again in the mid-1990s. However, in the late 1990s, it jumped, before declining rapidly around 2005. Since about 2015, it's been going up quickly.

3

Rock's popularity climbed dramatically in the 1960s and then again in the 1980s, but after reaching a peak in the mid 1980s, it has been steadily going down though increasing slightly in 2014.



% of Billboard Hot 100 Spots

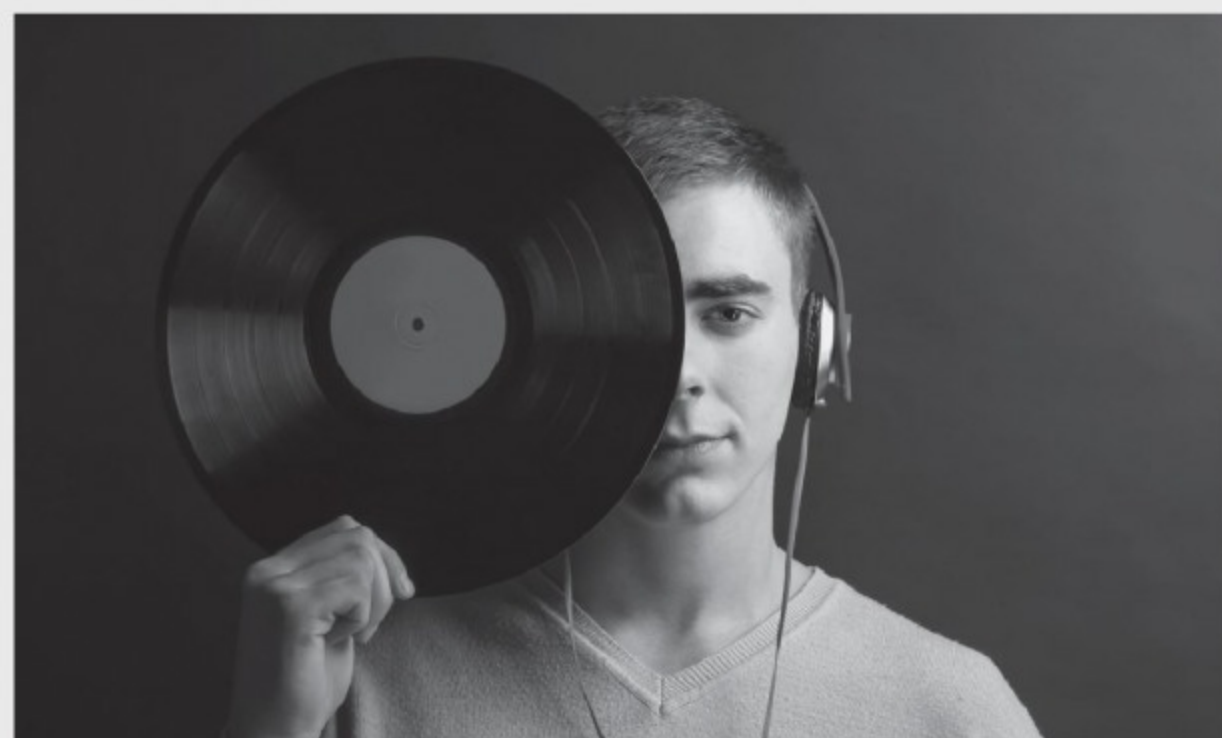




Verbs that can be used as nouns

7 Rewrite the sentences using nouns.

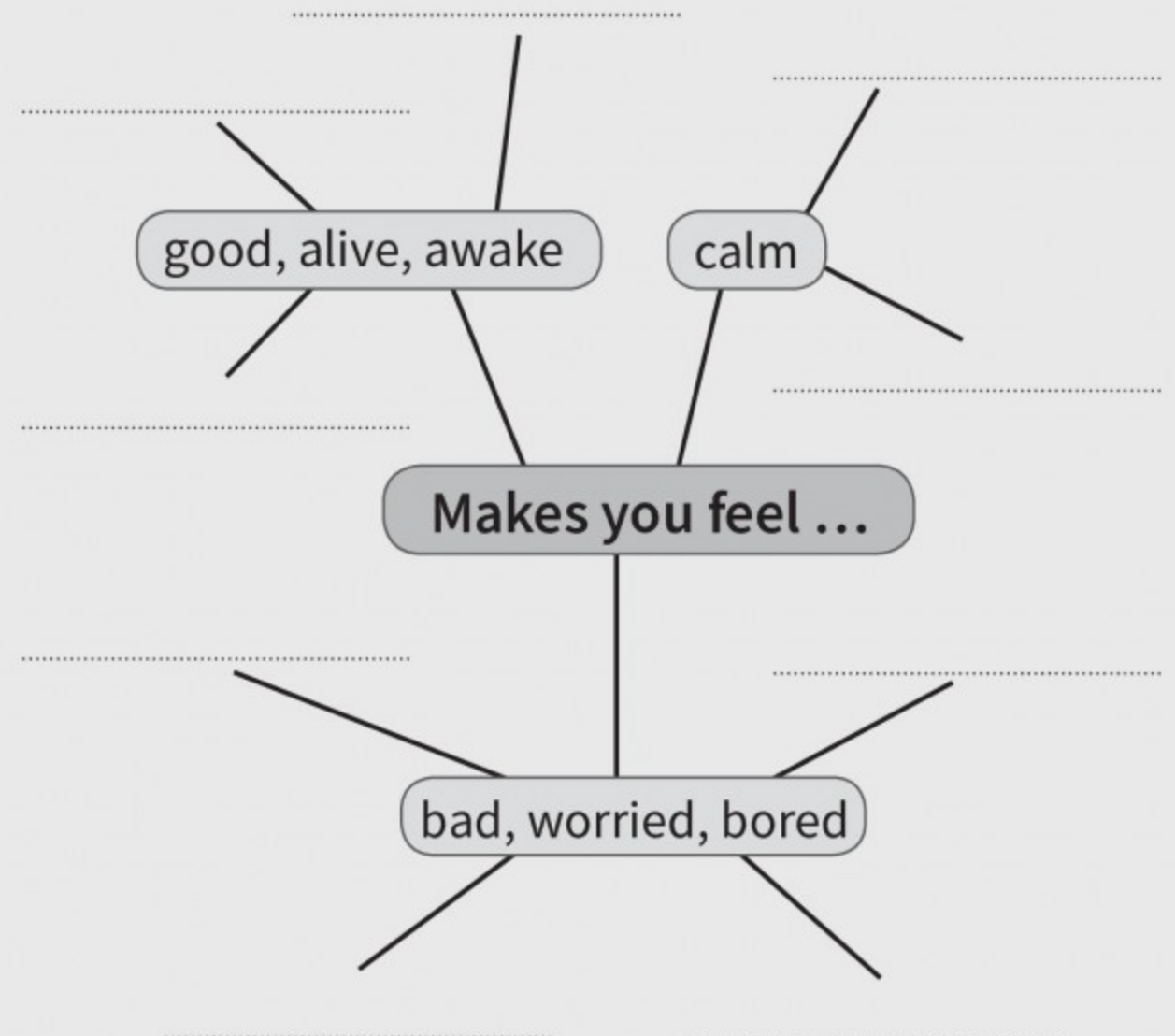
- The number of music downloads has increased steadily in the past ten years.
.....
.....
- The number of hip-hop downloads jumped sharply in the 1990s.
.....
.....
- From 1950 to 1960, the average length of pop songs gradually decreased.
.....
.....
- With their hit song "Macarena" in 1995, the popularity of the band Los Del Rio suddenly jumped.
.....
.....
- After the 1984 hit "99 Red Balloons", the popularity of German band Nena fell slowly.
.....
.....
- The number of Spotify users climbed significantly from 18 million in 2015 to 100 million in 2019.
.....
.....
- After steadily dropping, sales of vinyl records have been gradually rising.
.....
.....



Adjectives to describe sounds

8 Complete the mind map with the words below.

confusing distracting energizing relaxing
soothing stimulating stressful tedious
upbeat



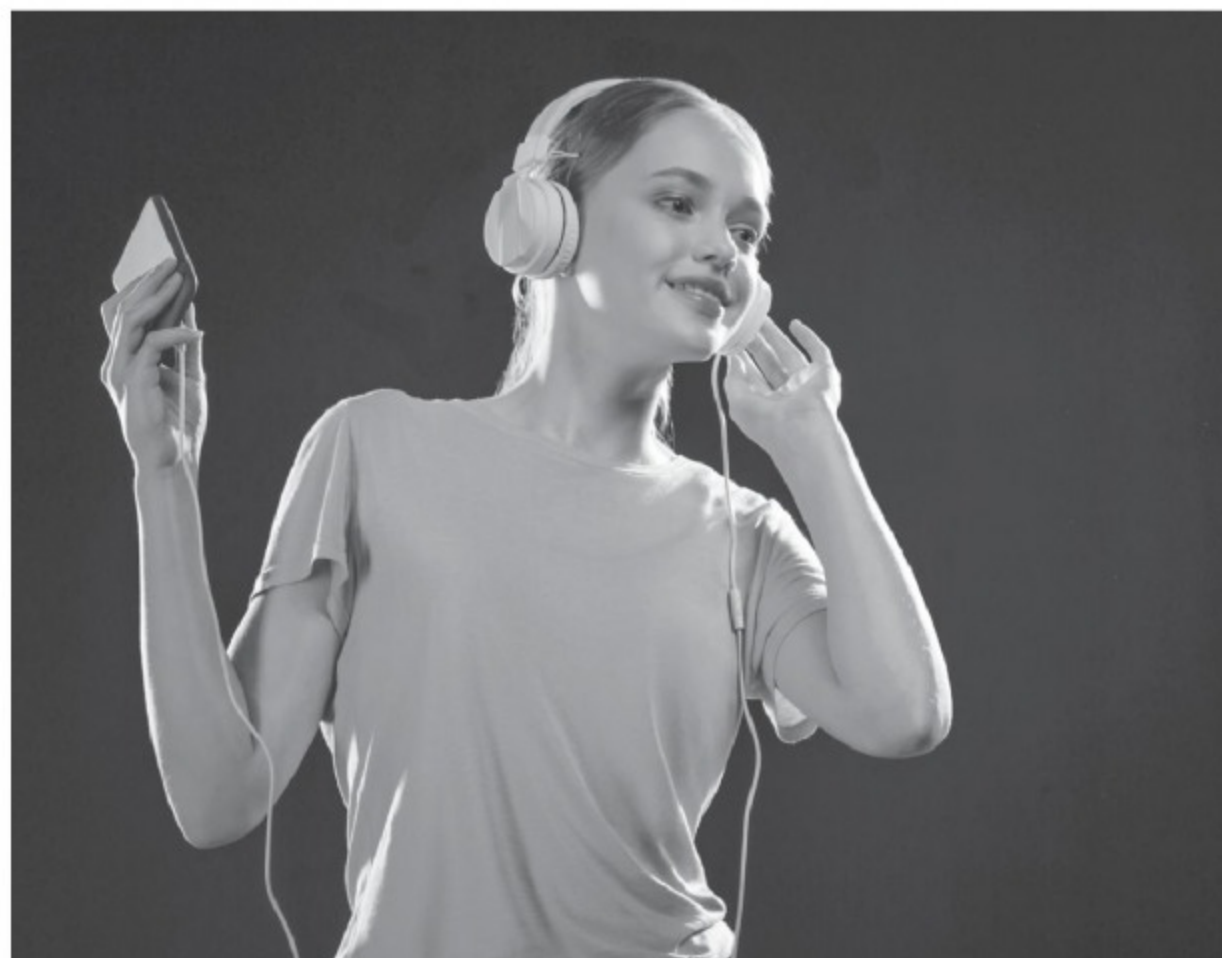
9 Match each sound 1–5 with the best description a–e.

- | | |
|---------------------------|---------------|
| 1 a fire alarm | a relaxing |
| 2 ocean waves | b soothing |
| 3 birdsong | c stressful |
| 4 a noisy classroom | d energizing |
| 5 upbeat music | e distracting |

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

- Why is music so powerful? Use examples from your personal experience.
.....
.....
- Do you think computers will ever be able to write songs as well as people do? Why? / Why not?
.....
.....
- Why do you think the popularity of vinyl records is increasing?
.....
.....
- What sounds can you hear right now? How would you describe each one?
.....
.....

Listening



- 1** A group of students is preparing a presentation about how some people can “see” music. What do you think this means?

.....

.....

.....

- 2** 1.01 Listen to the students and answer the questions.

- 1 What is sound synesthesia?

.....

.....

- 2 What do some people see when they hear music?

.....

.....

- 3 What two outcomes do the students want their presentation to achieve?

.....

.....

- 4 How will they achieve the second outcome?

.....

.....

- 5 What colors will they show for lower notes and higher notes?

.....

.....

- 6 At the end, what result do they predict?

.....

.....

- 3** 1.01 Listen again and check your answers. What do you think about sound synesthesia?

.....

.....

Speaking

- 4** Complete the dialogue with the words below.

about convinced expect likely propose
recommend surprised

Art How should we organize our presentation?

Ros I'd ¹..... that we explain sound synesthesia first. That way, people can understand what we're talking about before we show the video.

Fran Yes, good idea. But how ²..... if we start with the video? It's ³..... that will get people's attention – people will want to know why we're showing a video of musical notes and colors.

Art I ⁴..... that showing the video first would get their attention.

Ros Actually, I wouldn't be ⁵..... if it confused them. Won't they wonder what it's about?

Fran I see what you mean, Ros. But I'm ⁶..... that it will work to show the video first because it will get their attention.

Art I agree. I ⁷..... that we start by showing the video with the sounds and colors, and then explain sound synesthesia.

- 5** Study the speaking strategy. Then choose one of these situations and write a dialogue.



Speaking strategy

Making a recommendation

Making a recommendation is about offering good solutions. Whatever situation you are discussing, make sure you:

- make your recommendation positively and confidently.
- justify your recommendation: can you predict the outcomes?
- listen and consider other opinions.
- Deciding what sort of music to play at a class party.
- Deciding how to organize a presentation about the effect of birdsong on groups of people.
- Deciding what sound- or music-related topic to give a presentation on.

A competition entry

- 1 Look at the title of the essay. Have you ever heard this song?
- 2 Read the essay and answer the questions.
 - 1 What is the simple, positive message of "Don't Worry, Be Happy"?
.....
 - 2 How many musicians sing or play an instrument on the song?
.....
 - 3 What three things does the writer say people love about the song?
.....



"Don't Worry, Be Happy" by Bobby McFerrin is the best song ever written. It has a positive message and shows us that a simple idea and an upbeat tune can be incredibly powerful.

McFerrin describes the title as "a neat philosophy in four words." According to one story, he first saw the saying on a poster in a friend's apartment and soon after, wrote the song and ultimately recorded it. It's about problems – no girlfriend, no money, late rent – but always returns to "Don't worry, Be happy." The message? No matter how bad things are, we can always find happiness. We hear many voices on the song – a low bass, a high harmony, and even a drum-like rhythm. Impressively, they're all McFerrin. To begin with, he recorded just one part. Next, he added more, one on top of the others until finally, the song was complete. How many artists do that?

Soon after the song was released in September, 1988 it was an instant hit around the world – clearly everyone loved it. In fact, it was the very first voice-only song to become number one in the USA. And, it's still hugely popular nowadays.

In conclusion, we love "Don't Worry, Be Happy" not only because of its beautiful harmony and upbeat tempo, but also because it's a great philosophy of life.

LANGUAGE POINT Words for ordering events

- 3 What order did these steps take place? Numbers the sentences 1–5.

Recording "Don't Worry, Be Happy"

- a To begin with, he recorded one part.
- b Finally, the last part was recorded, and the song was complete.
- c That was in 1988, but the song is still popular today.
- d Following that, he added more parts.
- e It was recording day. McFerrin had written the lyrics earlier, so he was ready to record.

- 4 Complete the chart with the words below.

at first meanwhile previously recently
soon after ultimately

BEFORE	earlier, ¹
FIRST	², to begin with
NEXT	following this, ³, later
AT THE SAME TIME	while, during, ⁴
LAST	in the end, finally, ⁵
NOW	⁶, today, nowadays



- 5** Study the writing strategy. Then find an example for each bullet point in the essay in exercise 2.



Writing strategy

Writing persuasively

If you want to persuade or encourage your reader to adopt your point of view:

- express your opinion strongly.
.....
.....
- support your opinion with interesting facts.
.....
.....
.....
.....
.....
- use evaluative adverbs such as “impressively”, to encourage the reader to think in the same way as you.
.....
.....
.....
- ask rhetorical questions (questions that make a point without requiring an answer) that involve the reader and make them think.
.....
.....

Task A competition entry

- 6** A magazine you enjoy reading has a competition to write about a song that demonstrates true songwriting talent. Think of a song you love that you want to write about. Write down the name of the song.
-
.....

Think and plan

- 7** Make notes about the song. Search online for information, if necessary.

- 1** What's your opinion about the song? Why do you like it? What's its message?
-
.....

- 2** What are some facts about the song – who wrote it, when or where it was written, what inspired it, how it was recorded?
-
.....

- 8** Look at the paragraph plan. Make notes.

Paragraph 1: Introduce the song and summarize why you have chosen it.

Paragraph 2: Give background information about the song – when and where it was written and what it's about

Paragraph 3: Say how successful the song was. Give examples.

Paragraph 4: Summarize why you chose the song.

Write a first draft

- 9** Write a first draft of your competition entry. Write about 200 words. Use your answers 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

- Have you clearly stated your opinion? ☐
- Have you included facts to support your opinion? ☐
- Have you given background information about the song? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use evaluative adverbs? ☐
- Did you ask a rhetorical question? ☐
- Did you use suitable phrases for ordering events? ☐

- 11** Now write a final draft of your competition entry.

Reading to learn

1 Look back at the essay on page 10. What is the topic of each paragraph in the essay?

- 1
- 2
- 3
- 4

2 What is the writer saying about each topic in exercise 1?

- 1
- 2
- 3
- 4

Vocabulary and Grammar

Music

3 Answer the questions.

- 1 If you wanted to make a playlist for this year, what tracks would you put on it?
.....
.....
- 2 What three songs would you include in the soundtrack of a movie about your life?
.....
.....
- 3 Think of a recent hit or another song you know. Explain why it is popular (is it the lyrics, the beat, the melody, something else?). What genre is it?
.....
.....

Abstract nouns

4 Think of a song about each of these topics.

- 1 sadness
- 2 love
- 3 happiness

5 Answer the questions.

- 1 What school subject requires the most creativity? Why?
.....
- 2 What event at school always causes a lot of excitement? Why?
.....
- 3 When you need inspiration or a good idea for a project, what do you do?
.....

Describing trends

6 Answer the question.

How would you describe your own learning of English? Have you improved steadily? Was there a time when your ability increased dramatically? Does it decrease slightly during school vacations?

-
-
-

Verbs that can be used as nouns

7 Write five sentences about recent trends in your school. Use the words below.

steady	rise	fall
sharp	increase	decrease
sudden	climb	decline
slow	jump	drop
gradual		

There's been a steady increase in the number of boys getting very short haircuts.

- 1
- 2
- 3
- 4
- 5

Adjectives to describe sounds

8 Think of a sound for 1–8. Say where you hear them.

- 1 energizing
cheering – I hear it at a soccer game
- 2 stimulating
- 3 upbeat
- 4 soothing
- 5 relaxing
- 6 tedious
- 7 stressful
- 8 distracting

- 9** Which sounds in exercise 8 do you like? Which ones do you dislike? Explain why.

.....

.....

.....

Speaking

- 10** Match each piece of advice about making recommendations 1–3 with two examples a–f.

- 1 Make your recommendation positively and confidently.
- 2 Justify your recommendation: can you predict the outcomes?
- 3 Listen and consider other opinions.
- a I'm convinced that if we play classical music, people won't like it.
- b I hadn't thought of that.
- c I'd recommend putting together a playlist of the class's favorite songs.
- d It's likely that if we get the music right, people will want to stay.
- e I propose that we ask people to bring their own music and take turns playing it.
- f That's a great idea.

- 11** Your class is planning a party. Complete these sentences to make recommendations for the music.

1 How about if we

.....

2 I wouldn't be surprised if

.....

3 I'm convinced that

.....

Writing

- 12** Look back at the essay on page 10 and find an example of each of the following features of writing persuasively.

1 An opinion expressed strongly.

.....

.....

2 An evaluative adverb that encourages the reader to respond or think in the same way as the writer.

.....

.....

3 An interesting fact.

.....

.....

4 A rhetorical question.

.....

.....

Reflect

How is music a part of our lives?

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

In your own words, how is music a part of our lives?

.....

.....

.....

.....

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

.....

.....

.....

.....



- 1** Look at the pictures on page 15 and read the captions. Do you collect anything? Do you know anyone who does?

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

- 1 What is the main idea of the introductory paragraph?
 - a The value of things isn't always logical.
 - b Rare things are usually valuable.
 - c Things made with skill are valuable.
 - d Art prices are often too high.
- 2 What's the connection between vintage plastic toys and Andy Warhol's collection?
 - a Warhol made art with plastic toys.
 - b People buy and sell both.
 - c Both are very difficult to find.
 - d Neither one is valuable.
- 3 Where can you buy red Darth Vader heads?
 - a from stores, as part of a set
 - b from Eurobricks
 - c from the manufacturer
 - d from online sellers
- 4 What is the writer's opinion of the high value of the red Darth Vader heads?
 - a It's understandable.
 - b It's bad.
 - c It is difficult to understand.
 - d The writer doesn't express an opinion.
- 5 What's the main reason the writer values Warhol's cookie jars?
 - a They are useful.
 - b They once sold for \$23,000.
 - c Warhol created the collection.
 - d They are difficult to find.
- 6 What's the conclusion of the article?
 - a The value of something is what someone will pay for it.
 - b The red Darth Vader heads isn't art.
 - c Collecting things is a waste of money.
 - d Andy Warhol's collection isn't widely appreciated.

- 3** Study the reading strategy. Then make a mind map of the text.



Reading strategy

Using mind maps to take notes

Mind maps are a good way to summarize a text to help us remember the information.

- Choose a title to put in a central circle.
- Choose the main branches to come off the center. There might be only two, or there might be several.
- Add information from the text around each of the main branches, in note form.



- 4** What can you infer from the article? Choose the best option to complete the sentences.
- 1 An employee probably took the red Darth Vader heads to **make a lot of money / sell them to collectors.**
 - 2 Collectors aren't interested in **pieces that were sold in sets / copies made by other companies.**
 - 3 Warhol's cookie jars **are / are no longer** thought to be an important part of the artist's legacy.
 - 4 In the 1980s, buyers probably **didn't expect / expected** the value of the cookie jars to increase.
 - 5 The value of the red Darth Vader heads and the cookie jars **probably won't / could** go up or down in the future.

- 5** Answer the questions. Refer back to the article.

- 1 Would you consider paying \$23,000 for a cookie jar, or \$1,000 for a plastic toy? Why? / Why not?

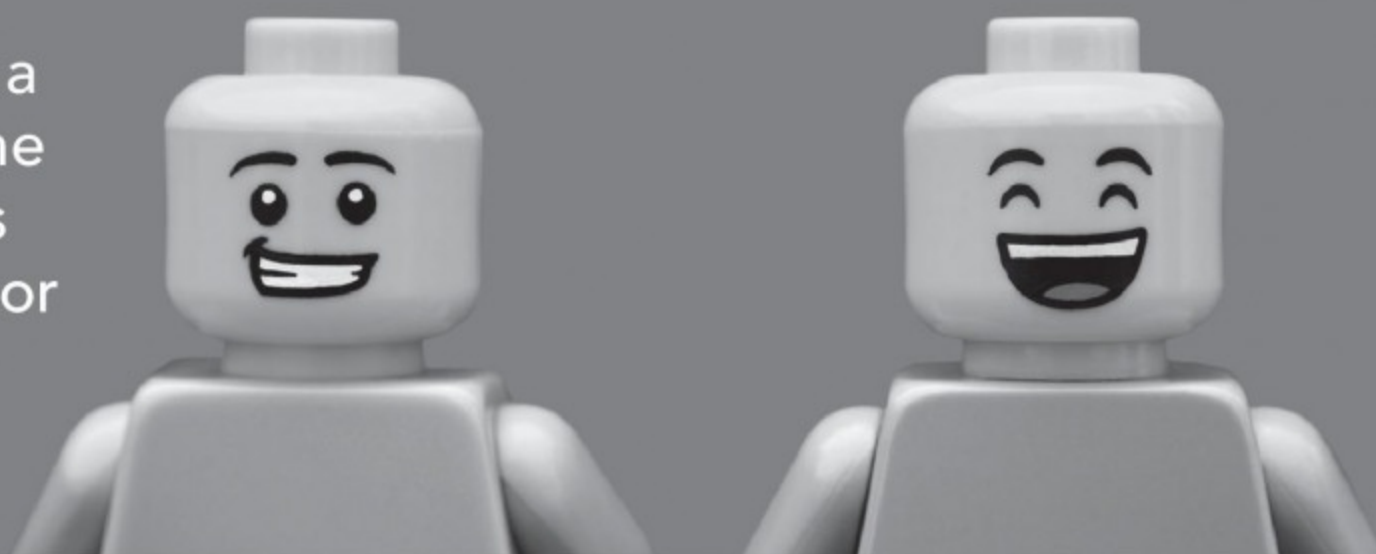
- 2 Can you think of things in the world that should be cheaper, so more people can have them?

TRASH OR TREASURE?



Collectors pay hundreds of dollars for some rare plastic figures

What makes something valuable? If it's a work of art, it might be the skill and time required to produce it. But other things have value simply because they're rare or hard to get – and the price tag doesn't always make sense.



How much would you pay for one second-hand toy – a small bit of plastic, costing just a few cents to produce? How about a collection created by one of the twentieth century's great artists? One of these recently sold for \$1,000 and the other for about \$200. Can you guess which price goes with which?

When trash becomes treasure

When a well-known toy company started producing its Darth Vader mini-figure, it used red plastic to make the first heads to test the machines. The red heads were never included in the sets that were sold. However, collectors consider them an official piece, and to them that makes them valuable.

It isn't clear how the red heads reached the online marketplace, but according to the Eurobricks fan site, a single seller originally sold 60 to 80 of the heads for \$2.50 each. If you had bought ten at that time for \$25.00, you could sell them today for \$10,000 – possibly more.

But, why would someone pay \$1,000 for a small piece of red plastic? It makes no sense to me. The red heads are neither beautiful nor useful.

Andy Warhol's artwork has sold for millions of dollars



When treasure turns to "trash"

For me, it's much easier to understand the value of art. The American artist Andy Warhol was a successful painter, sculptor, and filmmaker. And art collectors still love his work. A few years ago, one of his paintings sold for more than \$100 million.

In the 1970s, Warhol started collecting vintage cookie jars – ceramic containers for storing cookies. They had a practical use, but because Warhol collected them, they were considered works of art. In the late 1980s, some of the 175 cookie jars were bought for as much as \$23,000. The work of famous artists often increases in value over time, with some paintings and other works selling for millions of dollars.

However, if you wanted to buy one of Warhol's cookie jars today, it wouldn't cost you more than \$200. The value has decreased significantly over the past thirty years.

It's difficult for me to understand how a work of art collected by a respected artist can lose so much value. The cookie jars are useful and they're beautiful – and most importantly, they were collected and once owned by a great artist.

What can we learn from the story of the Darth Vader head and Andy Warhol's cookie jars? Something is worth what someone is willing to pay for it – even if it's a worthless piece of plastic. In other words, one person's trash is another person's treasure. However, I'd choose Andy Warhol over Darth Vader any day.



Money and trade

1 Match texts 1–4 with the different ways to pay a–d.

- 1 Every Monday in the summer, members of the Urban Farm Collective in Portland, Oregon, USA meet and swap fruit and vegetables. There are no cash transactions.
 - 2 The city of Santa Coloma de Gramanet, in Spain, has its own money for local use. It's called the grama. There are no bills or coins. It's completely digital.
 - 3 In Istanbul's Grand Bazaar, the goods don't have price tags and there is no checkout counter. Shoppers and sellers discuss the price until they agree.
 - 4 Consumers who shop on the internet: Use the online chat feature when it's available. If you ask, you'll get a discount code for a lower price when you buy.
- a negotiating a price
 b using a currency
 c getting a good deal
 d bartering

2 Complete the text with the words below. There are two extra words.

barter consumer currency deal goods
 negotiate swap transaction

THE TUCSON TIME TRADERS



The people of Tucson, Arizona in the USA, have set up a "time bank," where people can ¹ services. It's a ² system, where anyone can trade one hour of their own time for an hour of someone else's.

The beauty of the arrangement is that each person's time is equal in the ³ A top lawyer might make a ⁴ to trade time with a gardener. If people were paying with ⁵ rather than time, the lawyer would be far more expensive than the gardener. Trading time makes them equal, and there's no need for anyone to ⁶ the price – an hour costs an hour.

3 The words in bold are in the wrong place. Write the correct word.

Increasingly, customers at supermarket ¹**transactions** counters aren't paying for their ²**consumers** with coins and ³**goods**. More and more ⁴**checkout** are choosing to pay using the "mobile wallet" on their phone. These ⁵**bills** are much quicker and more convenient than paying with cash.

- 1 4
 2 5
 3

Compound adjectives

4 Choose the correct words to complete the text.

We see new ¹... gadgets almost every day: TVs, smartphones, and dozens of other ²... items. When the Apple iPhone launched in 2007, it was a(n) ³... sensation. Soon, smartphones were a(n) ⁴... phenomenon. But some consumers are unhappy about the ⁵... price of a new iPhone, complaining that while many gadgets become cheaper over time, the price of the ⁶... iPhone has steadily increased.

- 1 a sky-high b high-tech c overnight
 2 a worldwide b overnight c must-have
 3 a sky-high b hard-to-resist c overnight
 4 a worldwide b sky-high c overnight
 5 a high-tech b sky-high c must-have
 6 a worldwide b hard-to-resist c overnight

5 Match 1–6 with a–f.

- 1 A hard-to-resist deal,
 2 The sky-high
 3 The next big high-tech gadget may be
 4 The overnight
 5 The must-have
 6 Now a worldwide sensation,
 a electronic eyeglasses such as Google Glass.
 b the Freedom 241 Smartphone cost just \$4 when it was launched in India.
 c success of the Accompli email app made its developers very rich.
 d price of the Samsung UN105S9 TV (\$120,000) made it too expensive for most people.
 e the Uber ride-sharing app started in San Francisco.
 f device this year may end up being unwanted junk next year.

The future in the past

6 Choose the correct options to complete the text.

MAKING MONEY FROM A GREAT IDEA



When Julie Austin had an idea for a new style of water bottle, she realized it ¹**would** / **will** be a must-have item for runners. Her problem? She had no money. In fact, she even had to promise her landlord she ²**'s going to** / **'d pay** her rent a few weeks late because she didn't have enough money at the time. In order to develop the product – a water bottle that runners could wear on their wrist – she worked at two jobs and used her credit cards often. But she always believed the product ³**was succeeding** / **was going to succeed**. In her original plan, she ⁴**was going to sell** / **sold** the bottles to big stores and let them take care of advertising and selling. But consumers didn't know what it was for, so she changed her plan and decided she ⁵**was advertising and promoting** / **was going to advertise and promote** it herself. And it worked! Finally Swiggies became the worldwide success that it is today.

7 Read the information. Then complete the sentences using the future in the past.

- In 1943 Thomas J. Watson Jr., CEO of IBM believes that there isn't going to be a market for personal computers.
Thomas J. Watson Jr. of IBM didn't believe that
- On November 27th, 2016, journalist Michelle McGagh, decides that she isn't spending any money for a year.
Journalist Michelle McGagh decided that she
- In 1976, Ronald Wayne decides he's going to be a partner in Apple computers.
Ronald Wayne decided that he,
but he changed his mind and sold his 10% share for \$800.
- As a child, Angelique Kerber thinks that one day she will play tennis at Wimbledon.
As a child, Angelique Kerber

Future tenses with *will*

8 Complete the dialogue with the future simple or the future continuous form of the verbs in parentheses.

- Eva Have you decided what you ¹..... (do) this summer?
- Sam Yes, I have. I've got a job in my uncle's soft drinks factory. This time next week, I ²..... (learn) how to operate the bottling machine.
- Eva Oh, that's cool. What days ³..... (you / work)?
- Sam Monday to Friday. I ⁴..... (have to) get up early. Next week, at six in the morning, while you're still sleeping, I ⁵..... (wake up) and going to work.
- Eva How long ⁶..... (the job / last)?
- Sam Five weeks. What are your plans?
- Eva I have to take care of my younger brothers!

9 Complete the text with the future perfect or future perfect continuous form of the verbs below. There is one extra verb.

buy cost decline drive eat rise spend

From the past, into the future

➡ Cars

The first gas-powered automobile was driven in 1879, in Germany, so in 2029, people

¹.....
for 150 years. By the end of this year, consumers of the world ²..... nearly 80 million cars.



➡ Chocolate

Chocolate was first brought to Europe in 1528, so in 2028, Europeans

³..... it for 500 years. But the entire world loves it. Last year, we spent \$98 billion on it globally. By the end of this year, we ⁴..... about \$100 billion on chocolate.

➡ Climate change

According to the UN, the cost to developing countries of fighting climate change

⁵..... to as much as \$500 billion per year by 2050. Experts hope that by that time, carbon emissions ⁶..... for several years.



10 Complete the blog post with the most appropriate *will* future form of the verbs in parentheses.

At the end of this year, my Uncle Jorge
¹ (rent) the same apartment
 in New York City for 50 years. Apartments can be
 expensive there, but a "rent control" law limits the
 rent you have to pay if you've been living in your
 apartment since July 1, 1971 – like Jorge.
 Jorge currently pays about \$550 per month
 for his apartment. He recently calculated that
 by December, he ²
 (pay) a total of \$81,573 in rent. He
³ (live) there next
 year, though. He ⁴
 (move out), to live with his brother – my other
 uncle – in California. That means that a few
 months from now, the owner of the apartment
⁵ (be able) to start charging
 a much higher rent.



World problems and solutions

11 Choose the correct options to complete the article.

RABBIT FARM LIFTS LOCAL COMMUNITY OUT OF POVERTY

When Laetitia Mukungu was 13 years old, she was a bright student with a lot of ¹**potential** / **priority** for success. However, because her family lived in ²**damage** / **poverty**, they couldn't afford her school fees, and she had to stop attending classes. She didn't want to let lack of money ³**ruin** / **benefit** her education, so she started thinking of ways to earn money. She came up with an idea for a small ⁴**vaccination** / **social enterprise**: a rabbit farm. Soon she employed 15 women to care for the rabbits and sell them to local restaurants, ⁵**benefiting** / **deserving** not only the workers but also other local women who now borrow money from Laetitia to start their own businesses. The rabbit farm is slowly ⁶**ruining** / **transforming** the entire community by bringing in money and providing people with work opportunities.

12 Complete the web stories with the words below. There are two extra words.

damage deserve potential poverty
 priority ruining social enterprise transform
 vaccinations

Save the Children

The good news is that 85% of the world's children now receive ¹ that prevent dangerous diseases. But what about the others? Save the Children's top ² is to reach the 15% of kids who also ³ good medical care but simply can't afford it because their families live in ⁴



Earth Guardians

People are ⁵ the planet. Earth Guardians is a group of young people who are training others in how to reduce environmental ⁶ Their goal is to ⁷ the way people live in order to save the planet – and to help young people reach their full ⁸ as the leaders of tomorrow.

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

1 What high-tech gadget that you don't have would you love to own? Why?

.....

2 Have you (or has anyone you know) participated in any exchange of goods or services that didn't involve spending money, for example bartering? Describe the transaction.

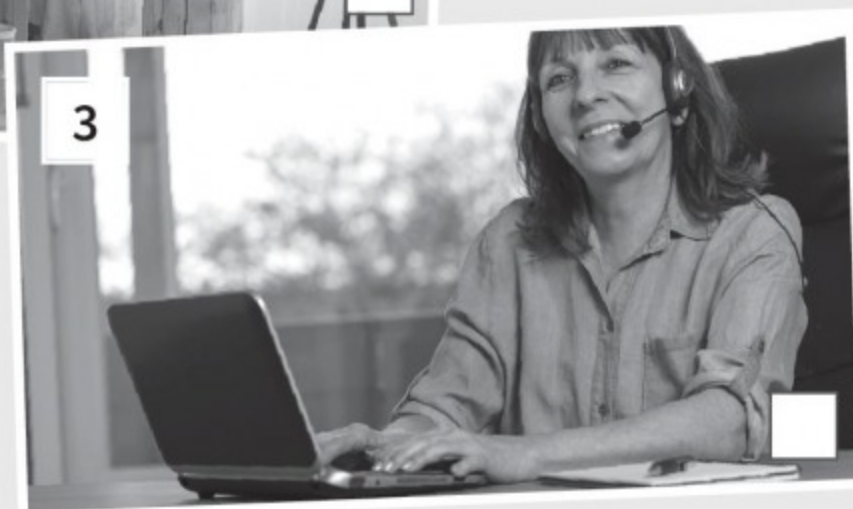
.....

3 What do you estimate you will have spent on chocolate by the end of the year?

.....

Listening

- 1 Match pictures 1–3 with the name of the good cause it represents a–c. What do you think each organization does?



- a Helpline
b Food for Free
c Upcycling Network

- 2 2.01 Listen to a group of students discussing which charity to support. Check your answers to exercise 1.

- 3 2.01 Listen again. Match each pro and con with a good cause a–c from exercise 1.

Pros

- 1 Reduces waste
2 Directly benefits the community
3 Gives people real comfort

Cons

- 4 Doesn't directly benefit people
5 Other organizations do very similar work
6 Only helps a small number of people

- 4 Answer the questions.

- 1 Which of the three good causes would you choose to support?

.....

- 2 If you had to choose a cause in your own city to support, which one would you choose?

.....

Speaking

- 5 Choose the correct options.

- 1 I hear / listen to what you're saying, but ...
2 I understand where you come / you're coming from, but ...
3 The way I think / see it, ...
4 I'm not sure I'm agreeing / I agree with that.
5 I see what you mean, but in / for my opinion ...

- 6 Correct the five mistakes in bold.

Lynn I still think Food For Free is the best choice.

Tomas I hear ¹**how** you're saying, but I think the other two are good options, too. We need to pick the best.

Cal Yes, I understand ²**what** you're coming from, too, Lynn. Here's an idea: Why don't we choose two and divide the money in half? That would help more people.

Tomas That's a good point, but the ³**how** I see it, we could help even more people by sharing it among all three charities!

Lynn ⁴**I don't** sure I agree with that.

Tomas Yes, I see what you ⁵**say** , but in my opinion, that's not what we've been asked to do.

- 7 Study the speaking strategy. Then choose one of the situations below and write a dialogue. Use phrases from exercises 5 and 6.



Speaking strategy

Disagreeing politely

When you need to express your disagreement with someone else's opinion, make sure you:

- keep calm and don't shout – it's a discussion, not an argument.
- listen politely to the other person's point of view.
- use polite and respectful language when you express your own opinion.

- You want to buy a new chair. Your friend wants you to make an upcycled chair.
- You want to volunteer at Food for Free. Your friend wants to volunteer at Helpline.
- You want to save the environment. Your friend thinks it isn't your responsibility.

An opinion essay about money

1 Answer the questions.

- 1 Do teenagers in your country sometimes have part-time jobs after school or on weekends?
.....
- 2 If so, what types of jobs do they do?
.....
- 3 Have you ever had a part-time job?
.....
- 4 If not, would you like to have a part-time job? Why? / Why not?
.....

2 Read the opinion essay. What advantages and disadvantages of having a part-time job does it mention?

Advantages
Disadvantages

SHOULD TEENAGERS HAVE PART-TIME JOBS?

Teenagers enjoy having a little spending money to go out with friends or buy things they want, ¹..... often they have to rely on their parents to give it to them. In this essay, I will explore the advantages and disadvantages of teenagers having part-time jobs after school or on weekends.

One of the most obvious advantages of having a part-time job is earning money from it. Kids who get cash from their parents may not fully appreciate its value, whereas teenagers who work understand the value of a paycheck, since they earn it themselves. ²....., when they make their own money rather than just being given it, they learn to manage it and spend it carefully ³..... they know how many hours of work it represents. These are valuable life skills.

LANGUAGE POINT Linking words

3 Complete the blanks in the essay 1–8 with the words below.

also although because but consequently however moreover therefore

4 Find four other linking words in the essay.

Paragraph 2: and

Paragraph 4: and



⁴....., there are arguments against teens working. One of the most important things that happens during the teen years is formal education. It's ⁵..... very important to be sure that school work doesn't suffer because of a part-time job. ⁶..... some jobs may allow students to socialize at work, they should ⁷..... be careful that spending too much time working doesn't take them away from their friends. For teens, having friends they can relax with is an important part of life.

In summary, a part-time job can teach teenagers financial responsibility and the value of money as well. However, it can in addition take too much time, ⁸..... damaging their studies or social life. Therefore in most cases, a part-time job for teens is probably not a good idea.

Task An opinion essay about money

- 5 You are going to write an opinion essay about money. Choose one of these topics.
- 1 Are there things money can't buy?
 - 2 Is money the only measure of success?
 - 3 What is more important than money?
 - 4 Should money be saved or should it be spent?

Think and plan

- 6 Study the writing strategy. Then check the sentences 1–8 that are neutral and objective.



Writing strategy

Presenting arguments objectively

When you write an opinion essay, present your arguments in a neutral and objective way. Don't exaggerate, overgeneralize, or be too emotional. It's good to include some examples to support your arguments, but avoid making all the examples about you.

- 1 Everyone who is successful has money. ☐
- 2 When you earn money, it's sensible to save a little each month for the future. ☐
- 3 Although many successful people have money, there are also examples of successful people who don't. ☐
- 4 Not saving money is the best way to ruin your future. ☐
- 5 People who don't know how to enjoy spending their money are always unhappy. ☐
- 6 Happiness, love, and respect are three things that are difficult, if not impossible, to buy. ☐
- 7 Thinking about people who love money more than their family makes me really angry. ☐
- 8 Good friendships and a loving family are more likely to bring happiness than wealth is. ☐

- 7 Write two neutral, objective sentences about the advantages and disadvantages of having money.

Advantages

- 1
- 2

Disadvantages

- 1
- 2

Write

- 8 Write a first draft of your opinion essay about money. Write about 225 words. Use the ideas in exercises 6 and 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

- Is everything in your essay relevant to the topic? ☐
- Do you have an introduction, at least two main paragraphs, and a conclusion? ☐
- Did you present your arguments objectively? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use linking words? ☐

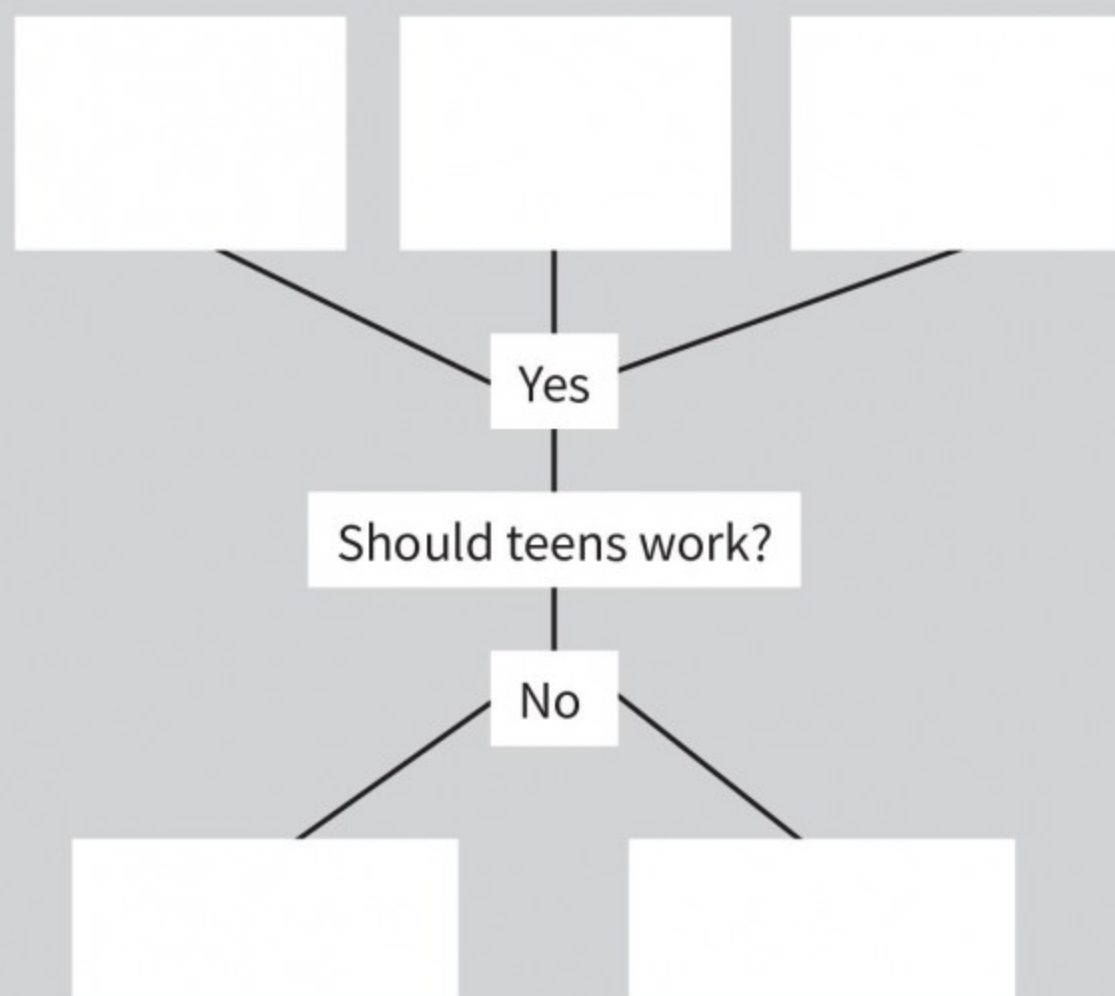
- 10 Now write a final draft of your opinion essay about money.





Reading to learn

- 1 Reread the essay on page 20. Make a mind map that shows the main ideas.



Vocabulary and Grammar

Money and trade

- 2 Answer the questions.

- What is the name of your country's currency?
.....
- What are the pictures on some of the bills?
.....
- Are there any places in your city where people buy and sell second-hand goods?
.....
- Think of a time you swapped something with someone. What did you barter? Do you think you got a good deal?
.....
- Think of a time you negotiated, either in a financial transaction or trying to get something you wanted. What were you trying to get? Did you succeed?
.....

Compound adjectives

- 3 Match the compound adjectives with the nouns.

- | | |
|--------------------------|------------------|
| 1 a high-tech | a deal |
| 2 a hard-to-resist | b sensation |
| 3 an overnight | c gadget |
| 4 a sky-high | a fashion item |
| 5 a worldwide | b price |
| 6 a must-have | c rise in prices |

- 4 Give an example of three of the things from exercise 3.

-
-
-

The future in the past

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

- When you were a child, what did you think (you / will) do when you grew up?
- What (you / going to) do last weekend? Did you actually do it?
- Were (you / ever plan) to do something, but you had to change the arrangements? What happened?

- 6 Answer the questions in exercise 5. Use the future in the past.

-
-
-

Future tenses with *will*

- 7 Complete the sentences about the future to make them true for you. Use the future simple in two sentences and the future continuous in the other two sentences.

- Tomorrow, I
- Next weekend, I
- This time tomorrow, I
- This time next week, I

- 8 Answer the questions. Write complete sentences.

- By the time you finish high school, how long will you have been studying English?
.....
- By the end of this week, how many hours will you have spent doing homework?
.....
- By the end of this school year, how many years will you have been going to the school you're in now?
.....
- By the time you go to sleep tonight, how many hours will you have been awake?
.....

World problems and solutions

9 Complete the sentences with the words below.

benefit damage deserve potential
poverty priority ruin social transform
vaccinations

- 1 The world's biggest right now should be reducing to the environment.
- 2 Organizations that offer and other medical help in poor areas are the most important to support because they have the to save millions of lives.
- 3 People who live in should be given work, not free food, because that will society more.
- 4 Wealthy people don't to keep all their money, and they should have to use it to help the lives of people who have less money.
- 5 Giving money to homeless people can their motivation to find a job, whereas supporting enterprises can give them skills they need for work.

10 Do you agree (A) or disagree (D) with the statements in exercise 9?

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

Speaking

11 Choose the best options to complete the tips for disagreeing politely.

How to disagree politely

- Keep ¹calm / quiet and don't ²listen / shout – it's a discussion, not an argument.
- ³Listen / Speak politely to the other person's point of view.
- Use polite and ⁴grammatical / respectful language when you express your own ⁵opinion / argument.

12 Disagree politely with this statement.

Local charities are more important than international ones.

.....

.....

Writing

13 Which statement below a) exaggerates, b) overgeneralizes, c) is too emotional, and d) is objective?

- 1 Part-time work is enjoyable.
- 2 Newspaper delivery is the worst job in the world.
- 3 Earning money can teach you life skills.
- 4 Not having money is terrible.

Reflect

What is the value of money?

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

In your own words, what is the value of money?

.....

.....

.....

.....

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

.....

.....

.....

.....



Why do we read?

- 1 Study the reading strategy. Then look at the pictures on page 25 and answer the questions below.



Reading strategy

Interpreting visual clues

When you read a story with images, try to spot:

- symbolism: the use of an object / figure / idea to represent something else.
- mood: the atmosphere that words, pictures, or colors create.
- perspective: who is telling the story.

- 1 In picture A, what do you think the bears represent? What about the ice?

.....

.....

.....

- 2 What mood does picture B create?

.....

.....

.....

- 3 In picture C, what's the story? Who's telling it?

.....

.....

.....

- 2 Read the article. Then complete the notes with one word in each blank.

- The best ¹..... tell stories.
- Images are ²..... because they transmit information directly, without ³.....
- If you want a picture to tell a story, you need to work with the whole ⁴....., not just the main ⁵.....
- To show ⁶....., you should photograph people when they are relaxed, or try to have ⁷..... with them so they do something unexpected.
- Try to find an unusual ⁸..... This may help to include the ⁹..... in the story.
- Remember, you have to take a lot of pictures to find a few that tell a ¹⁰.....

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

- 1 When Jill Freedman was a child, she thought photography was magic, but now she understands the technology.
- 2 John Hyde doesn't think a single photograph can tell a complete story.
- 3 Images can be a powerful way to communicate, even when people don't share a common language.
- 4 According to the article, the polar bear image would probably be better if the photographer had been closer to the subject.
- 5 The image of the two older people is a good example of a picture that makes the viewer ask questions.
- 6 The angle of the image of the firefighter and child gives the viewer an emotional connection with the photographer.
- 7 The best way to create an image that tells a story is to plan very carefully before taking any photographs.

- 4 Choose one of the three pictures. Make notes about the story it tells. Use your imagination!
- Characters**

.....

.....

.....

.....

.....

.....

Plot

.....

.....

.....

.....

.....

.....

Setting

.....

.....

.....

.....

.....

.....

- 5 Which of the three pictures is the most interesting to you? Why?



A THOUSAND WORDS

How to tell a story through your photographs

"To tell a story in the blink of an eye." That's what documentary photographer Jill Freedman has wanted to do ever since she was a child. "Photography is magic," she says. "You can stop time itself" and "tell beautiful silver stories, one photo alone, or many playing together to form a book." John Hyde agrees. "Without a doubt, a single photograph can tell a story." And Ben Cooper adds, "Some pictures are definitely worth a thousand words, as the saying goes." So, what makes them so powerful? And can a single photo really tell a story?

One reason a photo is so powerful is that it can transmit information, ideas, and emotions instantly to any viewer – without the need for language. It can also ask questions: Where is this? Who are these people? What happened? We even talk about digital literacy – the ability to "read" images, like texts.

Of course not every picture tells a story. Here are three tips to help you take pictures that are worth a thousand words.

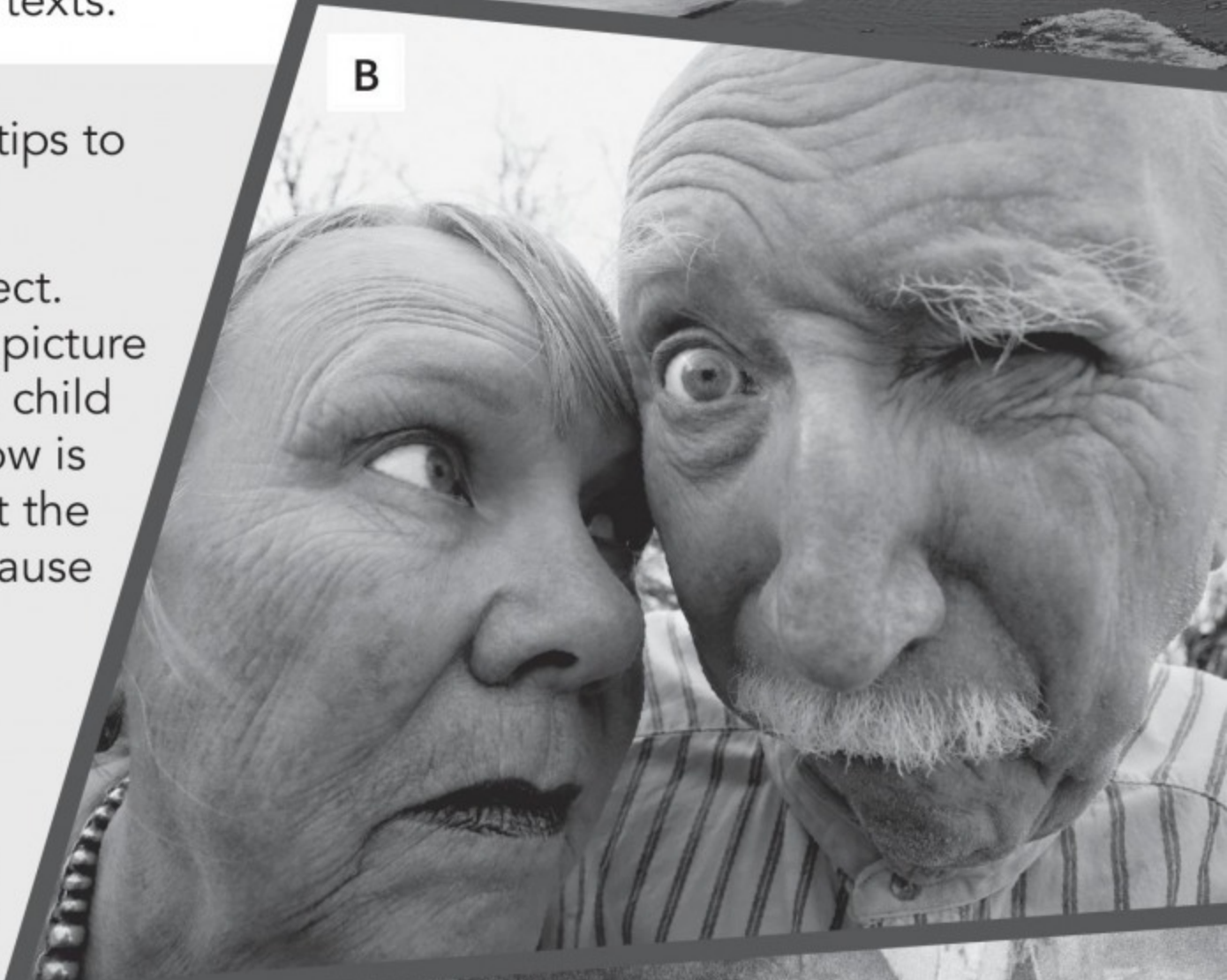
1 Think about the entire frame, not just the main subject. The polar bear picture is a great example. Yes, it's a picture of polar bears, but it's so much more – it's a mother and child that seem small in a big world. It's the ice, which we know is melting. It's the setting sun, which may be a symbol that the bears' way of life is ending. The picture tells a story because it contains several elements and a lot of details.

2 If you want to capture real emotions, try to take a snapshot before people notice they're being photographed. Or laugh and joke around with people, and photograph them when they're relaxed and having fun. The fun and games that are going on in the picture of the older couple make us want to know more. What's the occasion? Why are they clowning around for the camera?

3 We often take photographs standing up, pointing the camera straight out, level with the ground. That works for some shots, but you can make viewers feel they're part of the story if you shoot from an unexpected angle. While we don't get emotion from the faces of the two people in the firefighter image, we do get it partly from the photographer's point of view – which includes the photographer in the story. Which makes us ask, is the photographer safe? Is it another firefighter? Or perhaps the boy's father? We want to know more.

Whatever you do, don't stop taking pictures! For every great picture, most photographers have taken – and deleted – hundreds of images. Only the best ones really tell a story.

Good luck, and enjoy the storytelling!





Books and reading

- 1 Read the text and fill in the blanks 1–5 with the missing sentences a–e.



The many benefits of reading

Like a smartphone, a good book is **entertainment** you can take with you almost anywhere. But science tells us that beyond being enjoyable, reading also has many benefits for the human brain. ¹..... According to researchers at the New School in New York City, reading fiction helps people develop **empathy**. ²..... Reading is also a good way to develop **concentration**. ³..... For **relaxation** at bedtime, it's better to read than to look at a screen. ⁴..... Reading for **escapism** isn't a bad thing, and in fact it can develop your imagination. ⁵.....

- a Unlike watching something on your device, when you read, you actively work to continue receiving information. You need to focus – and ignore **distractions** – to do this.
- b While you can fight **boredom** by checking social media – it won't improve your mind in a variety of ways, as reading does.
- c When you read, your mind pictures other places – sometimes other world – and this improves with more practice.
- d This is because stories help readers understand what other people are thinking and feeling, and the **complexity** of emotions.
- e Studies show that the light from a smart phone can make it difficult to fall asleep.

- 2 Match the bold words in exercise 1 with the definitions 1–8.

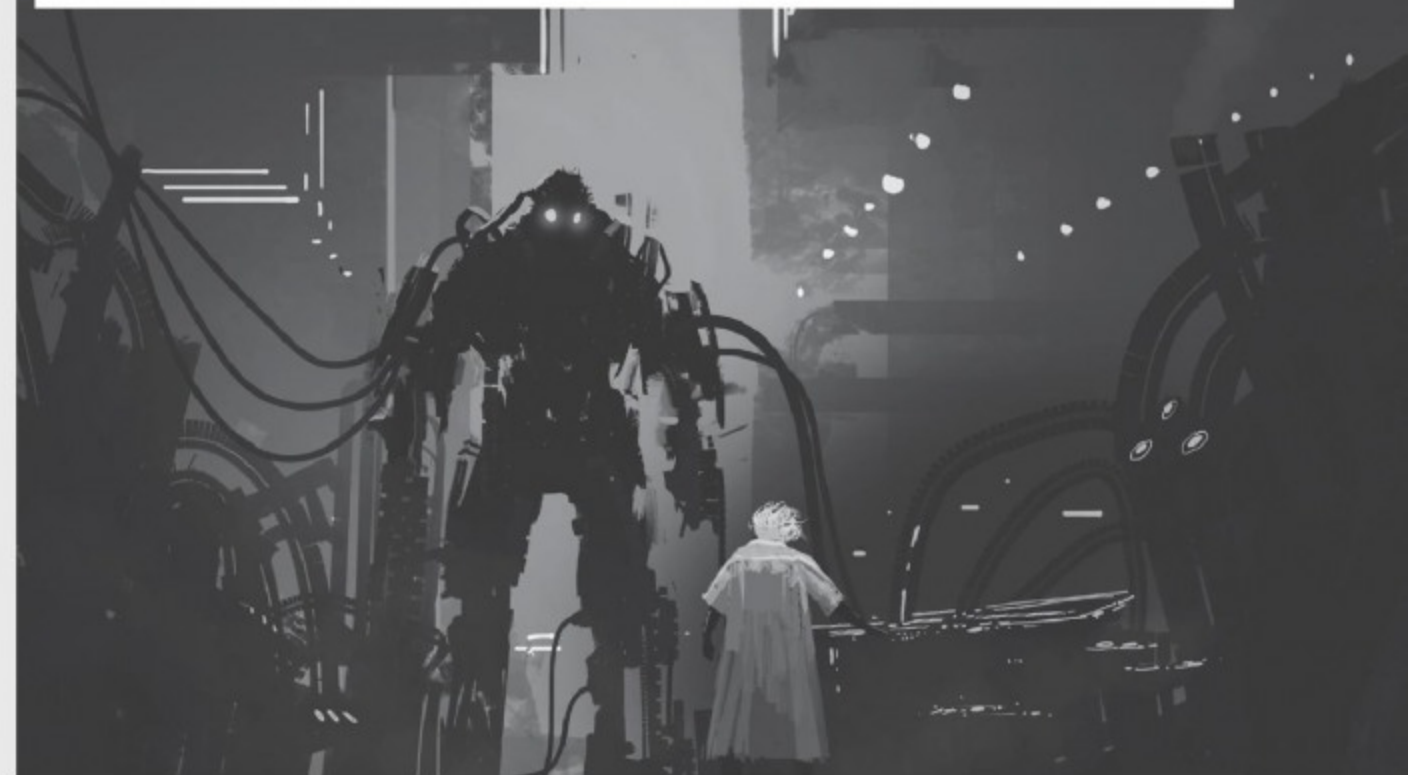
- 1 Things that stop you from concentrating
.....
- 2 The state of being complicated
.....
- 3 Trying to get away from reality
.....
- 4 The power of focusing your attention
.....
- 5 The ability to understand others' feelings
.....
- 6 Something interesting to do or watch
.....
- 7 The state of being free from worry
.....
- 8 The state of not having interest in what you're doing
.....

Graphic novels

- 3 Complete the descriptions of the pictures from graphic novels with the words below.

layout mood narrative panel setting
text bubbles

In this ¹..... from a graphic novel, we see a scientist creating a robot. The ²..... is an old factory. The ³..... is dark – perhaps even a bit scary. At this point in the story, no one is speaking, so there are no ⁴..... . During this part of the story, the ⁵..... explains the action. In the ⁶..... of the novel, this image takes up an entire page because it represents an important moment in the story.



dialogue imagery motion lines sequence
sound effects storyline

The style of this ⁷..... is very different from the previous picture. ⁸..... show that the car is traveling very quickly. It even includes ⁹....., so we can "hear" the car. Part of a ¹⁰..... is shown in text bubbles. This is one picture in a ¹¹..... of several images that introduce the flying car and develop the ¹²..... of the astronaut's adventures.



4 Complete the chart with the words below.

dialogue imagery layout mood
motion lines narrative panels sequence
setting sound effects storyline text bubbles

Elements of a graphic novel	
the layout	the story

Talking about past habits and changing states

5 Complete the text with the forms below.

get used to isn't used to 's used to
used to would

SHARING TRADITIONAL STORIES FROM THE ARAB WORLD



Storyteller Alia Alzougbi ¹..... think of herself as an actress, not a storyteller – telling stories just wasn't part her life. But when someone asked her to tell a story as part of a performance, she loved it – and soon became a professional. Now she ²..... telling stories – in theaters, in schools – and occasionally in shopping malls, which isn't easy. She still ³..... having people ignore her, which shoppers sometimes do. After all, they've come to the mall to shop, not to hear stories. However, she will probably ⁴..... it at some point. Stories have always been apart of Alia's life. When she was a child, her father ⁵..... tell stories to the whole family, and she loved it. And now she shares these traditional Arab stories with the rest of the world.

6 Match item 1–5 in exercise 5 with a description of the form a–d.

- a a past action
- b a past state
- c something that was new, but is becoming a habit
- d something that is new, but isn't normal yet

Narrative tenses

7 Choose the correct forms to complete the story.

The old fisherman and the golden rope

Long ago, there was an old man who ¹**loved** / **had loved** / **was loving** catching fish. One evening, after the man ²**fished** / **was fishing** / **had been fishing** for only a few minutes, he ³**had caught** / **caught** / **had been catching** a golden fish. The fish spoke to him. "Let me go," it said, "and I will give you a rope made of gold." The man ⁴**had never met** / **didn't meet** / **was never meeting** a talking fish before.

"Nonsense," the man said. "How can I trust you?"

"Put your fishing line into the lake again, and you will catch a golden rope."

Soon, the man ⁵**had been pulling** / **was pulling** / **pulled** a long, heavy golden rope into the boat. He pulled and pulled, but he didn't see the end of the rope.

"You have your rope. Now let me go," the fish said.

"No!" the man said. "I'm going to sell you! A magical talking fish that can make golden rope will be worth a lot of money!"

The whole time, the man ⁶**had been pulling** / **had pulled** / **pulled** the heavy golden rope into the boat, and soon it ⁷**was becoming** / **had been becoming** / **became** so heavy that the boat sank. By the time the man realized what was happening, the rope ⁸**had disappeared** / **disappeared** / **had been disappearing** to the bottom of the lake and the fish ⁹**had been swimming** / **was swimming** / **swam** away. The greedy fisherman swam to shore with no fishing rod, no fish, no golden rope – and no boat!



8 Match the correct answers in exercise 7 with these tenses.

- a simple past
- b past continuous
- c past perfect simple
- d past perfect continuous



- 9 Complete the text with the correct form of the verbs in parentheses.

THE STORIES OF AESOP

Some of the world's best-known stories are credited to Aesop, a wise storyteller and adviser to kings who ¹..... (live) in Greece about 2,500 years ago. The stories Aesop ²..... (tell) always ³..... (teach) a lesson about life, and often ⁴..... (include) talking animals as main characters. Tradition tells us that before he ⁵..... (begin) advising kings, he ⁶..... (be) a slave, but that he ⁷..... (use) his cleverness to earn freedom. People ⁸..... (tell) Aesop's stories for more than two thousand years when experts ⁹..... (begin) suggesting that Aesop himself may ¹⁰..... (be) a fictional character rather than a real person.

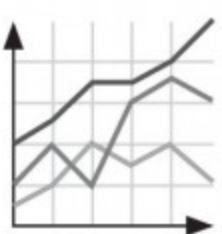
Infographics

- 10 Match each expression in the text 1–6 with the best example a–f.

WHAT ARE INFOGRAPHICS?

Infographics visually present data, which is any kind of factual information – including ¹**short explanations or definitions**. ²**Statistics** are one type of data – information that is expressed as numbers. Charts and graphs are very useful for presenting information in infographics. A ³**line chart** shows changes over time. A ⁴**bar graph** compares different types of data. A ⁵**pie chart** shows percentages – parts of a whole 100%. Infographics often use ⁶**eye-catching typography** to add visual interest.

a



b

A "cell phone novel" is a literary work written completely on a phone.



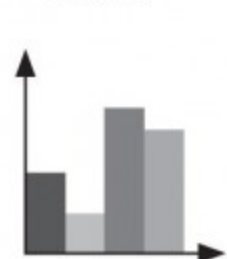
c

91% of young people in the world can read.

d



e



f

words
words
WORDS
words

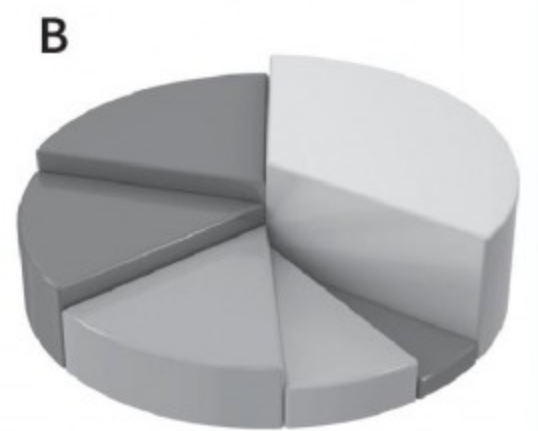
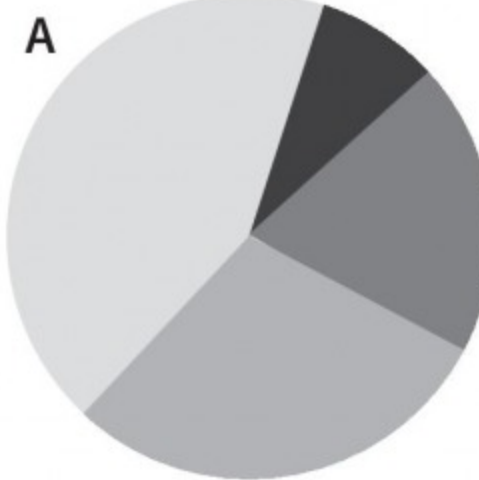
- 11 Answer the questions.

- 1 Which information is the most impactful? Why?

A Nearly 10% of the world's young can't read.

B Most of the world's population can read.

- 2 Which presentation of data is more striking? Why?



- 3 Which typography is the most eye-catching? Why?

A The **BIG ISSUE** of reading

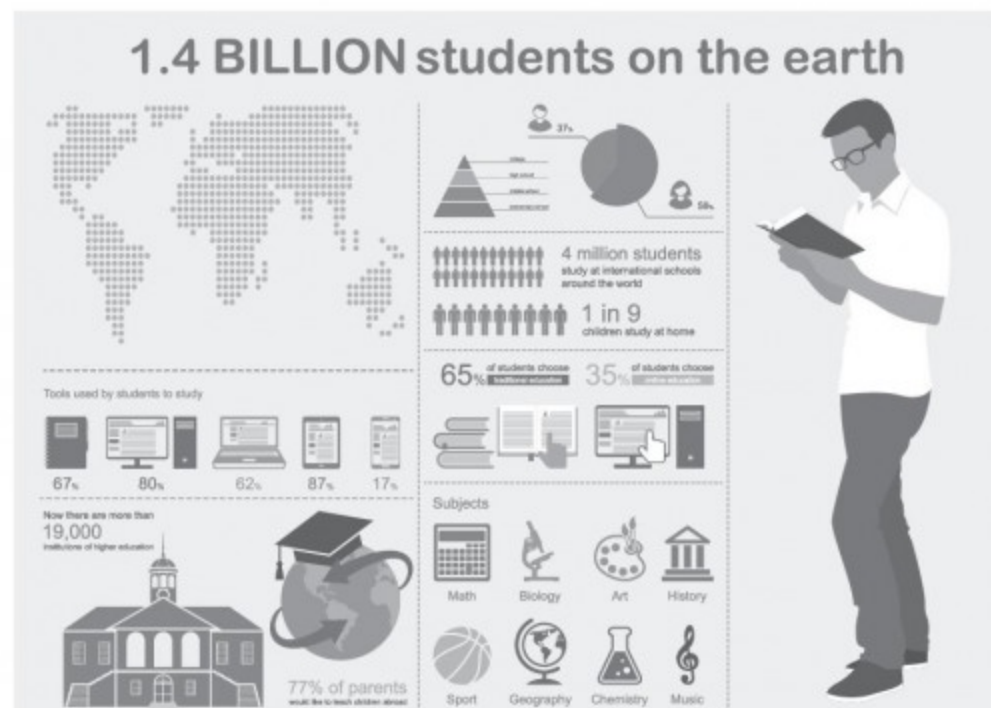
B The big issue of reading

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

- 1 What do you usually take photographs of? In what way do your photographs tell stories?
- 2 What types of texts do you read, for example, coursebooks, novels, graphic novels? What do you like (or dislike) about them?
- 3 What traditional stories do you remember hearing when you were a child?
- 4 When did you last have to present information? What type of infographic did you use / should you have used?

Listening

- 1 Look at the infographic. What topic does it give information about?



- 2 **3.01** A team of designers is creating an infographic for a local library. Listen to part 1 of their meeting and complete the notes.

- The focus of the design:
- The typography is like:
- The layout focuses on:
- There's too much emphasis on:
- It could be improved by:

- 3 **3.02** Study the listening strategy. Then listen to part 2 of their meeting and complete the notes.



Listening strategy

Listening for numbers

Recognizing spoken numbers is an important skill. Make sure you listen carefully for:

- large numbers, e.g., 1,213 = one thousand, two hundred, thirteen.
- numbers ending with *-teen* and *-ty*, e.g., 18 = eighteen and 80 = eighty.
- numbers with decimals, e.g., 3.65 = three point six five.
- numbers in years, e.g., 1920s = the nineteen twenties.
- fractions, percentages, and money, e.g., $1\frac{2}{3}$ = one and two thirds.

- Number of books in the library:
- First computer in library:
- Number of audio books:
- Average length of visit:
- Fraction of visitors who go to the library about once a year:

Speaking

- 4 Choose the correct words to complete the phrases.

- The design is / does / makes me focus on ...
- It could be improve / improved / improving by ...
- Things what / that / who I notice are ...
- I'd say that it emphasis / emphasizes / emphasizing ...
- The color reminds / remind / remember me of ...

- 5 Complete the dialogue of part 3 of their meeting with phrases a–e from exercise 4.

Paula I've finished the first draft of the library infographic.

Sylvia Oh, great. Let's see!

Paula Here you go. What do you think?

Rob It looks amazing! ¹..... the number of books, and the number of audiobooks. They're very impactful.

Sylvia ²..... the park – lots of blues and greens – like the sky and trees. I like it.

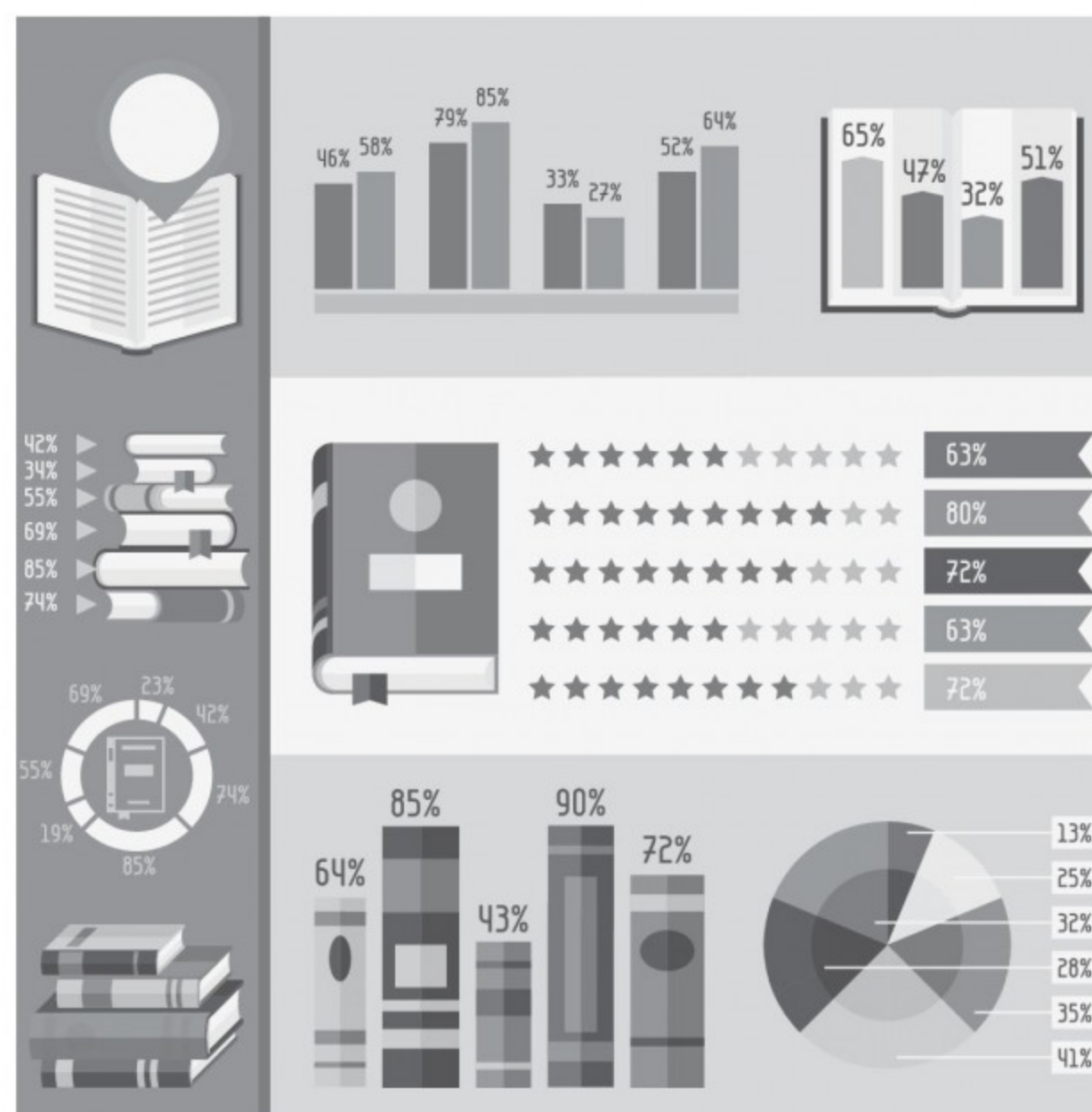
Rob ³..... the person reading. That's a very big part of the image, and I think that's good.

Sylvia I agree. ⁴..... reading, which is a big part of what the library is about.

Rob ⁵..... making the information about how much time students spend in the library a bit bigger.

Paula Yes, good idea!

- 6 Look at the infographic. Write a dialogue between two or three designers, analyzing the infographic. Use phrases from exercise 4.



A for and against essay

- 1 Read the for and against essay. What are the three arguments for, and the two arguments against audio books?

Arguments for

- 1
- 2
- 3

Arguments against

- 1
- 2

What are the arguments for and against audio books?

Over the last few years, sales of audio books in the USA have increased dramatically. Obviously, many people enjoy taking in books in this way, but is the experience as good as reading? Let's look at the arguments for and against.

One argument in favor of audio books is that you can listen to them while you're doing other things, for example, walking, exercising, shopping, or doing the dishes. That said, people claim that doing more than one thing at a time makes concentration difficult.

¹**As a result**, when you listen to an audio book and do something else at the same time, you can't properly focus. If you need to really concentrate on the ideas, you shouldn't listen to audio books; you should read.

Another argument claims that unlike reading, listening to an audio book is more social ²**because** you can do it with other people. Of course that's true, but ³**since** listening is a passive experience, and reading is active, listening – with or without other people – isn't the same as reading. Reading requires you to exercise your imagination. However, it's important to point out that for people who have problems with their eyes, audio books are an important way for them to be able to enjoy literature.

In conclusion, listening to an audio book is not the same as reading a book. However, in certain situations, audio books are very useful, ⁴**therefore** both audio books and traditional books have their place.

LANGUAGE POINT Reasons and results

- 2 Match the bold expressions 1–4 in the essay with the functions below.

- a Introduce a reason
- b Introduce a result

- 3 Match 1–4 with a–d.

- 1 I sometimes listen to audio books at school because
 - 2 My brother crashed his bicycle while listening to an audio book. As a result,
 - 3 Our English teacher encourages us to listen to novels since
 - 4 My grandfather can no longer see well enough to read, therefore
- a our parents won't let us listen to audio books.
 - b I can get them from the school library.
 - c audio books are a perfect solution.
 - d it's a good way to understand the story and characters.

- 4 Choose the correct option to complete the sentences.

- 1 A lot of consumers listen to audio books on their phone **because** / **therefore** it's easy and convenient.
- 2 Libraries are a popular way to access audio books **as a result** / **since** most provide them free of charge.
- 3 People who listen to audio books already love books. **Because** / **As a result**, audio book sales may not affect sales of paper books.
- 4 You can listen to an audiobook while doing something else, such as washing the dishes, **therefore** / **since** they're a great way to get through more books.



Task A for and against essay

5 You are going to write a for and against essay. Choose one of these topics or think of your own idea.

- Buying books online rather than in a bookstore
- Using online videos for learning, rather than books
- Communicating in writing, for example by text and email, rather than face-to-face
- (your own idea)

Think and plan

6 Make some notes of at least two points for and two points against your chosen topic.

For

Against

7 Study the writing strategy and look at the paragraph plan at the top of the next column. Decide which two opposing points from exercise 6 you will present in paragraphs 2 and paragraph 3.



Writing strategy

Presenting a counter-argument

We write argument essays to change someone's mind, and one technique you can use is a counter-argument. This is when you consider an opposing idea to your main argument, but then show why it is a mistaken idea, or not a strong argument. You can organize counter-arguments in the following way:

- 1 Present the opposing idea in a neutral way, e.g., "People say / believe / claim ..."
- 2 Turn back to your main argument using *that said*, *however*, *nevertheless*.
- 3 Support your main argument with a reason or example.
- 4 Restate your main argument with a justification.

Paragraph 1

Introduction

Paragraph 2

Argument 1:

Counter-argument 1:

Paragraph 3

Argument 2:

Counter-argument 2:

Paragraph 4

Conclusion

Write a first draft

8 Write a first draft of your for and against essay. Write about 225 words. Use your answers from exercises 6 and 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 presented the ideas in a neutral way? ☐
- Have you turned back to your main argument using *that said*, *however*, *nevertheless*? ☐
- Have you explained their achievements? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Have you used the correct words to give reasons and results? ☐

10 Now write a final draft of your for and against essay.



Reading to learn

1 Reread the story of the fisherman on page 27. Answer the questions.

- 1 What's the setting for the story?
.....
- 2 What's the mood of the story?
.....
.....
- 3 What does the golden rope symbolize?
.....
- 4 Who is telling the story?
.....
.....
- 5 What does the picture make you feel about the character? Does it symbolize anything?
.....
.....

Vocabulary and Grammar

Books and reading

2 Answer the questions.

- 1 Describe a character in a book or movie you've felt empathy for.
.....
.....
- 2 Explain how you deal with boredom, for example, do you read, play games, get in touch with friends?
.....
.....
- 3 When you're trying to focus on something like homework, what are the biggest distractions (the things that break your concentration)?
.....
.....
- 4 Do you think escapism is good or bad? Why?
.....
.....

Graphic novels

3 Look at the picture at the bottom of page 26. Check the things you can see.

- | | | | |
|-----------------|--------------------------|-----------------|--------------------------|
| 1 motion lines | ☐ | 5 text bubbles | ☐ |
| 2 dialogue | ☐ | 6 the storyline | ☐ |
| 3 the narrative | ☐ | 7 the setting | ☐ |
| 4 sound effects | ☐ | | |

4 Answer the questions about the pictures on page 26.

- 1 What's the mood of the picture at the bottom?
- 2 What's the mood of the picture at the top?

Talking about past habits and changing states

5 Write four sentences about the past. Think of your younger self or life when your parents or grandparents were kids. Use the expressions in parentheses.

- 1 (used to)
.....
.....
- 2 (didn't use to)
.....
.....
- 3 (would always)
.....
.....
- 4 (would never)
.....
.....

6 Write a sentence about each situation. Use *used to*.

- 1 Something that was new, but is becoming normal.
.....
.....
- 2 Something that is new, but isn't normal yet.
.....
.....

Narrative tenses

7 Match each verb tense 1–4 with its use in storytelling a–d.

- | | |
|---|-------|
| 1 simple past | |
| 2 past continuous | |
| 3 past perfect simple | |
| 4 past perfect continuous | |
| a an action in the past that finished before another past action | |
| b an action in the past that continues for some time before another past action | |
| c a sequence of past actions | |
| d a longer past action interrupted by a shorter past action | |

- 8 Think of the plot of a movie or novel you have enjoyed. Write a paragraph about it using the narrative tenses in exercise 7.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Infographics

- 9 Match the data 1–4 with the best way of presenting it a–d.

- 1 The increase in sales of audiobooks between 2018 and 2020.
- 2 The percentage of high school students who own a device that can display electronic books.
- 3 A comparison of the number of libraries per person in five different countries.
- 4 The world's longest novel is *Remembrance of Things Past*, by Marcel Proust.

- a a pie chart
- b a bar graph
- c a line chart
- d eye-catching typography

Listening

- 10 Write each number the way it's spoken.

- 1 218
- 2 12.72
- 3 the 1990s
- 4 2 2/3

Writing

- 11 Match each sentence in the paragraph 1–4 with the correct description a–d.

¹People believe that reading a book on a cell phone may be bad for your eyes. ²Nevertheless, carrying a book with you on your phone is very convenient. ³This is because most people have their phone with them all the time, which means they could also always have a book. ⁴Having a book on your phone, therefore, means you don't have to remember to carry a book with you.

- a Support your counter-argument with a reason or example.
- b Present the opposing idea in a neutral way.
- c Restate your counter-argument and its outcome.
- d Introduce your counter-argument.

Reflect

Why do we read?

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

In your own words, why do we read?

.....

.....

.....

.....

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

.....

.....

.....

.....





Why do we compete?

- 1 Look at the pictures on page 35. Do you think the wolves help the elk or harm them?

.....
.....

- 2 Read the article and fill in the blanks 1–6 with the missing sentences a–f.

- a Far from being a victory, the removal of wolves had become a complete disaster.
- b The last wolves in Yellowstone National Park, Montana were killed in 1926.
- c There are now about 100 wolves in the park, and they kill about 2,000 elk every year.
- d As a result, experts began trying to come up with plans to save them.
- e In addition, without plants to hold it in place, the soil began to wash away.
- f It's almost impossible to remove one element without creating serious problems.

- 3 Study the reading strategy. Then underline the prefixes in these words from the article.



Reading strategy

Using prefixes to guess meaning

Prefixes can help you guess the meaning of words. Think about:

- other words that start with this prefix. What do these words have in common?
- other words that have the same root (word minus any prefix or suffix). What is their meaning?

Be careful! Some prefixes have different meanings, depending on the word they are attached to.

- | | |
|-----------------|------------------|
| 1 cooperatively | 4 ecologists |
| 2 invaded | 5 interconnected |
| 3 exporting | |

- 4 Match the words 1–5 in exercise 3 with five of the definitions a–h. Reading the words in the context of the article may help.

- a move into, attack
- b working together
- c a person who studies wolves
- d divide into separate parts
- e make strong links between many things
- f bring back
- g a person who studies the environment
- h send out

- 5 Read the short texts. Answer the question after each text before reading further.

In 1935, Australian farmers had a problem with a certain insect eating their plants. In an effort to stop the insects, they imported a population of toads from Hawaii to eat the insects.

- 1 Based on what you read about wolves in Yellowstone, what do you think happened?

.....
.....

The toads reproduced quickly and there are now more than 200 million of them. They spread disease and harm the environment, and they haven't solved the insect problem.

- 2 Was this outcome what you predicted?

.....
.....

The toads have very few predators because a toxin in their body kills any animal that eats it. Some turtles and crocodiles have learned to eat parts of the toad without dying.

- 3 What do you think will happen next?

.....
.....

- 6 Answer the questions. Refer back to the article.

- 1 Before reading the article, were there any animals or insects that you would have liked to see eradicated? Explain why.

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

- 2 Since reading the article, has your opinion changed about killing animals? Why? / Why not?

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

- 3 How do humans affect animals?

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

WHY COMPETITION MATTERS



In the early 1900s, wolves were regarded as the enemy – monsters who hunted at night, killing valuable cattle. Citizens of the American West wanted wolves completely destroyed and many actively hunted them. ¹..... For the elk of Yellowstone, this seemed like great news.

Wolves hunt **cooperatively** and eat large animals such as elk. When the wolves disappeared from Yellowstone, the elk population grew rapidly, filling the park. This might sound like a success story, but it was terrible for the environment. The elk **invaded** areas previously occupied by wolves and ate many of the plants. As the plants disappeared, other animals that relied on them for food or shelter died or were forced to leave. ²..... Some rivers changed their course as a result of this erosion, and this in turn destroyed pools that were once home to fish.

Park managers attempted to solve the problem by **exporting** elk to other areas, or even killing them, but this had little effect. The park, once filled with a wide variety of plants and animals, was now dominated by the elk. ³.....

In the 1940s, **ecologists** began to understand the importance of predators – animals such as wolves that hunt and kill other animals – in a healthy ecosystem. In the 1960s, wolves were identified as an endangered species in the USA. ⁴..... In the 1980s, the idea of putting wolves back into Yellowstone was discussed more and more, and by 1987, plans were being made. Finally, in 1995, 14 wild wolves were captured in Canada and brought to Yellowstone. More were brought in the following years.

The result? ⁵..... The elk have also changed their behavior and avoid areas where they are likely to meet wolves. This has allowed the plants to grow again, creating food and shelter for smaller animals, which have returned to the area. Since the wolves' reintroduction, the park has become healthier, and it now hosts a wider variety of plants and animals than it did while the wolves were gone.

What have we learned from the wolves of Yellowstone? That living things in an ecosystem are **interconnected**. ⁶..... Animals need predators and competitors to keep ecosystems healthy. What at first looked like success for the elk was actually a failure for Yellowstone. Fortunately, the damage is being undone.



Yellowstone National Park



Competition

- 1 Complete the opinion essay with the words below.

competitor confidence contest draw
focus personal best selective
stand a chance victory

If everybody wins, nobody wins

Is competition in an educational environment a good thing or a bad thing?

If we ¹ too much on competing – and winning – students may lose sight of the importance of learning. When students are praised instead for their effort, it can help them develop ² – and that's important for future success. Rather than comparing students with each other, it may give them more of a sense of growth to work on a ³ rather than best in the class. In education, personal development is more important than ⁴

However, the world itself is competitive. If students are going to ⁵ of succeeding in life, they need to experience competition – ideally as both winner and loser. To get into a ⁶ college, students need to stand out from the crowd. Whether we like it or not, further education, and working life beyond is often a ⁷ Top universities and top companies are not made by saying "Everyone's a winner." When you're trying to get a job you want, you're competing against other people, and it can't end in a ⁸

We don't have to compete in everything – that can be a real problem. But in school, if you aren't in the position of being a ⁹ at least some of the time, you're not getting a complete education.



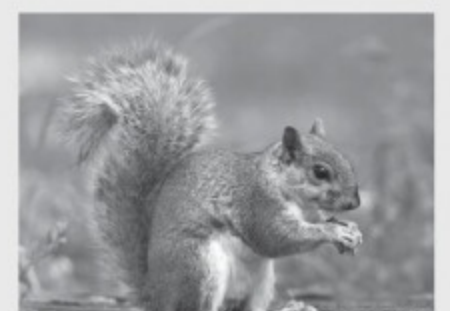
- 2 Match 1–3 with a–c. Then complete a–c using words from exercise 1.

- 1 On August 16, 2009, Usain Bolt ran 100 meters in 9.58 seconds.
 - 2 On April 4, 2004, a hockey game between the Carolina Hurricanes and the Florida Panthers ended with a score of 6–6.
 - 3 On December 17, 1991, the Cleveland Cavaliers beat the Miami Heat with a score of 148 to 80.
- a This is the last time there was a in the sport in the USA. The rules were changed so that now one team has to win.
 - b The was one of the biggest, when point differences ever between winner and loser.
 - c It was a and a world record.

Prefixes (1): *inter-, intra-, co-, e/ex-, in/m-, eco-*

- 3 Match expressions 1–8 with an example a–h.

- 1 an animal being **imported**
 - 2 **interspecies** competition
 - 3 **intraspecies** competition
 - 4 an **ecosystem**
 - 5 animals **emigrating**
 - 6 animals **cohabiting**
 - 7 animals **excluding** one of their own
 - 8 animals that can't **coexist** happily
- a There are more than 1,500 bird species, 40,000 plant species, and 2.5 million insect species in the Amazon.
 - b The Goby fish and Snapping shrimp live together. The shrimp makes a home for both to live in, and the fish watches out for danger.
 - c Sometimes, chimpanzees force one member of the group to live alone and no longer be part of the family.
 - d Wolves and mountain lions are both predators, so they avoid each other and try not to live in the same areas.
 - e When there are too many elk, there isn't enough food for every member of the group.
 - f Lions and leopards are two different species, but they eat the same food.
 - g As forests are destroyed, animals move to new areas to find food and shelter.
 - h Wealthy British people brought American gray squirrels to the UK as a fashionable addition to their gardens.



a gray squirrel

4 Circle and replace five incorrect words in the text with the words below.

coexist ecosystem imported interspecies intraspecies

Every healthy emigration includes a wide variety of plant and animal species. Some species cohabit comfortably, sometimes working together and occasionally even living together. But there will always be intraspecies competition, as different types of animals fight for food, shelter, and space. And if resources are limited, we also see interspecies competition, when animals compete with their own kind for food and other resources. In the past, people have excluded an outside species into a new environment, but these attempts have often ended badly.

- | | | | |
|---|-------|---|-------|
| 1 | | 4 | |
| 2 | | 5 | |
| 3 | | | |

Reported speech

5 Complete the text with the correct form of the verbs in parentheses. Add any other necessary words.

Sports shoe rivalry:

Dassler vs. Dassler

In the 1920s, Rudi and Adi Dassler were partners in the Dassler Brothers Sports Shoe Company in Herzogenaurach, Germany. But in the 1940s, Rudi accused Adi ¹..... (insult) him, and insisted ²..... (start) his own shoe company: Puma. Adi denied ³..... (say) anything wrong and refused ⁴..... (apologize). Instead, he blamed Rudi ⁵..... (break up) the partnership and decided ⁶..... (open) his own business: Adidas. Each brother persuaded some staff from the old company ⁷..... (come) work for him. Neither ever apologized ⁸..... (break up) the family business, and the whole town joined the competition. Some local businesses even decided ⁹..... (serve) only Puma employees, while others served only Adidas employees.



Top athletes love both Adidas and Puma

6 Report the following imaginary statements using the verbs in parentheses.

- Rudi: "Adi insulted me." (claimed)
.....
.....
- Adi to Rudi: "I'm starting my own company." (told)
.....
.....
- Some top athletes: "You should buy Adidas." (recommended)
.....
.....
- Other top athletes: "I wear Pumas." (insisted)
.....
.....
- Consumers: "Is there a difference between Puma and Adidas?" (wonder)
.....
.....

Indirect questions

7 Match 1–6 with a–f to make indirect questions.

- I was wondering if
 - Could you tell me
 - Do you have any
 - Do you know if
 - Can you let me
 - I'd love to know how
- idea whether they had any other siblings?
 - the Dassler brothers ever stopped fighting?
 - the two companies get along today.
 - where in Germany their hometown is?
 - know which athletes wear Adidas and Puma?
 - you knew any more about Rudi and Adi.

8 Match answers a–f with the questions in exercise 7.

- Yes, in addition to Rudi and Adi, there was a sister and another brother.
- Sadly, they didn't. They were even buried at opposite sides of the town's cemetery.
- In 2009, the two companies ended the rivalry by playing a friendly soccer game.
- It's southeast of Frankfurt.
- There are hundreds of them, in every sport.
- Sorry, that's all I know!



9 Read the interview. Then complete the indirect questions.

Andy Excuse me. I'm doing some research on sports shoes. ¹Can I ask you some questions about your sneakers?

Ella No problem.

Andy ²Where did you get them?

Ella At the shoe store in the mall.

Andy ³Where were they made?

Ella Sorry, I don't know.

Andy ⁴Do they come in other colors?

Ella Yes, they come in several colors.

Andy ⁵What colors do they come in?

Ella Green, blue, black, and red.

Andy ⁶How did you decide on green?

Ella It's my favorite color.

- 1 I was wondering
- 2 Could you tell me?
- 3 Do you have any idea?
- 4 Do you know?
- 5 Can you let me know?
- 6 I'd love to know

Pressure

10 Complete the text with the expressions below. There is one extra.

anxiety block out cope get the best of him
rose to the challenge under pressure
underperformed

AN ULTRA RUNNER LAUGHING AT LONG DISTANCES

In 1994, Scott Jurek ¹..... of running his first 80-kilometer race just because a friend suggested it. He came in second place and realized he could easily ²..... with long distance runs. Many runners feel ³..... about this sort of competition. Jurek, however, seems to enjoy every minute of it. As he jokes around before, during, and after races, he never lets his nerves – if he has them – ⁴..... One piece of advice he offers is that long-distance runners shouldn't try to ⁵..... pain. Notice the pain and keep going. He also says he doesn't feel ⁶..... to train every day, or to run when he doesn't feel like it, because above all, running should be fun.

11 The bold words 1–8 are in the wrong place. Write the correct words.

How I beat stress

I was 26 and lived in fear of ¹**coping** in my job – even though I worked incredibly hard. In the ²**low-pressure** environment of a busy New York internet company, I tried to ³**get** the stress. Eventually, though, I could no longer rise to the ⁴**anxiety**. I had a constant feeling of ⁵**challenge**. While you might say that I let my nerves ⁶**block out** the best of me, in fact, they helped me make a good decision. I left the competitive world of the office to become self-employed. I'm now working fewer hours and I'm not using all of my energy ⁷**underperforming** with pressure. Instead, I've created a more comfortable, ⁸**high-pressure** environment for myself.

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

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

- 1 What kinds of contest or competition are held at your school – academic, athletic, or other?
.....
.....
- 2 Go online and find out about another famous sibling rivalry. Who are they? What field are they rivals in?
.....
.....
- 3 What techniques do you use to cope with pressure?
.....
.....



Ultra runners start a 250 km race in Greece called the Spartathlon, from Athens to Sparta

Listening

- 1 Look at the pictures. In what way do you think each person feels pressure at work?



A commercial diver



A wedding planner

- 2 4.01 Listen to the people in exercise 1 talking about their job. Decide if the sentences are true (T) or false (F).

Commercial diver

- The main requirement for the job is extensive training with diving equipment.
- She never has to work underwater by herself – she always has a partner.
- She copes with the pressure by preparing for work in the same way each day.
- In the job, it's important to work well with other people.

Wedding planner

- The pressure comes from trying to make other people happy.
- Very few people have this job.
- He does all of the work himself, so he can be sure it's perfect.
- He uses relaxation techniques and exercise to cope with the pressure.

- 3 Would you like to do either of the jobs in exercise 1? Why? / Why not?

Speaking

- 4 Match 1–5 with a–e.

- Well,
 - If you can ... you
 - We have to be very, um, what's
 - What skills do I need? Let me
 - How can I
- know ... relax, it's better.
 - see. I need to be very focused.
 - put this? Coping with pressure is important.
 - I don't mind the pressure.
 - the word I'm looking for? Calm.

- 5 Complete the dialogue with these phrases.

I'm looking for I put know me see well

Ann How easy is it to get a job in mountain rescue?

Ben 1, it requires a lot of training. You have to prove that you're fit – that you can rise to the challenge. If ... you 2 if you go into the mountains to save someone, and you aren't in shape physically, you may end up with two ... what's the word 3? Victims. Two victims – the person in trouble and you.

Ann What type of person becomes a mountain rescuer?

Ben Let 4 You find that people who work in mountain rescue ... – how can 5 this? They want to give a lot, but they can also be very competitive. They all want to be the best at what they do.

- 6 Choose one of these situations or your own idea. Search online and write a dialogue. Use phrases from exercise 4.

- becoming a police officer
- becoming certified as a teacher
- developing a career as a top athlete

- 7 Study the speaking strategy. Then practice your dialogue with a partner.



Speaking strategy

Speaking confidently

- Make eye contact with the people you are talking to.
- Speak slowly and clearly, focusing on good pronunciation.
- When you don't know what to say next, use expressions to give yourself time to think – but don't use any one expression too often.

A report on a survey

1 Read the report. Match each topic 1–4 with a section of the report.

- 1 A description of the people who answered questions.
- 2 An explanation of the purpose of the survey.
- 3 Suggestions about how to choose a non-competitive sport.
- 4 The advantages and disadvantages of non-competitive sports

Non-competitive sports

Introduction

The purpose of this report is to **examine** the role that non-competitive sports play in teenagers' lives, and **assess** the advantages and disadvantages. It **analyzes** the results of a survey and makes recommendations for teenagers who want to practice a non-competitive sport.

Survey group

One hundred students aged 14–16 took part in the survey. About 40% said that they were currently involved in at least one non-competitive sport per week and, of those, the sports they participated in were walking (35%), bike riding (30%), running (16%), swimming (10%), indoor climbing (5%), and other sports or fitness activities (4%).

Survey results

The majority of the students felt that their sport contributed to their health and well-being. Some liked being able to practice with other people, without having to compete. Others felt that it gave them a good opportunity to work on a personal best without worrying about what other people were doing. However, 15% stated that without competition, they didn't improve at their sport.

Conclusions

The survey clearly **demonstrated** that competition is not necessary for people to enjoy sports. It also **highlighted** the fact that non-competitive sports are an enjoyable way to spend time with other people. However, it also showed people who want to participate in bike riding, swimming, and indoor climbing, which require access to specialist equipment and/or special facilities. Athletes who want a simpler sport that they can practice in a variety of places without a lot of equipment should chose running or walking.

2 Answer the questions.

- 1 What's the most popular non-competitive activity?
- 2 What percentage of people missed competition in their sport?
- 3 What advice does the report give at the end?

LANGUAGE POINT Evidence verbs

3 Look at the five evidence verbs in bold in the report. Write them in the chart.

Words that generally mean ...	
look at or consider	show

4 Match the words 1–5 with the definitions a–e.

The report will ...

- ☐ ¹**examine** the sport of indoor climbing.
- ☐ ²**assess** the dangers and risks.
- ☐ ³**analyze** the reports on accidents and injuries in indoor climbing.
- ☐ ⁴**demonstrate** the health benefits of climbing.
- ☐ ⁵**highlight** the importance of teamwork in climbing.

- a look at and think about carefully in order to understand
- b look carefully at
- c give special attention to
- d show clearly
- e judge and form an opinion about



Task A report on a survey

- 5** You are going to write a report on a survey. Choose one of these topics or think of your own idea.
- 1 Non-competitive arts activities that students enjoy, such as playing music, or drawing and painting.
 - 2 Non-competitive games where people build their own virtual world.

Think and plan

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 7** Ask at least ten classmates your questions from exercise 6. Make an answer chart for each question.

Question: ?	
Name	Answer

- 8** Calculate as a percentage the number of people participating in different activities.

Example of calculating percentage:

10 = total number of people asked

3 = people who play Minecraft

$3/10 = 3 \text{ divided by } 10 = 0.3 \times 100 = 30\%$

Write a first draft

- 9** Study the writing strategy. Then decide what headings you will use for your report and what information you will include under each heading.



Writing strategy

Reporting data clearly

- Use headings in the report so that the reader can find the information they want easily.
- Only include data that is relevant to the purpose of the report.
- Be concise.

.....

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.....

- 10** Write a first draft of your report on a survey. Write about 225 words. Use the example report in exercise 1 and 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 included clear headings? ☐
- Have you clearly explained the results of your survey? ☐
- Have you made recommendations at the end? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable evidence verbs? ☐

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



Reading to learn

1 Match the prefixes with the meanings.

- | | |
|----------------------|--------------------------------|
| 1 interactive | a together, with |
| 2 intranet | b between |
| 3 external | c connected to the environment |
| 4 coordinated | d inside, within |
| 5 immersed | e in, into |
| 6 eco-friendly | f out of |

2 Complete the sentences with the words from exercise 1.

- Her training schedule is with her race dates, so she's always ready for them.
- Companies use packaging to show that they care about the environment.
- If you introduce an element into an ecosystem, it can cause real problems.
- In their training, commercial divers often spend entire days in water.
- I compete in online games between players from around the world.
- The connects all of the computers inside the company.

Vocabulary and Grammar

Competition

3 Answer the questions.

- What are the most selective universities in your country? Do you know what subjects they focus on or are famous for?
.....
.....
- Do you know any examples of a competitor who didn't seem to stand a chance of winning – and then won?
.....
.....
- Do you think in professional soccer and basketball games that it should be possible to end in a draw, or should there always be a victory – a clear winner and loser? Why?
.....
.....
- Would you prefer to win in a contest or competition against other people or just focus on getting a personal best?
.....
.....

Prefixes (1): *inter-*, *intra-*, *co-*, *e/ex-*, *in/m-*, *eco-*

4 Match 1–3 with a–c.

- When there is no interspecies competition,
- If intraspecies competition increases,
- If you import animals into an ecosystem,
a they may have problems coexisting comfortably with those already there.
b animals cohabit happily.
c some of the group may be excluded and have to emigrate to find more resources.

Reported speech

5 Write reported speech sentences about your own life. Use one of the verbs in parentheses.

- (claim, report, announce, decide)
.....
- (refuse, offer)
.....
- (persuade, advise, ask, tell, remind, warn)
.....
- (mention, suggest, deny, recommend)
.....
- (apologize for, insist on, complain about)
.....
- (praise, accuse, blame, congratulate)
.....

Indirect questions

6 Write an indirect question for each situation. Use the words in parentheses.

- You're looking for the starting line of the race. (Could / tell)
.....
- You want to know what time the race starts. (Could / let / know)
.....
- You want to know how many people are running. (Do / know)
.....
- You want to know if there's water available along the route. (I / wondering)
.....

Pressure

7 Choose the correct options. Then answer the questions.

- 1 When you're under **pressure** / **challenge** – for example preparing for an exam – how do you **block out** / **cope** with **anxiety** / **underperforming**?

.....

.....

.....

- 2 Have you ever been in a difficult, **high-** / **low-** pressure situation when your **pressure** / **nerves** got the best of you? What happened?

.....

.....

.....

- 3 Describe a time when you didn't think you stood a chance but you **blocked out** / **underperformed** your fears and rose to the **challenge** / **anxiety**?

.....

.....

.....

Speaking

8 Complete the tips with the words below.

eye contact expressions pronunciation
them yourself

How to speak confidently

- If you want to speak confidently, make ¹ with the people you are talking to.
- Speak slowly and clearly, focusing on good ²
- When you don't know what to say next, use ³ such as *Well ...* and *Let me see ...* to give ⁴ time to think – but don't use any one of ⁵ too often.

Writing

9 Which of the following are useful strategies for reporting data clearly?

- 1 Always include a chart or picture. ☐
- 2 Use headings. ☐
- 3 Only include data that is relevant to the purpose of the report. ☐
- 4 Only use data that you have collected yourself. ☐
- 5 Be concise. ☐
- 6 Use at least three examples for each point you make. ☐

Reflect

Why do we compete?

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

In your own words, why do we compete?

.....

.....

.....

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

.....

.....

.....





How do we remember the past?

1 Look at the pictures on page 45 and answer the questions.

1 How big do you think each statue is?

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

2 What are some differences between seeing the pictures and seeing the sculptures in real life, in a museum?

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

2 Look at the sections of the article. Where would you expect to find the information a–e?

- a The size of the statues
- b A list of museums that show exhibits on the internet
- c Why visiting an actual museum is preferable to an online one
- d How things feel when you touch them
- e How lighting affects the way we see things

3 Study the reading strategy. Then read the article. What's the main argument of each paragraph?



Reading strategy

Analyzing an opinion piece

An “opinion piece” is an article that strongly supports one point of view. To understand an opinion piece:

- identify the author's opinion.
- find the main argument in each paragraph that supports the author's opinion.
- find evidence or examples that support each argument or idea.

1 History online

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

2 A sense of scale

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

3 True colors

.....
.....

4 Texture

.....
.....

5 Real things

.....
.....

4 What evidence or examples does the writer give to support each of the arguments you mentioned in exercise 3?

1

.....
.....

2

.....
.....

3

.....
.....

4

.....
.....

5

.....
.....

5 Answer the questions. Refer back to the article.

1 Why do you think museums make exhibits available online?

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

2 Do you agree with the writer that a real-life experience of an object is better than an online one? Why? / Why not?

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

3 Describe a time when you saw a picture of something, then later saw the real thing and were surprised.

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

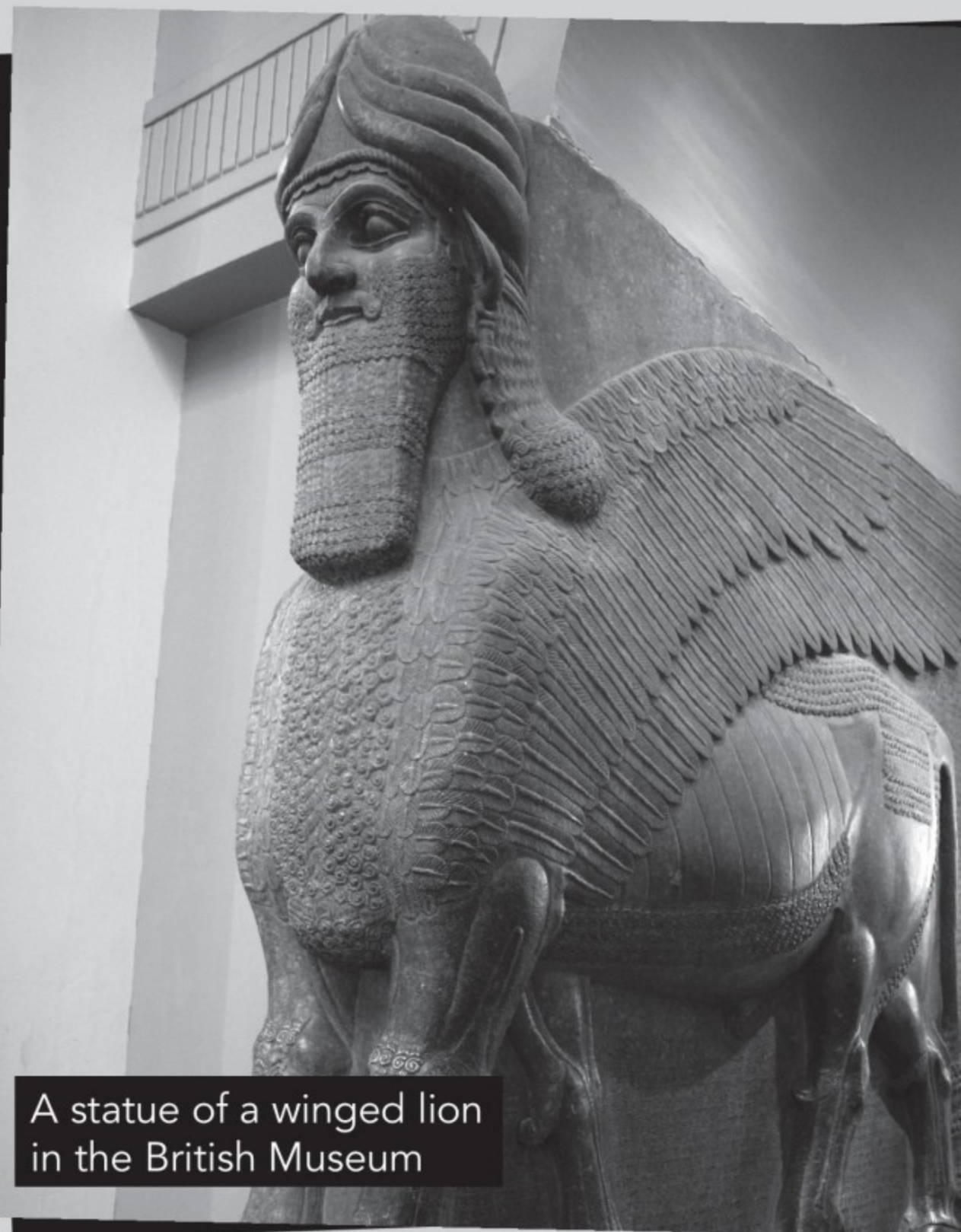
Is an online museum really a museum?

History online

The internet is amazing: you can visit the world's greatest museums on your smartphone. The Louvre, one of the world's largest art museums, offers free online tours of popular exhibits. The National Gallery of Art in Washington, D.C. has online tours that include works by Vincent van Gogh, among many others. And the list continues: the British Museum in London, the Dalí Theatre-Museum in Figueres, Spain, NASA in Houston, and more. With so much available online at no cost, surely museums will soon be empty and quiet, as people choose instead to visit virtually. Is there any doubt that the future of the museum is digital? Well, yes. And for several reasons.

A sense of scale

A picture of a thing and the thing itself are very different. On your smartphone, the British Museum's statue of a winged lion and statue of King Ramses appear the same size. It's only in person that you appreciate the awesome power of the 3.5-meter-tall lion – and understand that Ramses is on a more human scale – about 1.3 meters tall – and far gentler. Actually being there, you understand that the lion communicates strength and power. Ramses, on the other hand, invites us to come close, almost as though whispering to us.



A statue of a winged lion
in the British Museum



A statue of King Ramses VI
in the British Museum

True colors

It's not only size we experience differently in person. The power of color, too, can only be appreciated when we stand face-to-face with a piece of art. When you see the colors of a Da Vinci painting or a plate from Ancient Greece, you experience the object as it truly is. Computer screens are lit from behind, whereas actual objects have light shining onto them. This makes the quality of the light – and the shadow – you see in person much better than when you look at a flat image on a screen.

Texture

And that brings me to the third thing you can appreciate only when you're actually there: how rough or smooth an object is. Even when you don't touch a statue with your hand, your eyes can see texture – the way it looks in the light. Even flat objects such as a Van Gogh painting have texture, and seeing this is an important part of the museum experience.

Real things

Am I saying you shouldn't look at museums online? Absolutely not – it's a great way to experience things you might never get to see in real life. But I can't agree with the idea that online museums will one day entirely replace actual museums – or that experiencing objects on your phone or your computer is in any way a substitute for seeing the real thing – and the hundreds of people in line to get into the Louvre last weekend agree with me!



Museums

1 Choose the correct answers.

- 1 Which of these museum exhibits would an archaeologist help to prepare?
 - a A collection of bowls from Ancient Egypt
 - b Paintings from the 1920s
 - c A video about life today in an Amazonian village
- 2 Which of these things is an artifact?
 - a A person who looks for ancient objects
 - b A museum with stone tools on display
 - c A statue from Ancient Rome
- 3 Which is an archaeological find?
 - a The British Museum
 - b The bust of Nefertiti, excavated in Amarna, Egypt
 - c Tarita Alarcón Rapu, the governor of Easter Island

2 Complete the letter to a magazine with the words below.



an archaeologist archaeological an artifact
an exhibit on display to display

Dear Travel Times,

On a recent school trip to Rome, I visited one of the city's many amazing museums to listen to ¹..... speak about her work. She discussed several ²..... objects in the museum, and the talk was fascinating.

I went to the museum to see ³..... because I wanted to experience something – to see things with my own eyes. Based on my experience in Rome, people seem to visit museums to photograph themselves with the objects that are ⁴..... . Rather than study ⁵..... closely, or even photograph the object itself, dozens of visitors were posing with objects and taking a selfie. The purpose of this must be ⁶..... their museum visit on social media to impress their friends. Well, I for one, was *not* impressed.

Elain Lim, London

Nouns and verbs

3 Complete the chart.

Verbs	Nouns
admire	¹
civilize	²
³	dedication
⁴	excavation
inspect	⁵
interpret	⁶
justify	⁷
permit	⁸
⁹	preservation

4 Choose the correct options.

Archaeology in Egypt: past and present

Egypt is full of amazing artifacts left behind by the Ancient Egyptian ¹**civilize** / **civilization**. A hundred years ago, anyone could go there and carry out an ²**excavate** / **excavation** in the desert, in search of buried treasure. As objects were taken, one after another, from the country, some archaeologists ³**justified** / **justification** their actions by saying that they simply wanted to ⁴**preserve** / **preservation** the past and keep it safe. Others ⁵**admired** / **admiration** their finds as ancient art objects.

Today, the world is very different. Archaeologists who want to dig in Egypt must apply to the government for ⁶**permit** / **permission**. They have to prove their ⁷**dedicated** / **dedication** to the science of archaeology, and show that they aren't trying simply to steal objects so they can sell them. Serious work is undertaken to ⁸**interpret** / **interpretation** the meaning of each object and understand its importance in ancient times. Government officials ⁹**inspect** / **inspection** every archaeological dig.

It seems the world has developed a greater understanding of the importance of the past and of the need to protect it for the future.



5 Match each description 1–6 with a noun from the chart in exercise 3.

Angkor Wat

- Cambodia's Angkor National Museum collects and protects artifacts from the nearby Angkor Wat temple complex. ¹
- The architects and builders who created Angkor Wat in Cambodia did amazing work. It impresses everyone who sees it. ²
- Archaeologists digging at Angkor Wat recently discovered a large statue buried beneath the ground. ³
- Angkor was the capital city of the Khmer Empire, which ruled the area from the 9th to the 15th centuries. ⁴
- The museum gives a lot of explanation about the history of Angkor Wat and the people who built it. ⁵
- Sometimes, parts of Angkor Wat are closed to the public, and only workers are allowed to enter them. ⁶



Speculation about the past, present, and future

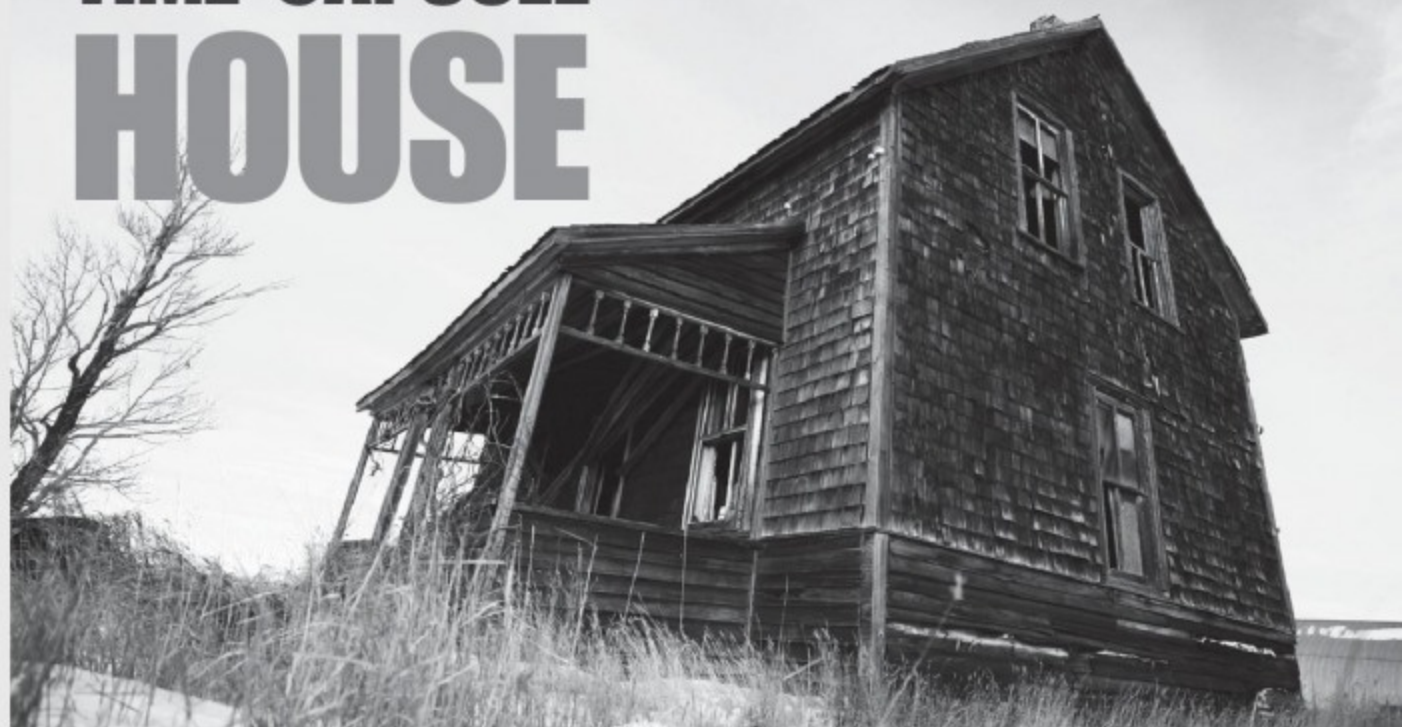
- 6 Complete the text about the time-capsule house with the correct form of the phrases below.

can't get may not plan must be must pay
will find won't stop

- 7 Choose the correct option to give the second sentence the closest meaning to the first.

- It's possible that the house was used as a movie set.
It **may have been** / **could be** / **won't be** used as a movie set.
- Perhaps someone from the family is taking care of the house.
A family member **may have taken care** / **may be taking care** / **will take care** of the house.
- Maybe the owners of the house will return.
The owners **can't** / **won't** / **might** come back.
- The explorers probably went into the house without anyone's permission.
The explorers **will need to get** / **must have had** / **might not have had** permission to enter the house.
- Maybe the neighbors know what happened.
The neighbors **could have some** / **will have some** / **can't have any** information.

TIME-CAPSULE HOUSE



In the countryside of Ontario, Canada, some "urban explorers"* discovered what they call a "time-capsule house." They say that the house ¹ abandoned in the 1970s, because the newest items in the building are from that time. They also believe that the people who left the house ² to leave, because nothing had been packed away. The explorers believe that today, the house ³ many visitors, because everything there is neat and tidy. But mysteriously, they found that the electricity is still on, so someone ⁴ the bills. The explorers refuse to say where the house is, and they say it's unlikely that others ⁵ it. They also say they ⁶ trying to figure out what the story is.

* people who explore man-made, or built, structures as a pastime



8 Look at the picture. Speculate about the past, present, and future using the prompts. Use *must*, *might*, and *can*.

- 1 make a mistake
.....
- 2 miss a goal
.....
- 3 feel terrible
.....
- 4 obsess about it a later
.....
- 5 be happy
.....



Learning from mistakes

9 Match 1–6 with a–f.

- 1 When you make a mistake, it's easy to feel embarrassed or
 - 2 It's best to admit a mistake and
 - 3 We sometimes try to cover up an error because we know
 - 4 It takes honesty and courage
 - 5 We sometimes blame others
 - 6 It's better to look to the future than
- a there will be consequences.
 - b when we don't want to admit a mistake.
 - c get defensive.
 - d to obsess about a mistake you made in the past.
 - e to tell someone you were wrong.
 - f to come up with a solution.

10 Complete the dialogues with the words and phrases below.

admit a mistake come up with a solution
consequences get defensive obsess about it

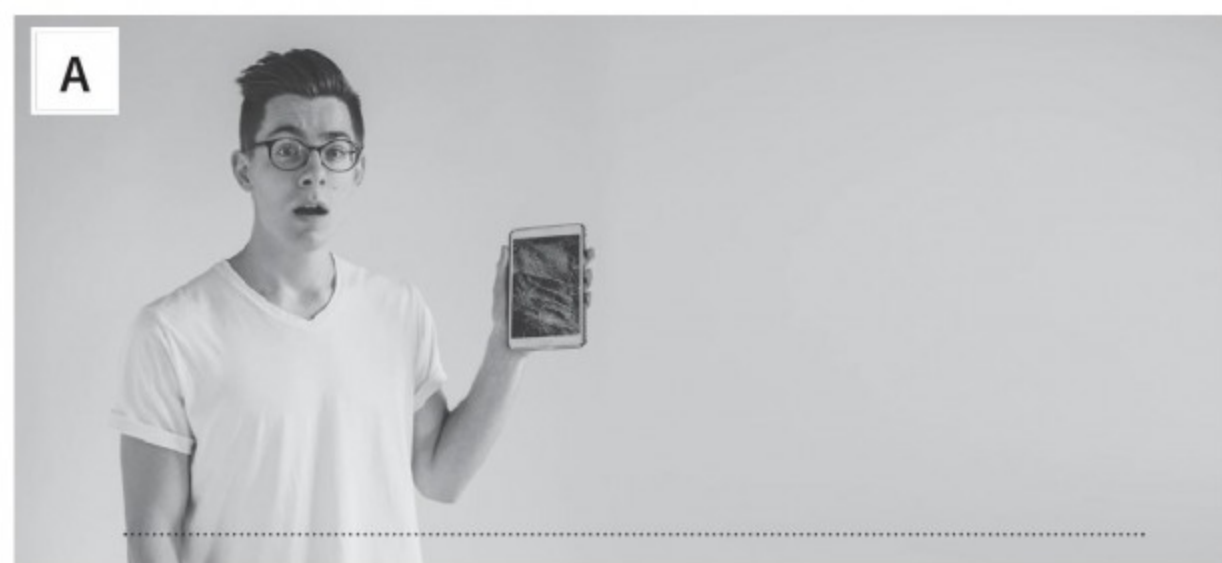
- A Don't blame me! It wasn't my fault!
B Try not to ¹
- A I told him what I'd done – that it was my fault.
B You did the right thing. It's takes courage to ²
- A If I don't tell them it was me, no one will know who broke the copy machine.
B It's probably not a good idea to cover up an error. I think we should try to ³
- A I can't stop thinking about missing that goal. We might have won the game if I'd scored.
B Well, it's in the past now. Try not to ⁴
- A If I admit my mistake, there will be ⁵ I might not be made team captain!
B Maybe not. But your honesty may help you stay on the team – if you admit your mistake.

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

- 1 What famous place or object have you heard about or seen on the internet that you'd like to see in real life?
.....
.....
.....
- 2 Have you ever taken a selfie in front of a famous object or landmark? Why do you think people do this?
.....
.....
.....
- 3 Do you know about any excavation or archaeological work in your country? What kinds of things have been uncovered?
.....
.....
.....
- 4 What do you think the story is behind the mysterious house in exercise 6?
.....
.....
.....

Listening

- 1 Look at the pictures. What problem does each person have? What do you think might have happened in each situation?



- 2 5.01 Listen to an advice podcast and number the listeners' problems in the order you hear them. Then match each problem with a picture in exercise 1.

- Hurt a friend's feelings.
- Doesn't manage time well.
- Borrowed something without permission and broke it.

- 3 5.01 What solution does the host suggest for each problem? Listen again to check.

-
-
-

- 4 Do you think the host gave good advice? Why? / Why not?
-

Speaking

- 5 Choose the correct options.

- I'm in / I have trouble.
- I feel bad of / about saying that.
- I didn't meant / mean to break it.
- I'm not / I don't sure what to do.
- You shouldn't / not should have borrowed it.
- If I am / were you, I'd apologize.
- It's best for / to admit the mistake now.

- 6 Find and circle seven incorrect words. Write the correct words below.

Jane I'm in troubles with my family.

Amir What's wrong?

Jane I had an argument with my brother, and now he won't speak to me, and my parents are upset.

Amir Who started it?

Jane I did. And I've feel bad about it now.

Amir What happened?

Jane He asked me for some help with his math homework, and I said he was obviously not very intelligent.

Amir Oh no. You shouldn't said that!

Jane I know. I didn't mean being cruel. It just came out. I'm not sure how to do now.

Amir It best to admit it when you make a mistake. When I were you, I'd apologize to everyone – and offer to help your brother with his homework!

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

- 7 Study the speaking strategy. Then choose one of the situations or your own idea and write a dialogue. Use phrases from exercise 5.



Speaking strategy

Showing understanding

Friends might feel awkward discussing a problem or a mistake. To encourage friends to express themselves openly, show understanding. Don't judge, but do listen and sympathize. Give advice when you are asked. If you can, talk about mistakes you have made and how you dealt with them.

Talk about ...

- losing a book that you borrowed from a friend
- not being organized in the morning and being late to school – even when your parents encourage you to get ready

An article about a commemorative statue or monument

1 Look at the picture. What can you see?

.....
.....

2 Read the news article and answer the questions.

1 Where is the Imagine Peace Tower?

.....

2 What idea is it a monument to?

.....

3 Who is it a memorial to?

4 What do these numbers refer to?

a 15

.....

b 4,000

.....

c one million

.....

5 When was the monument first turned on?

.....



LANGUAGE POINT Emotive words

3 Find two words in the article that mean ...

1 amazing

2 causing emotion, usually sadness or sympathy

3 showing strong feelings or beliefs

4 Look at the pictures on page 51. Complete the sentences with words from exercise 3. For each sentence, there are two possible words.

1 The thousands of paper cranes at the Hiroshima Children's Peace Monument are an sight.

2 Seeing the Taj Mahal is a(n) experience, because Shah Jahan built it in memory of his wife Mumtaz Mahal, who died during childbirth.

3 Artist Kristen Visbal, who made the *Fearless Girl* sculpture, believes in gender equality.

Task

An article about a commemorative statue or monument

5 Look at the pictures on page 51. You are going to write an article about a commemorative statue or monument. Choose one of the following, or think of your own idea.

1 The Hiroshima Children's Peace Monument in Japan

2 The *Fearless Girl* statue, New York City – a monument to the power of girls and women

3 The Taj Mahal in Agra, India – a monument to love

A MONUMENT TO PEACE

Near Reykjavik, Iceland, a tower of light points straight into the night sky. Its source is a monument of white stone, with the words *Imagine Peace* written on it in twenty-four languages. Created by the artist Yoko Ono, the tower of light is an impressive monument to peace and a touching memorial for John Lennon, Ono's husband, who campaigned passionately for peace until his death in 1980.

The tower is produced by fifteen bright lights. The column often illuminates the bottoms of clouds, but on a clear night, it can reach an incredible 4,000 meters into the sky. Underneath the monument, Ono buried more than one million wishes written on pieces of paper. The artist had gathered them over many

years in another deeply personal project where she invited people to write down wishes and tie them to trees.

Work on the tower began on October 9, 2006, on what would have been Lennon's 66th birthday. It was first turned on exactly one year later in a moving ceremony, where Yoko said the tower was the best thing John and she had ever done. Every year, the tower is lit from October 9 to December 8, the date Lennon was killed. The tower is also lit on December 21 (the shortest day of the year), January 1 (New Year's Day), February 18 (Yoko's birthday), and March 20–27 (John and Yoko's wedding and honeymoon anniversary).

Think and plan

6 Search online to find the information below.

1 The monument

a Where is it?

.....

.....

.....

b What does it look like?

.....

.....

c Who created it?

.....

.....

d Is it a memorial for someone?

.....

.....

e Why was it created?

.....

.....

2 A more detailed description

.....

.....

.....

.....

.....

.....

3 History of its creation and any other information about seeing it

.....

.....

.....

.....

.....

Write a first draft

7 Study the writing strategy. Then decide on a headline for your article.



Writing strategy

Writing an article

An article usually contains these elements:

- a headline that attracts the reader's attention and an introduction that sets the scene.
- a main body that gives more details: Who? What? When? Where?
- direct quotes from people and how they are related to the topic.

8 Write a first draft of your article. Write about 225 words. Use the example article in exercise 2 and your answers from exercise 6 to help you. Follow the paragraph plan below.

Paragraph 1: An introduction that sets the scene and gives some background information

Paragraph 2: A main body that gives more details

Paragraph 3: A final paragraph that gives information about when the monument was built

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 headline? ☐
- Have you included an introduction that sets the scene: Who / What is the article about? ☐
- Does the main body give more details: Who? What? When? Where? ☐
- Have you included any direct quotes? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable emotive words? ☐

10 Now write a final draft of your article.



Hiroshima Children's
Peace Monument



Fearless Girl



Taj Mahal



Reading to learn

- 1** Read the letter in exercise 2 on page 46.
Answer the questions.

1 What opinion does the letter express?

.....

.....

2 What evidence or examples does the writer give?

.....

.....

- 2** Which of these facts or examples would support the opinion the letter expresses?

- 1 Many people were taking selfies even though the museum has a “no-photography” rule. ☐
- 2 Using social media is a complete waste of time, which is why I never do it. ☐
- 3 Most theme parks don’t allow people to take selfie sticks on rides, because they’re dangerous. ☐
- 4 The crowd of people taking selfies with the *Mona Lisa* makes it almost impossible to view, or even enjoy the painting. ☐
- 5 Several museums, including The National Gallery and the Museum of Modern Art don’t allow people to use “selfie sticks.” ☐

Vocabulary and Grammar

Museums

- 3** Answer the questions.

1 Imagine that an archaeologist in the future wants to create an exhibit about your life. What five objects should be displayed to help people understand more about you?

.....

.....

2 If people in the future wanted to create a collection for an archaeological exhibit that explains your school life, what artifacts should they put on display?

.....

.....

Nouns and verbs

- 4** Answer the questions.

- 1 If you could travel in time and visit an ancient civilization that you admire, which one would you choose? Why?
-
-
- 2 Do you think there’s any justification for excavating places where ancient people are buried, or should they be left in peace and not disturbed?
-
-

Speculation about the past, present, and future

- 5** Speculate about the pictures. Use the words in parentheses.



The past

1 (must have)

.....

2 (can’t have)

.....

3 (may have)

.....



The present

4 (could)

5 (must)

6 (can’t)

6 Speculate about your own future.

1 (might)

.....

.....

2 (will)

.....

.....

3 (won't)

.....

.....

Learning from mistakes**7 Check the correct column.**

How to learn from your mistakes		
	Do	Don't
Come up with a solution		
Blame others		
Admit a mistake		
Cover up an error		
Obsess about past mistakes		
Respond to mistakes with honesty and courage		
Tell the truth and face the consequences		

Speaking**8 Complete the text with the words below.**

do don't give how show talk

**HOW TO SHOW UNDERSTANDING**

Friends might feel awkward discussing a problem or a mistake. To encourage friends to express themselves openly, ¹ understanding. ² judge, but ³ listen and sympathize. ⁴ advice when you are asked. If you can, ⁵ about mistakes you have made and ⁶ you dealt with them.

Writing**9 Complete the text with the words below.**

a direct quote a headline an introduction a main body

An article usually contains:

- ¹ that attracts the reader's attention.
- ² that sets the scene, e.g., Who / What is the article about?
- ³ that gives more details: Who? What? When? Where?
- ⁴ from at least one person.

Reflect**How do we remember the past?**

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

In your own words, how do we remember the past?

.....

.....

.....

.....

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

.....

.....

.....

.....

3 Study the reading strategy. Then answer the questions. Refer back to the poems.

- ## Reading strategy

Comparing poems

When you compare two poems, start with a personal response. How does the poem make you feel? What is the tone of the poem? Which words or ideas do you notice?

Then give a critical analysis. Look at themes, structure, and language.

- Themes: Do the poems deal with similar issues?
Are the poets expressing similar attitudes?
- Structure: Does the structure help the meaning?
Is there repetition? Is there rhyme?
- Language: How do the poems use descriptive language? Do they appeal to the senses?

1 How does each poem make you feel?

.....

- 2 What is the tone of each poem? Which words or ideas do you notice?

.....

-

-

- 3 Do the poems deal with similar issues?

-

- 4 Do the poems use repetition or rhyme?

-

- 5 Which poem appeals to the senses? How?

-

-

A Home Song

Henry Van Dyke

I read within a poet's book
A word that starred the page:
"Stone walls do not a prison make,
Nor iron bars a cage!"

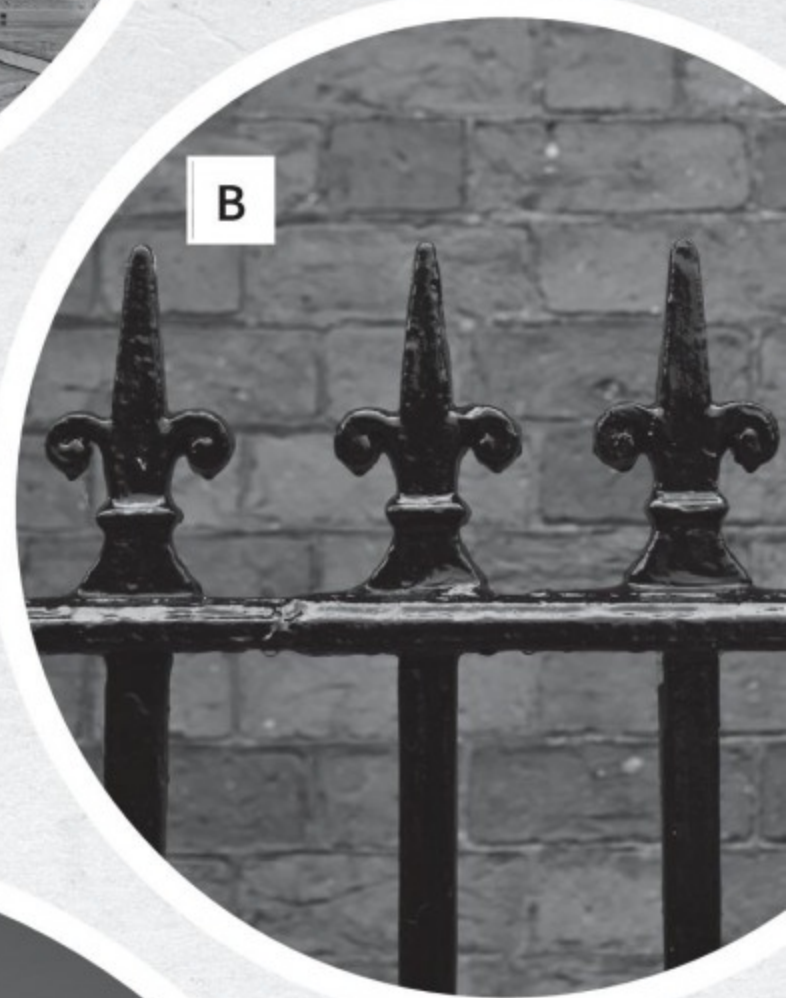
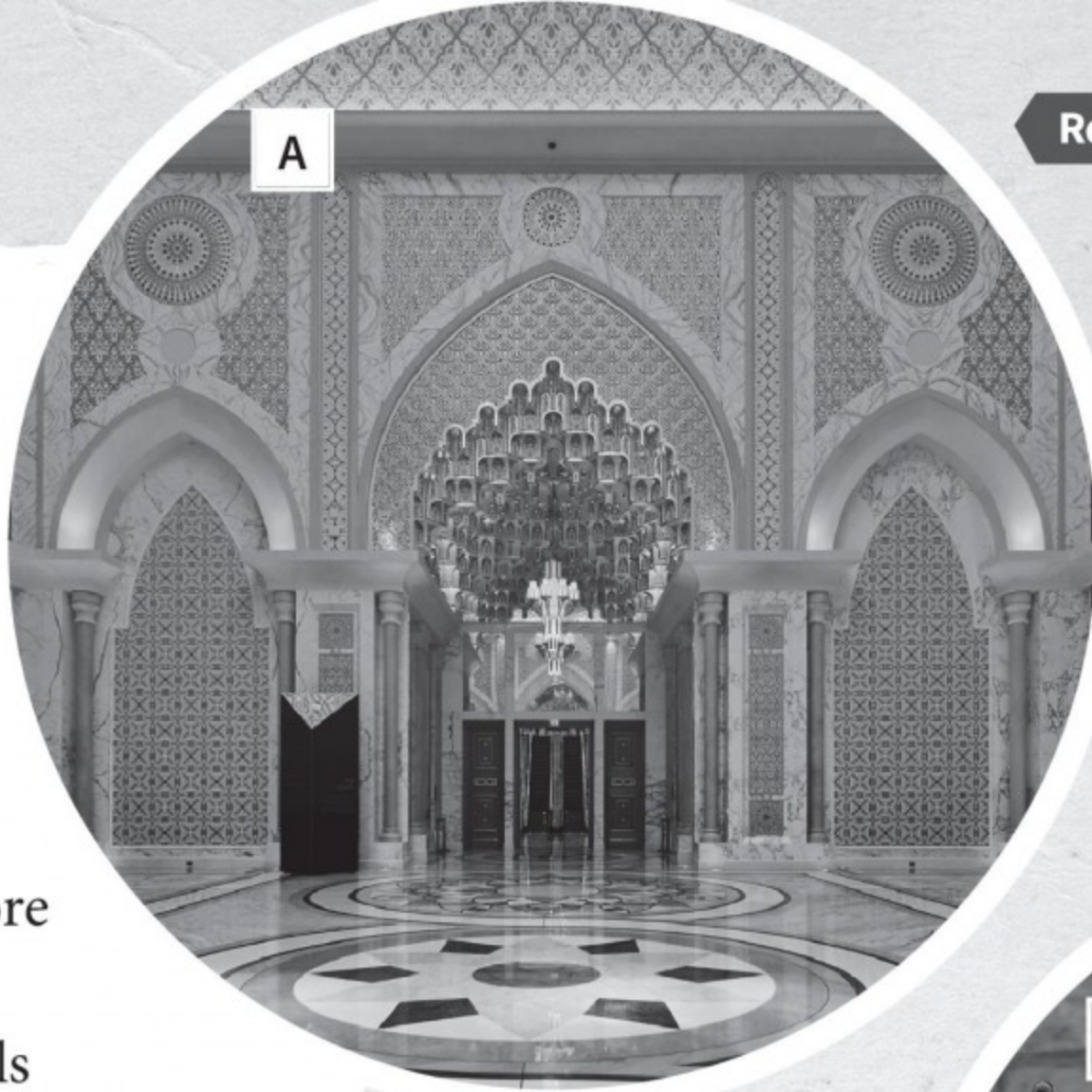
Yes, that is true; and something more
You'll find, ¹where'er you roam
That marble floors and ²gilded walls
Can never make a home.

But every house where Love ³abides,
And Friendship is a guest,
Is surely home, and home-sweet-home:
For there the heart can rest.

¹ wherever you go

² golden

³ lives

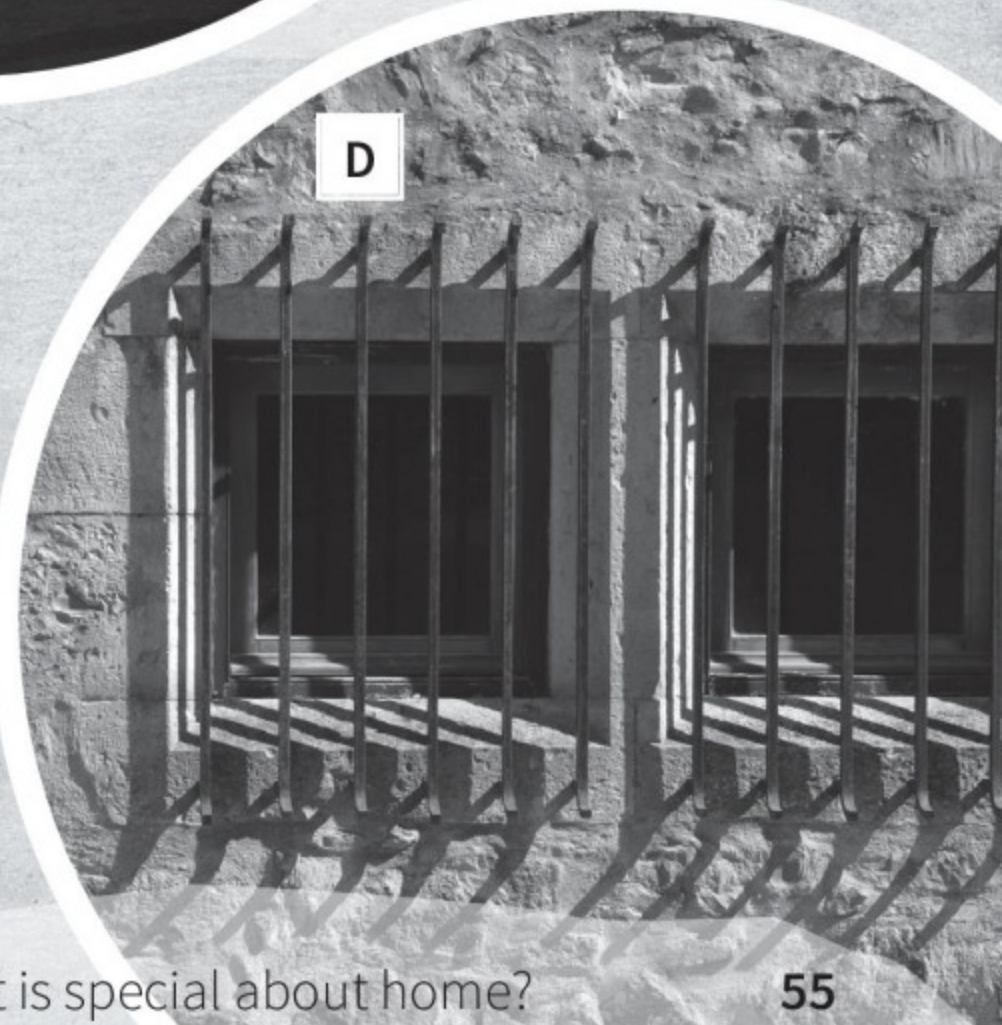


Home Again

Evelyn Scott

Where I used to be
I could hear the sea.
The black ragged palm fronds flung
themselves against the twilight sky.
The moon stared up from the water like a
fish's eye.

I had the loneliness that sings.
It made me light and gave me wings.
Is it the dust and the iron railings and
the blank red brick
That makes me sick?
There is no space to be lonely any more
And crumbling feet on a city street
Sound past the door.





Houses and homes

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

belonging convenient cozy peaceful
permanent ritual security shelter tradition

HOME BEYOND THE HOUSE

When Angela Andrew didn't have a
1 home, she needed a place
to keep some of her favorite possessions,
so she rented a storage unit. It provided
2 for her collection of vinyl
records and other items she didn't want to
get rid of but didn't have a place for.

She now has her own 3
apartment, which doesn't have much
space for storage. The storage unit is a
4 way for her to keep some
things that are important to her even though
her home isn't large.

Around the world, it's increasingly
common for people to pay for this sort of
5 – a kind of extension of their
home – for possessions they don't have
space for in a small house or apartment. But
some people take a different approach.

When Nick and Stephanie got married, they
didn't follow the 6 of moving
into a house or apartment. Instead, they
bought a camper and set off traveling. While
they don't have a set of hometown friends
who they see every day, they do have a
sense of 7 to a community of
people who travel – people whose home is
the world rather than an apartment or house.

- 2 Match 1–4 with an example a–d.

- 1 a ritual
 - 2 a peaceful space in a home
 - 3 a shelter
 - 4 a cozy space
- a Bedouin people travel with a tent that they can easily put up and take down when they move to a new place.
 - b The homes in Spain's Guadix Cave aren't large, but people make them very nice to be in with soft, comfortable furniture.
 - c In New Orleans, many old homes have a quiet area, open to the sky, in the center of the house, often with plants in it.
 - d In Singapore, people sometimes roll a pineapple around inside a new home for good luck.

Describing poetry

- 3 Read the three extracts from different poems (a–c). Which poem ...

- 1 is narrative?
- 2 is descriptive?
- 3 is lyrical?
- 4 uses repetition?
- 5 uses rhyme?

- a The house stood alone, empty and old.
The kitchen was quiet, the oven was cold.

- b *Leaving, my heart breaks.*
Returning, my heart is repaired.

- c After two years away, he finally took a train
back home.

- 4 Choose the correct option to complete the sentences about a poem called "Living Space" by Imtiaz Dharker.

- 1 The **theme / tone / structure** of the poem is moving to a new home.
- 2 The **theme / tone / structure** is three sections; one with ten lines, one with three lines, and one with nine lines.
- 3 The **theme / tone / structure** is somewhat sad and serious.

Talking about wishes, regrets, and consequences

5 Choose the next logical sentence (a–c).

- 1 We don't have enough space for all of our possessions.
 - a If only we hadn't bought a bigger house.
 - b I wish we had a bigger house.
 - c If we had bought a bigger house, we'd have more stuff.
- 2 Small-town life is boring.
 - a If only we lived in a big city.
 - b I wish we hadn't moved to the city.
 - c If we hadn't moved to the city, life would be more exciting.
- 3 I have no idea what time it is.
 - a It would have been better if I'd lost my watch.
 - b If only you didn't know the time.
 - c If I hadn't lost my watch, I'd know what time it is.
- 4 My computer is broken.
 - a I wish I had a computer.
 - b If I'd dropped it, it would be broken.
 - c If only I hadn't dropped it.
- 5 My sister's wearing my T-shirt again.
 - a I wish she'd stop borrowing my things without asking.
 - b If only she'd borrow my things.
 - c If she'd borrowed it, she'd be wearing it.
- 6 Someone took my phone from the office.
 - a If the office hadn't been locked, my phone would be gone.
 - b If only they wouldn't leave the door unlocked.
 - c I wish I'd left it there.
- 7 I think I left my wallet in the restaurant.
 - a I wish we'd gone there.
 - b If I'd been more careful, I would still have my wallet.
 - c If only I hadn't found it.
- 8 His tablet was ruined by the rain.
 - a It would have been better if he hadn't taken it camping.
 - b If only he'd taken it camping.
 - c I wish I had his tablet.



6 Complete the second sentence using the correct form of the verb in the first sentence.

- 1 The dining table we chose is too big for our dining room. If only we a smaller one.
- 2 My brother always uses my shampoo. I wish he it.
- 3 I don't have a printer. I wish I one.
- 4 Our TV is small. If only it bigger.
- 5 He plays his music very loud. If only he it more quietly.
- 6 I threw away the old photos. I wish I them away.

7 Read the situations and complete the mixed conditional sentences with the correct form of the verbs in parentheses.

- 1 Tessa is really lazy and never studies. She failed an exam last week.
If Tessa (be) so lazy, she'd have passed her exam last week.
- 2 My brother forgot to do his homework and now he's in trouble with his teacher.
If my brother hadn't forgotten to do his homework, he (not be) in trouble with his teacher.
- 3 I don't live in France, so I didn't watch the *Tour de France*.
If I lived in France, I (watch) the *Tour de France*.
- 4 Karen didn't like the yellow walls in her bedroom so she painted them blue.
If she (paint) her bedroom blue, it would still be yellow.



Simplifying your life

- 8 Choose the correct option to complete the sentences.
- I put my **books** / **bed** in order.
 - Her **pen** / **desk** is really disorganized.
 - Did they put away the **chairs** / **classroom** after class?
 - We want the **meals** / **bedrooms** to be neat when the guests arrive.
 - You need to clear out this **cupboard** / **window**.
 - On Saturday, I sorted out my **joy** / **photos**.
 - Who cleaned up the **kitchen** / **dishwasher**?
 - Are they going to give away those **offices** / **clothes**?
- 9 Complete the text with the words below.
- away clean disorganized give neat order out sort

Does it bring you joy?

From a very young age, Marie Kondo loved putting things in ¹..... Whenever her classmates left a ²..... pile of books lying around, Marie put them ³..... in the bookcases. She wanted things to be ⁴..... She was also obsessed with clearing ⁵..... – getting rid of things that weren't necessary.

Now in her 30s, Kondo has written four books about how to ⁶..... out your possessions and ⁷..... up your home. She encourages people to focus on the things they want to keep rather than on the things to get rid of. She recommends that you throw out or ⁸..... away anything that doesn't bring you joy.



Neat home expert Marie Kondo

- 10 Complete the advice with phrases a–h.

How be neat and organized

This is how you clean ¹.....

- First, sort ².....
- Put ³.....
- Be sure to put them ⁴.....
- Clear out ⁵.....
- Give ⁶.....
- Don't let your space become ⁷.....
- Think carefully about what you bring home, and don't ⁸.....

- out the things you want from the things you don't want.
- the things you don't want or need.
- messy again.
- hoard stuff you don't need.
- away the things you want to keep.
- up your room.
- in order.
- away unwanted things, or throw them out.

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

- When do you think you will move out of the home where you live now? Where do you think you will go?
.....
.....
- When you think of growing up and making your own home, what emotions do you feel?
.....
.....
- Do you like the idea of living in a camper and traveling, rather than having a permanent home? Why? / Why not?
.....
.....
- Imagine you're 50 years old, thinking about your life now. Complete the sentences.
 - If only I had
.....
 - I wish I hadn't
.....
- What possessions bring you joy? What would you be OK with giving away?
.....
.....

Listening

- 1** Look at the matrix for prioritizing tasks. Then match tasks a–d with the sections of the matrix 1–4.

Important	1 Urgent and important	3 Important but not urgent
	2 Urgent but not important	4 Not important, not urgent
Not important	Urgent	Not urgent

- a Play games on my phone.
- b Attend a student council meeting that starts in five minutes – it's the last meeting of the semester, and there is nothing to discuss.
- c Study for an important test this afternoon – you're not quite prepared.
- d Complete an application for a summer course, due in three months.



Listening strategy

Matching speakers with statements

When you are asked to match speakers with statements, first listen to each speaker to get a general idea of what they say and their opinion. Then look at the statements you need to match and underline key content words. The statements won't use exactly the same words as the speakers, so when you listen again, notice any synonyms or different ways of saying the same thing.

- 2** 6.01 Study the listening strategy. Then listen to four people talk about how they prioritize. Match speakers A–D with statements 1–8.

- 1 The timing of my day is important.
- 2 I like to change focus often.
- 3 The priority matrix is useful to me.
- 4 I'm not at all organized.
- 5 I plan each day at a time.
- 6 Not every meeting is important.
- 7 I need to change the way I do things.
- 8 It's important to rest regularly.

- 3** Think of four tasks in your own life and prioritize them according to the matrix in exercise 1.

Speaking

- 4** Match 1–6 with a–f.

- 1 A written list is more effective than a mental list
- 2 It's a waste to do badly in school simply
- 3 It's worth planning your day
- 4 It's difficult to stay organized
- 5 On the one hand, getting organized
- 6 But on the other hand, being
- a because you haven't organized your time.
- b without a plan.
- c organized gives you more free time.
- d takes time.
- e because you can cross out tasks as you complete them.
- f because you can get more done that way.

- 5** Complete the dialogue with the phrases below.

but on the other hand is more effective than
it's a waste to it's difficult to
it's worth getting on the one hand

Lisa ¹, I don't want to stop using social media.

², I think it takes up too much of my time.

Alex Social media isn't all bad – you don't have to stop using it. But ³ spend too much time on it.

⁴ organized because it will allow you to do more with your time – homework and social media.

Lisa What should I do?

Alex Make a clear, simple plan each day.

⁵ get things done without one. Writing a short list, just for the day, ⁶ writing a long list for the week. It makes it seem possible to complete the tasks you need to do.

Lisa OK, thanks. I'll try that.

- 6** Choose a situation below. Then write a dialogue about it. Use phrases from exercise 4.

- You spend a lot of time playing games on your phone. You want to spend more time with your friends. Your friend suggests making plans with your friends.
- You have a test next week and you feel there is too much to learn. Your friend suggests making a specific study plan for each day.
- You want to learn the guitar, but you can't find the time to practice. Your friend suggests setting aside a small amount of time each day.

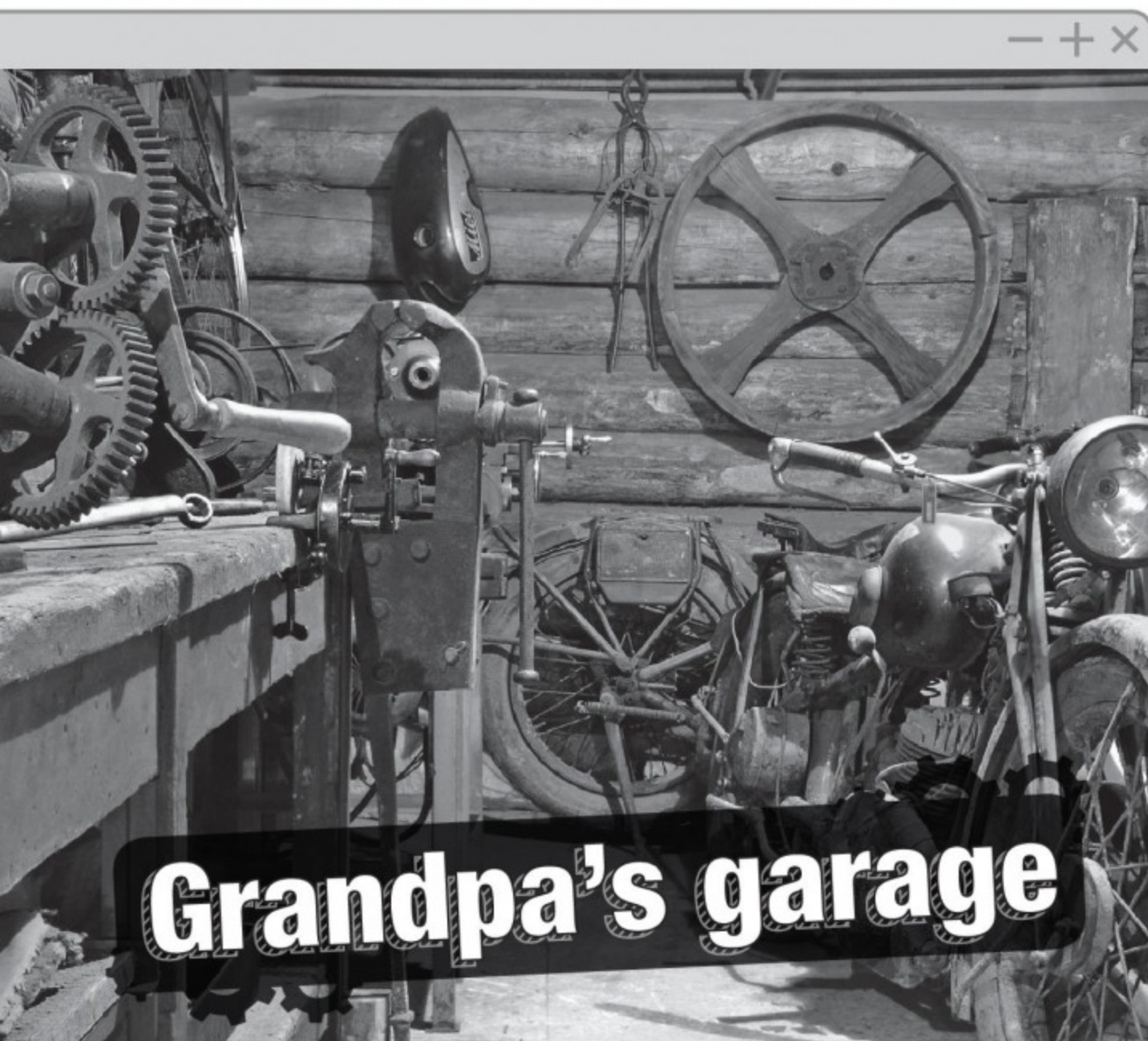
A description of a room

1 Look at the picture and answer the questions.

- 1 Have you ever been in a place like this?
- 2 What do you think of this kind of place? Is it interesting, boring, something else?

2 Read the description below and answer the questions.

- 1 What does Grandpa work on in the garage?
- 2 What does he have on the workbench?
- 3 What does Grandpa always eat when he works all day?
- 4 Why does the writer love the garage?



Grandpa's garage

One of my favorite rooms in the world is the garage at my grandfather's house. When I go in there, the first thing I notice is the smell of oil and gasoline – and also of coffee. Grandpa loves old motorcycles, and he always has one that he's working on. You always know when he's in there working, because you can hear the sound of power tools or the sound of a hammer hitting a piece of metal. I love being there with him.

At the back of the garage is his workbench – a long wooden table with lots of machine parts on it. It looks like a pile of junk, but Grandpa knows what's there, and nothing stays there for very long. He uses

LANGUAGE POINT Referring to the senses

3 What does the writer refer to for each of the senses? Complete the sentences.

- 1 It **smells of**
- 2 You can **hear** the sound of
- 3 The workbench **looks like**
- 4 It **feels**
- 5 The sandwiches **taste**

4 Complete the sentences with the sense verbs from exercise 3.

- 1 At my grandmother's house, I the news on the radio in the kitchen every morning.
- 2 The house is right on the beach, so the floor always a bit sandy underneath my feet.
- 3 Whenever I roses, I think of my aunt's living room because she always has fresh flowers.
- 4 I can almost the delicious flavor of the fresh orange juice that we drink each summer.
- 5 The garage messy, but it's actually well organized.

Task A description of a room

5 You are going to write a description of a room. Choose one of the following or think of your own idea.

- A description of a room that was your favorite when you were a child
- A room you really like in a friend or relative's house
- The most important room in your house

the parts when he repairs motorcycles. When you touch it, it always feels a little bit oily – but not in bad way. Grandpa sometimes works all day in the garage, and when he does, Grandma brings him a sandwich. When I visit, she brings one for me, too. It's always a cheese sandwich, and it always tastes delicious. Whenever I have a cheese sandwich, no matter where I am, I think of my Grandpa's garage. To sum up, I love Grandpa's garage because it's one of the most interesting, exciting places in the world. I love spending the day with my grandfather working on old motorcycles.

Think and plan

- 6 Study the writing strategy. Think about the information that your senses give you about the room you're writing about. Make notes.



Writing strategy

Noticing and describing

When you write a description, don't just describe what you can see. Think about the senses and notice what you can hear and smell, too. This will bring your description to life.



Sight

.....

.....

.....



Hearing

.....

.....

.....



Taste

.....

.....

.....



Smell

.....

.....

.....



Touch

.....

.....

.....

- 7 Answer the questions about the room.

- 1 What do you first notice when you go into the room?
.....
.....
- 2 How do you feel about the room?
.....
.....
- 3 What piece of furniture or special object is in the room? Why is it important?
.....
.....
- 4 What makes the room special?
.....
.....

Write a first draft

- 8 Write the first draft of your description. Write about 225 words. Use your answers from exercises 6 and 7 to help you, and the paragraph plan below.

Paragraph 1: Introduce the room, say what you notice first, and how you feel about it.

Paragraph 2: Focus on a special piece of furniture or object in the room and give some information about it.

Paragraph 3: Sum up why you chose the room and say what makes it special.

Review and edit

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



Writing checklist

Content

- Have you introduced the room, said what you notice first, and said how you feel about it? ☐
- Have you focused on a special piece of furniture or object in the room and given some information about it? ☐
- Have you summed up why you chose the room and said what makes it special? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you refer to the senses? ☐

- 10 Now write a final draft of your description.





Reading to learn

1 Read the poems and answer the questions.

The Poet Thinks of His Old Home

Li Bai (701–762)

Translated by Shigeyoshi Obata

I have not turned my steps toward the East Mountain
for so long.

I wonder how many times the roses have bloomed
there ...

The white clouds gather and scatter again like friends.

Who has a house there now to view the setting of the
bright moon?

Homesickness

Du Fu (712–770)

Translated by W. J. B. Fletcher

Upon the river's whiteness the birds more clearly fly.

And with the greenness of the hills the flowers more
brightly vie.

In gazing on them all this Spring has slowly passed away.

The day that brings me home again—how long
will Time deny?

1 Do the poems deal with similar issues?

2 Are the poets expressing similar attitudes?

3 Does either poem use rhyme?

4 What sense do the poems appeal to?

Vocabulary and Grammar

Houses and homes

2 Answer the questions.

1 In your country, are there any traditions for
when people move into a new home?

2 Where in your home do you go when you
want to feel cozy or peaceful?

3 Do you agree or disagree with these statements? Explain your answer.

1 A real home needs to be permanent.

2 The most important things a home provides is
security and shelter.

3 “Home” is anywhere you feel a sense of
belonging, not just the place where you live
with your family.

Describing poetry

4 Answer the questions about the two poems in exercise 1 on this page.

1 In what way are the poems lyrical? What
feelings do they describe?

2 In what way are the poems narrative? What
story do they tell?

3 In what way are the poems descriptive? What
do they describe?

Talking about wishes, regrets, and consequences

5 Answer the questions with your own ideas.

1 What do you wish?

I wish

2 What do you regret?

I wish

3 What complaint do you have?

I wish

6 Complete the sentences about consequences.

1 If I had / hadn't,
I

2 It would have been better if

3 I
if I had / hadn't

Simplifying your life

7 For statements 1–8, write *A* (agree), *M* (maybe) or *D* (disagree).

- 1 A messy room is a sign of creativity.
- 2 Boring people have neat rooms.
- 3 Disorganized people are lazy.
- 4 Sorting things out and putting them in order is enjoyable.
- 5 It would be easy for me to give away all of my possessions.
- 6 I usually put my things away and can easily find something when I want it.
- 7 I should probably clean up my room and clear out the junk soon.
- 8 I hoard things.

Listening

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

Matching speakers with statements

- 1 When you are asked to match speakers with statements, you should listen to each speaker to get a general idea of what they say.
- 2 When you look at the statements you need to match, you should underline key content words.
- 3 The words the speakers use are usually exactly the same words as the statements.

Writing

9 Choose the stronger description for each place. What makes them stronger?

- 1 My grandmother's garden
 - a When I go out into my grandmother's garden, I can smell the flowers and hear the bees buzzing.
 - b My grandmother's garden has many plants, including flowers that attract insects.
- 2 The dining room
 - a My favorite memories of the dining room are huge family meals with all my cousins, aunts and uncles.
 - b I can still taste the delicious roast meats, fresh vegetables, and sweet fruit served in the dining room at family meals.
- 3 The guest room in my uncle's house
 - a I remember waking up very early each morning and feeling very happy.
 - b From the bed, I could see the sunrise through the window and hear the birds singing each morning.
- 4 A handshake
 - a I could feel the years of hard work on his rough skin as my uncle shook my hand
 - b My uncle greeted me with a warm smile and shook my hand

Reflect

What is special about home?

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

In your own words, what is special about home?

.....

.....

.....

.....

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

.....

.....

.....

.....





Why do colors matter?

- 1 Look at the title and the picture on page 65. The letters of the word SALE are usually red. What message do you think this color sends to shoppers?
.....
- 2 Read the article and choose the correct answers.
 - 1 According to ..., colors communicate basic messages to shoppers.
 - a consumers
 - b experts
 - c store owners
 - d advertisements
 - 2 Products that use recycled materials generally use ... for ads and packaging.
 - a red
 - b blue
 - c black
 - d green
 - 3 Researchers in Lithuania carried out research on color in relation to ...
 - a promotional material and packaging.
 - b store and window displays.
 - c products in general.
 - d different nationalities.
 - 4 The research in Lithuania discovered that colors ...
 - a have the same meaning everywhere.
 - b should be used in interesting combinations.
 - c mean different things to different people.
 - d don't affect consumers.
 - 5 Packaging color sometimes indicates ...
 - a price.
 - b flavor.
 - c customer loyalty.
 - d scientific proof.
 - 6 The most important use of color is probably for creating ...
 - a a strong brand.
 - b new customers.
 - c a sale.
 - d a simple message.

- 3 Study the reading strategy. Who, in the article, makes statements 1–5? What evidence, if any, is given?



Reading strategy

Reading critically

Always use your judgment as you read. Think about these questions:

- Is the statement a fact or someone's opinion?
- What qualifies the person to give an opinion?
- What evidence is given? Can you think of any reasons to distrust it?

- 1 Each color has a specific meaning.
.....
.....

- 2 Red causes people to buy things.
.....
.....

- 3 Color isn't as important as the "story" in advertising.
.....
.....

- 4 A strong brand identity should lead to customer loyalty.
.....
.....

- 5 Colors have different meanings in different product categories.
.....
.....
.....
.....

- 4 Answer the questions. Refer back to the article.

- 1 Which colors mentioned in the article are used in the same way in your country?
.....
.....

- 2 Do you think colors in stores and advertising affect your buying decisions? Why? / Why not?
.....
.....

- 3 If you were a brand, what color or colors would you choose for yourself? Why?
.....
.....
.....



How do colors influence consumers?

By Sonja Eriksson



Color is the language of commerce. Or at least that's what sales and marketing gurus say. Thousands of websites explain the importance of color in stores and advertising, with lists explaining the meaning of each color and the message it sends. Red creates a sense of urgency and motivates spending. Green is associated with nature, peace, and health and identifies products that want to appear eco-friendly or healthy. Blue signals reliability and is generally a man's favorite color, while black is the color of authority, power and strength, and so on. Go to a local store, and you'll see it all: the world of sales and marketing believes in the power of color and often follows the above "rules" in an effort to make us part with our cash.

But this belief in the power of color to influence consumers isn't backed up by science. Researchers at Kaunas University of Technology in Lithuania tested 260 men and 169 women to find out how they responded to color in packaging and advertising. The study found that in their group, red rather than blue was men's favorite color, and that black and blue also had a negative association: depression. What also became clear was that color wasn't as important as the "story" in advertising – the way a product fits into your life, and the emotional connection you make with it. And not entirely surprisingly, people from different cultures were seen to respond to colors in different ways. The "rules," it turns out, are not universal.

However, that doesn't mean that companies should stop thinking about color altogether. While using red tags may not actually influence a buying decision, the Lithuanian researchers concluded that color is still an important part of building a brand identity and of making a connection with consumers. Their advice is for companies to identify their target market and do the research to discover the most suitable colors to connect with that group. A strong brand identity should help build customer loyalty. The researchers also point out that colors may have different meanings and associations in different product categories. In foods, for example, red often represents hot and spicy while blue or green may be used to indicate a cool taste such as mint. In drinks, however, red may indicate fruit flavors such as strawberry, while green might be used for apple flavor. But even these aren't hard rules. A popular soda comes in a bright red can, which sends the message that it's an exciting drink rather than showing its specific flavor.

So, how do colors influence consumers? Not on a deep, psychological level, if you follow the science. The importance of color in sales and marketing lies in its ability to create a strong brand image and to get shoppers' attention. And that's where we as advertisers should focus our attention.





Color idioms

1 Match 1–6 with the correct expression a–f.

- 1 In the 2018 World Cup, soccer player Cristiano Ronaldo shouted at another player because he was unhappy with a referee's call.
 - 2 People often have strong negative feelings when they see other people's vacation photos on social media.
 - 3 Markus Stöckl reached a speed of 167.6 kilometers per hour biking down a volcano in Chile.
 - 4 Internet users make about 300 billion visits per year to websites where they can illegally download movies, music, and TV shows.
 - 5 The law isn't completely clear with regard to ride-sharing apps like Uber, because they aren't exactly like taxis, but they aren't private cars either.
 - 6 The character Eeyore in the Winnie-the-Pooh stories is always a bit sad and depressed.
- a a gray area
b a white-knuckle ride
c being green with envy
d feeling blue
e seeing red
f on the black market

2 Complete the text with the correct form of four color idioms from exercise 1.

Four tips for dealing with strong emotions

- 1 Anger isn't always bad, but when you, try to wait a few seconds before saying or doing something you may later regret.
- 2 It's natural to notice what other people do or have, but when you're, it can make you unhappy and damage relationships. Try not to compare yourself with other people. Focus more on yourself and less on others.
- 3 We don't always know why we – it's just a mood. The advice is to go outside or get in touch with a friend. Moods usually change fairly quickly, so if we don't give them too much attention, they often pass.
- 4 What makes you afraid? Spiders? High places? Going on a at the amusement park? According to research, we should let ourselves feel fear rather than fighting it. Also, look at the evidence: Is the danger real?

Adjective / Noun families

3 Complete the chart.

Adjective	Noun
strong	1
2	significance
possible	3
4	priority
thick	5
6	creativity
sick	7

4 Complete the text with words from exercise 3.

Some facts about color

Did you know ...?

- Color therapy is a holistic treatment used by practitioners to fight certain types of ¹ and make patients well again. However, while some research shows that the colors you wear can play a ² role in your performance in sport, most western scientists reject the ³ that color can actually heal ⁴ people.
- In fashion, black is often seen as the color of ⁵, power, and authority.
- In choosing office colors, some businesses make it a ⁶ to choose colors that may make employees more ⁷ and better able to come up with good ideas.
- A new type of car paint varies in color depending on the ⁸ of the layer you apply. This allows for interesting variations in the color of the vehicle.
- There's a good reason you never see yellow in an airplane. Studies have shown that the color can cause ⁹ feelings of dizziness and nausea.
- And what's the ¹⁰ of color when forming a first impression? Up to 90%. It seems that people who consistently wear neutral colors make fewer positive first impressions.
- Blue is American's favorite color (42% of men and 29% of women) but it's ¹¹ that our collective love of blue is causing problems. Mosquitoes are also attracted to dark colors, especially blue!



Passives

- 5 Complete the text with the correct passive form of the verbs in parentheses.

Ella's round-the-world travel blog



Festival of water and color

Hello from Chiang Mai, Thailand! As I write this, tourists' faces ¹.....

(paint) with bright colors in the street just outside my hotel. Why would tourists get their faces painted, you ask? Each April, the festival of Songkran ².....

(celebrate) throughout Thailand – and I'm here to join in! This celebration of water and color ³..... (hold) every year for hundreds of years – at least since the 1100s. It marks the traditional New Year. The celebrations include people wearing lots of brightly-colored clothes throwing water on each other. Amazingly, I ⁴..... (not tell) about the festival before I booked my trip, so I was incredibly lucky to arrive here at this time.

This time yesterday, the streets ⁵..... (decorate) in preparation for the festival. First thing this morning, food ⁶..... (give) to the monks at the local temple. A parade is going to ⁷..... (hold) later this afternoon. Throughout the celebration, millions of liters of water ⁸..... (will use).

By the end of Songkran, we ⁹..... (spray) with water many times.

- 6 Complete the text by rewriting phrases 1–8 in the passive form.

Brightly-colored fun run

¹The Color Run as the happiest five kilometers on the planet. ²..... in March 2011 in Phoenix, Arizona. ³..... in more than 50 countries worldwide. ⁴....., there are no winners, and ⁵..... Right now, ⁶..... in cities around the world. ⁷..... on runners. But don't worry, ⁸..... – it's 100% safe. Check the internet to find a color run near you!

- 1 people describe the Color Run
- 2 the organizers held the first Color Run
- 3 since then, organizers have hosted Color Runs
- 4 no one times the race
- 5 no one gives prizes
- 6 people are planning Color Runs
- 7 people will throw tons of colored powder
- 8 people don't make the powder from paint

have / get something done

- 7 Complete the dialogues with the verbs below and the correct form of *have* or *get*.

build cut dye make paint print

- A I love the color of your room.
B Oh, thanks. I've just ¹..... (have) it ².....
- A Your hair is very long. When are you going to ³..... (get) it ⁴.....?
B Tomorrow. I'm going to ⁵..... (get) it ⁶....., too.
- A Is this your red T-shirt?
B Yes – it's for Taekwondo competitions. I'm going to ⁷..... (get) my name ⁸..... on the back.
- A I love your shirt. It's so colorful!
B Thanks! I ⁹..... (have) it ¹⁰..... when I was in Thailand last year.
- A Is the school ¹¹..... (have) a new gym ¹².....?
B Yes, that's right. Our basketball team is super excited!



8 Complete the text with phrases a–e.

My 16th birthday is next month.
I've ¹..... to wear for my party. I'm ²..... this afternoon.
My parents ³..... . We sent them out last week.
I'll ⁴..... the day before the party.
We'll ⁵..... on the day of the party, in case it rains. I can't wait!

- a having it delivered
- b get my hair cut
- c had a new dress made
- d get a tent delivered and set up
- e had some invitations printed

Multi-word verbs: the environment

9 Read the article and fill in the blanks 1–9 with the missing phrases a–i.

Single-use plastic



How many disposable shopping bags or plastic drink bottles do you go ¹..... ? We use these brightly-colored plastic items once, then we dispose ²..... . But many of them don't break ³..... . Instead, they build ⁴..... . They can stick ⁵..... for many years. Sometimes marine life eats them, so scientists fear that over time, we may kill ⁶..... . But there's hope. Around the world, we're beginning to cut ⁷..... . Let's hope we can get ⁸..... before we run ⁹..... .

- a up in the world's oceans
- b off some ocean species
- c through in a year
- d out of time
- e down on single-use plastics
- f rid of them completely
- g around in the water
- h of them
- i down

10 Complete the text with multi-word verbs using one word from each group. Two blanks have two possible answers.

break build cut dispose get go run stick

around down down on of out of rid of through up

Two solutions

We know that plastic waste doesn't naturally ¹..... in the ocean. But scientists have come up with a way to ²..... plastics. Bacteria that eat plastic have been discovered, and scientists have found a way to speed up their action, so they can ³..... their meals of plastic quickly. This new method of dealing with plastic may help us ⁴..... the amount that reaches the ocean.

As plastic waste continues to ⁵..... in the oceans, a team in San Francisco has created the Ocean Cleanup System, a huge net that catches floating plastic so workers can then ⁶..... it properly, by recycling it. Because waste can ⁷..... for hundreds of years, the team won't ⁸..... material to gather anytime soon.



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

- 1 How do you usually deal with the blues? What do you do to cheer yourself up?
.....
.....
- 2 What festivals are celebrated in your country? Are any special colors associated with them?
.....
.....
- 3 How do you usually celebrate your birthday? What things do you do to organize yourself and what things do you have done for you?
.....
.....
- 4 Have you tried to cut down on single-use plastic? Why? / Why not?
.....
.....

Listening

- 1 Look at the picture of natural products used for dyes. Do you know any natural sources for color?



- 2 Study the listening strategy. Then number the sentences from a presentation in the correct order 1–6.



Listening strategy

Signpost language

In a presentation or lecture, the speaker often uses signpost language to guide the listener. For example:

- to introduce the subject: *I'm going to talk about ... , Today's presentation is about ...*
- to introduce new points: *First of all ... , Next ... , Another ... , Now let's look at ...*
- to conclude: *As we have seen ... , To sum up ... , In conclusion ... , I'd like to leave you with ...*

Try to identify this language when you listen. It will help you to predict what's coming next, and to recognize when there's going to be a change of subject.

- First of all, I'd like to talk about avoiding dye completely
- I'm going to talk about solutions – two ways to avoid damaging the environment.
- As we have seen, dye can cause a lot of problems.
- I'd like to leave you with a challenge.
- Now let's look at another option.
- Today's presentation is about fabric dyes.

- 3  7.01 Listen and check your answers to exercise 2. Then check the topics the group discusses after the presentation.

- Using undyed fabric at home
- The high cost of undyed fabric
- Doing a project at school
- The challenge of finding naturally dyed products
- The danger of using natural dyes

☐
☐
☐
☐
☐

Speaking

- 4 Complete the phrases with the words below.

great hard look option prepared problem

- The is, it's difficult to ...
- It wouldn't be to ...
- I think I'd be to ...
- I think it would be a idea to ...
- Maybe we could into ...
- Unfortunately, using onions isn't an for me.

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

Tom I loved your talk, Ana. It was really good.

Ana Thanks.

Zak If the teacher agrees, ¹ dye fabric in our design class.

Tom I agree. ² find natural dyes.

Ana We could search online.

Zak Yes, that's one option. And ³ try making our own dyes, from plants.

Tom That's a great idea. ⁴ make some of them – onion skins make yellow, we could find some berries for blue.

Ana Berries are a good idea. ⁵ I'm allergic to them.

Zak ⁶ some other options. There must be some easy ways to make natural dyes.

- 6 Choose one of these situations or your own idea and write a dialogue. Use phrases from exercise 4.

- You want to paint your bedroom. You've heard that paints have harmful chemicals, but also that there are environmentally-friendly paints. Discuss the options with your parents.
- You're an artist. You love using lots of color. However, plastic pens are an environmental problem, and paints may contain harmful chemicals. Discuss alternatives with some other artists.

A factual essay about colors in nature

- 1 Look at the essay title. Can you answer this question?

.....

HOW DO PLANTS USE COLOR?

Fruit comes in a variety of colors, such ¹ yellow bananas, red strawberries, and green apples. This essay will explore how plants use color to attract animals.

In order to survive, plants need animals to eat their fruit. Many plants rely on animals eating their fruit to spread the seeds. ² example, sometimes, animals carry the fruit away from the plant and drop seeds when they eat it. Some animals eat the seeds, but don't digest them. They pass through the animal's body and are "planted" along with the animal's waste. If a fruit is brightly colored and stands out against the green background of the plants around it, animals will see it easily. The bright red of a strawberry, for ³, is very noticeable because it contrasts with the plant's green leaves. Fruit needs to be seen clearly in order to found and eaten by animals.

Different animals see colors differently. Examples ⁴ lemurs in Madagascar, who have color vision deficiency. They can't see the difference between red and green. This means there are more fruits there that are yellow and blue, whereas in places ⁵ Uganda, where the main fruit eaters are apes, monkeys and birds, red fruits are common.

As this essay has shown, plants use brightly-colored fruit so that animals notice it and help spread the plant's seeds. Color is therefore a vital aspect of the plants' survival.

- 2 Read the essay (ignoring the blanks) and check your ideas to exercise 1. Complete the essay plan with paragraph topics a–c.

Paragraph 1: Introduction

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: Conclusion

- a How fruit attracts animals
- b How plants "choose" animals
- c Why plants need animals

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

- 1 The essay is about how plants use colors to avoid being eaten.

.....

- 2 When animals eat a plant's fruit, it usually harms the plant.

.....

- 3 Brightly-colored fruit is more visible to animals than green fruit.

.....

- 4 Lemurs don't eat fruit because they can't see color.

.....

- 5 The essay concludes that having brightly colored fruits helps plants survive.

.....

LANGUAGE POINT Giving examples

- 4 Fill in the blanks in the essay 1–5 with the words below.

as for include instance like



5 Match 1–5 with a–e.

- 1 Brightly-colored flowers attract insects such
 - 2 Examples of brightly-colored flowering plants include
 - 3 Animals
 - 4 Some fruits have dark colors, for
 - 5 Some animals,
- a like apes and monkeys eat red fruit.
 - b rose bushes and orange trees.
 - c example, blueberries.
 - d as bees.
 - e for instance birds, see color better than people do.

Task A factual essay about colors in nature**6 You're going to write a factual essay about how plants use color. Search online for information about one of these topics or think of your own idea.**

- A flower that attracts bees
- A flower that attracts birds
- A plant that uses color to warn predators it isn't edible

Think and plan**7 Write an introductory paragraph for your essay. Introduce the main topic and then explain what you're going to say about it.**

.....

.....

.....

.....

.....

.....

.....

8 Write an essay plan. Follow the example in exercise 2.

Paragraph 1: Introduction

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5: Conclusion

Write a first draft**9 Study the writing strategy. Then write the first draft of the main paragraphs for your essay.****Writing strategy****Structuring a paragraph**

A paragraph in the main part of an essay should:

- start with a topic sentence that tells the reader what the paragraph will be about.
- have one or more supporting sentences that explain the subject of the paragraph, and give examples to help the reader understand it.
- end with a concluding sentence that summarizes the main message of the paragraph.

10 Write the conclusion of your essay. The whole essay should be about 225 words.**Review and edit****11 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 written paragraphs with clear introductions, supporting sentences, and conclusions? ☐
- Have you explained how plants use color? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use words and phrases for giving examples? ☐

12 Now write a final draft of your factual essay about colors in nature.



Reading to learn

1 Which of these statements show good use of evidence?

- 1 Red creates a sense of urgency, because stores use it get people's attention. ☐
- 2 Researchers in Lithuania found that the men they interviewed preferred blue to red. ☐
- 3 Red doesn't always indicate flavor, as a popular fizzy drink comes in a red can. ☐
- 4 Blue sends a clear message of reliability. ☐
- 5 Experiments have shown that people from different cultures respond to color in different ways. ☐

Vocabulary and Grammar

Color idioms

2 Match 1–6 with a–f.

- 1 My first time in an airplane was
 - 2 The rules aren't clear about using calculators on tests, so it's
 - 3 When my friend got a new phone, I was
 - 4 It's a rainy day and I'm all alone, so I'm
 - 5 It's best to stop and wait a few seconds when you're
 - 6 If you want to be sure a product is safe, don't buy it on
- a green with envy. d seeing red.
 b a white-knuckle ride. e a gray area.
 c the black market. f feeling blue.

Adjective / Noun families

3 Choose the correct form of the word to complete the sentences.

- 1 For me, getting a good night's sleep before a test is a top **prior** / **priority**.
- 2 I consider myself to be a fairly **creative** / **creativity** person.
- 3 I believe that for me, visiting Mars one day is a **possible** / **possibility**.
- 4 When I have a cold, I prefer to stay home and rest rather than ignore my **sick** / **sickness** and try to continue with daily life.
- 5 Some people try to avoid crying, but I think it's a sign of **strong** / **strength**, because it shows that you are facing your emotions.
- 6 The color we choose for a room is **significant** / **significance**, because it will strongly affect our mood.

4 For each sentence in exercise 3, say whether you agree (A) or disagree (D).

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

Passives

5 Rewrite these questions in the passive form.

- 1 What festivals do people celebrate in your town, city, or country?
.....
.....
- 2 Do you know when people first celebrated them?
.....
.....
- 3 What's one of the nicest gifts anyone has ever given you?
.....
.....
- 4 How many people will you invite to your next birthday celebration?
.....
.....

6 Write answers to the questions in exercise 5 that are true for you.

- 1
- 2
- 3
- 4

have / get something done

7 Put the words in order to make questions.

- 1 you / Have / ever / had / friend / a / your / cut / hair / by / ?
.....
.....
- 2 house / Have / your / you / to / ever / food / delivered / gotten / ?
.....
.....
- 3 ever / school / painted / Has / classrooms / the / your / had / ?
.....
.....
- 4 ever / you / Have / gotten / repaired, / something / bicycle / a / like / ?
.....
.....

8 Write answers to the questions in exercise 7 that are true for you.

- 1
- 2
- 3
- 4

Multi-word verbs: the environment

9 Answer the questions.

- 1 What plastic products or containers do you use that don't break down when you dispose of them?
.....
.....
- 2 What chemicals do you use that build up in the ocean and kill off the animals there?
.....
.....
- 3 What other things do many of us use that stick around when we get rid of them?
.....
.....
- 4 Do you think it's possible to cut down on any of these products? Why? / Why not?
.....
.....

Listening

10 Match a-f with 1-3.

- 1 To introduce the subject
- 2 To introduce new points
- 3 To conclude
- a First of all ..., Next ..., Another ...
- b Today's presentation is about ...
- c I'm going to talk about ...
- d As we have seen ..., To sum up ...
- e Now let's look at ...
- f In conclusion ..., I'd like to leave you with ...

Writing

11 Look at the second paragraph of the article on page 65. Answer the questions.

- 1 What is the topic sentence?
.....
.....
- 2 What examples does it give?
.....
.....
- 3 What is the paragraph's concluding sentence?
.....
.....

Reflect

Why do colors matter?

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

In your own words, why do colors matter?

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

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

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

- 1** Look at the title of the article and the pictures on page 75. What do you think the things in the picture are? How do you think they work?

1

2

- 2** Read the article and check your ideas from exercise 1. Then complete the summary below. Write one word in each blank.

Water solutions

Villagers in Morocco who used to get water from a ¹ now use a “²” system that delivers water into their homes.

Scientists are developing ³ that use cool temperatures to release water from the ⁴

Ireland has plenty of rain, rivers, and lakes but may have problems with ⁵ one day. The reason is that the water supply is both overexploited and ⁶ One solution is to collect ⁷ Though you can't drink it or wash in it, you can use it on your ⁸



Reading strategy

Understanding figurative meaning

Sometimes a word or phrase has a figurative meaning that's different from the literal meaning. For example, *He caught my eye* doesn't mean literally *He has my eye in his hands*, but has the figurative meaning *He attracted my attention*. To guess the figurative meaning, ask yourself:

- Is the phrase doing the job of a noun, a verb, an adverb, an adjective ...?
- Does the literal meaning give you any clues to the figurative meaning?
- What clues to the meaning are there before and after the phrase?

- 3** Study the reading strategy. What part of speech is each bold expression 1–6 in the article?

1 4

2 5

3 6

- 4** Choose the most likely meaning for each expression 1–6 in the article.

- 1 a asked for help
b gave up
c became angry
- 2 a unable to think of
b hurt by
c aware of
- 3 a was good
b ran away
c caused problems
- 4 a a lot of easy solutions
b too many people working on one thing
c a variety of ways to do something
- 5 a pay attention to
b avoid looking at
c not worry about
- 6 a valuable mineral
b important resource
c secret supply

- 5** Answer the questions. Refer back to the article.

- 1 Where does water come from in your country?
.....
- 2 Is getting enough water a problem for anyone in your country?
.....
- 3 Would cloud catchers or rainwater collection work where you live? Why? / Why not?
.....
- 4 Do you know of any other new ways of getting clean drinking water?
.....



KEEPING THE WATER FLOWING

To get water, Khadija Ghouate used to have to walk five kilometers from her home on Mount Boutmezguida, on the edge of the Sahara Desert in Morocco. Then she would make the back-breaking trip home carrying water. That was hard, but then the wells began to dry up, making life even harder. As a result, half of the people ¹**threw in the towel** and left the area.

Then another villager, Jamila Bargach, was suddenly ²**hit with** an idea. She had read about “cloud catching” projects around the world and wondered if the technique could work in her village. She started counting foggy days: 143 per year, on average. And then she and the other villagers began putting up nets, to catch water from the fog. The idea ³**had legs**. Now, water comes to Khadija’s and Jamila’s homes through a pipe.

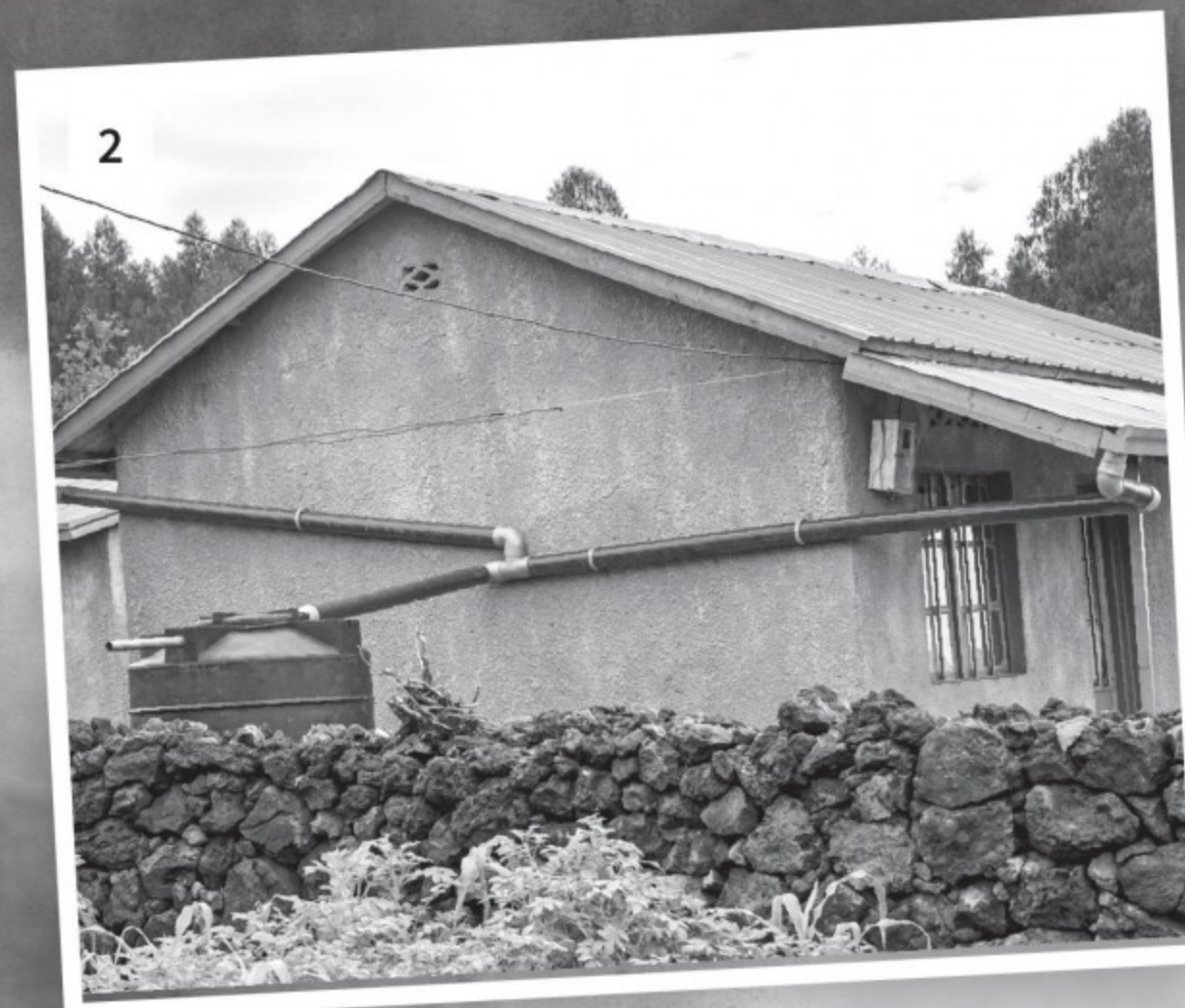
The technology is simple: The small drops of water in the fog gather on the net. They then run down into a system of pipes and tanks, and into the houses. Now the world’s largest cloud-catching system, it can produce 6,300 liters of water every day – enough for 400 people in five villages.

And there’s ⁴**more than one way to bake a cake**. Scientists are developing technologies that collect warm air above the ground and mix it with cool air. There is water vapor in all air, even dry air. When air cools, it releases some of its water. Systems already installed in Saudi Arabia, Pakistan, India, and the USA are producing safe, clean drinking water.

The need for water is obvious in the desert, but even in rainy places, it’s increasingly important to ⁵**keep a close eye on** water use. The water supply in Ireland, which gets plenty of rain and has no shortage of lakes and rivers, is becoming overexploited – the average citizen uses about 100 liters per day, and the system struggles to supply that. The water is polluted by agriculture, by waste water from cities, and by industry. It also isn’t always where people need it, when they need it. To avoid serious problems with water in the future, the Irish government is encouraging people to treat this ⁶**liquid gold** with respect and to use it carefully. One suggestion they make is to install a rainwater collection system at home.

Rainwater collection systems gather water that falls on roofs and store it in large tanks for later use. While you shouldn’t drink it or wash in it, using it to water your lawn or garden will reduce the amount of water you use from your city’s water system.

All three of the systems – fog catching, air cooling and rainwater collection – share one thing in common: they’re all small scale. We will no doubt continue to use reservoirs to gather and store the large amounts of the water we need, but collecting and using water, one home or village at a time, is becoming increasingly important.





Water

- 1 Choose the correct options to complete the text.

A world of water

Power from water

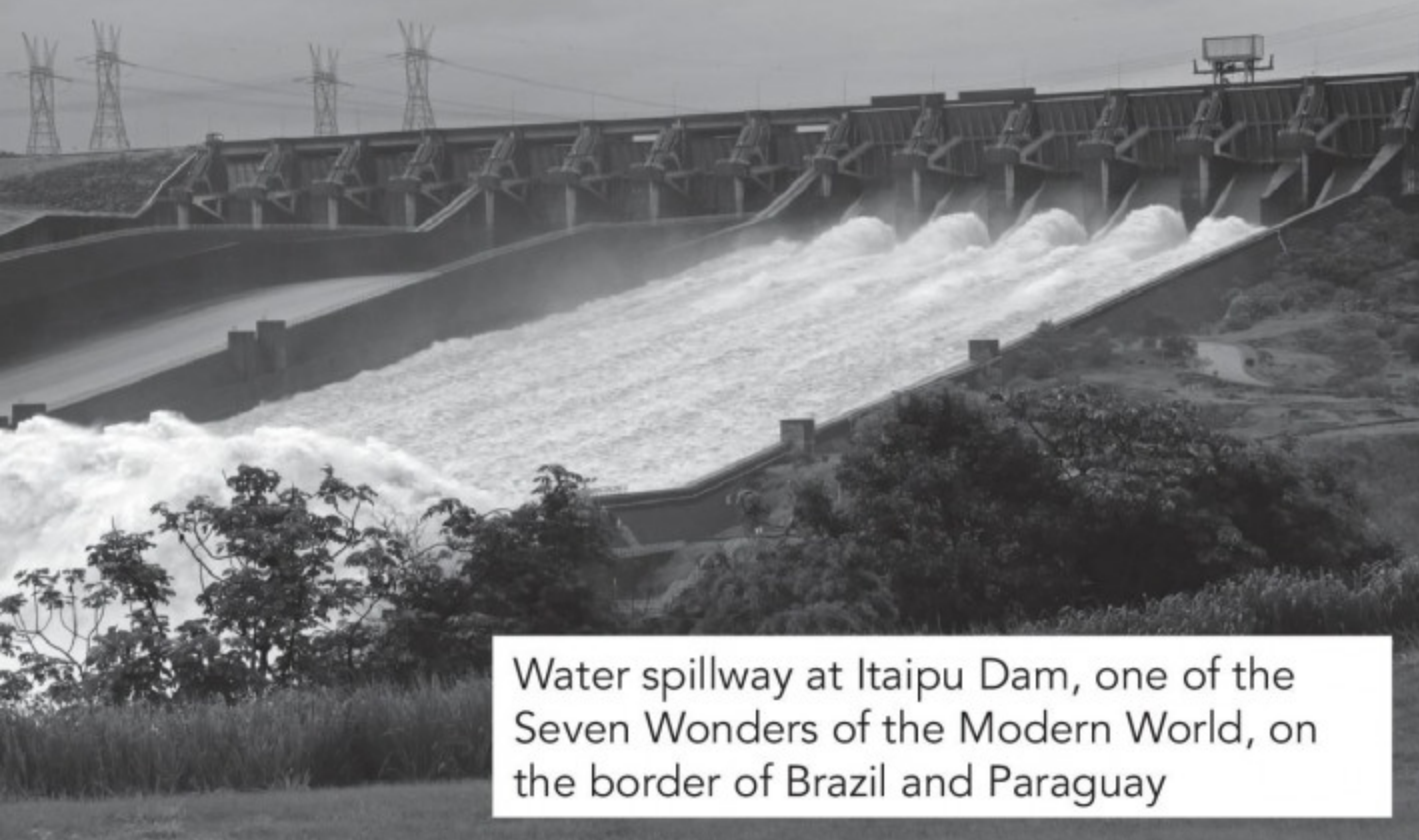
The Paraná is South America's second-longest river, after the Amazon. And since the 1980s, it's been blocked by the Itaipu ¹**Dam** / **Divert**. This is where we can truly see the power of water: the Itaipu Power Plant is the world's largest single producer of ²**irrigation** / **hydroelectricity**. The power is generated as water flows from the ³**glacier** / **reservoir** through the power plant, turning turbines that drive the generators, which produce electricity.

Water from the sea

You won't find much ⁴**fresh** / **coastal** water in the desert of Saudi Arabia, so they have to make it. Desalination systems in ⁵**coastal** / **reservoir** areas take ⁶**fresh** / **salty** water from the sea and remove the salt and other minerals from it. Pipelines then take the water to ⁷**inland** / **dam** cities where people need it.

Water from the mountains

For many generations, people in and around the city of Almaty in Kazakhstan have relied on the ice of the Tuyuksu ⁸**glacier** / **irrigation** for their water supply. Every spring and summer when the snow and ice ⁹**freeze** / **melt**, water flows from the mountains. Farmers ¹⁰**divert** / **melt** some of the water onto their land for crop ¹¹**inland** / **irrigation**. But with warmer temperatures, the glacier doesn't ¹²**freeze** / **salty** again each winter, and so it's getting smaller.



Water spillway at Itaipu Dam, one of the Seven Wonders of the Modern World, on the border of Brazil and Paraguay

- 2 Match 1–6 with a–f.

Water: The next 100 years

- Rising sea levels will probably affect
- Because it doesn't pollute the air, we should generate power using
- We'll lose glaciers as a water supply as they continue to
- So that farmers have water for crop irrigation, we may need to build more dams to create
- To get water to where we need it, it may be necessary to divert some
- We may become more reliant on systems that convert salty water to

- | | |
|---------------|------------------------|
| a melt. | d fresh water. |
| b rivers. | e coastal communities. |
| c reservoirs. | f hydroelectricity. |

Prefixes (2): *over-* and *under-*

- 3 Complete the words with *over* or *under*.

Deep water

The problem: In some of the most

¹.....crowded areas of the world, the water supply is ².....exploited. As a result, people who can pay for water are often ³.....charged. For people who can't pay for clean water, health is put at risk because of diseases caused by unclean water – and they often have the added problem of being ⁴.....fed.

The solution: Some experts believe that we may be able to meet the ⁵.....whelming demand for clean water if we can reach water that lies thousands of feet beneath the earth's surface. In the past, we didn't have the technology to extract water from deep ⁶.....ground. Now, thanks to advances in drilling technology, we do.



A little girl drinks water from an outdoor faucet, supplied by drilling a well in Central Highland of Vietnam.

4 Complete the text about Berlin with the words below. There are two extra.

overcrowded overhead overwhelming
underachieving underground underwater



The pink pipes of Berlin

Berlin is similar to many large European cities, from cafés ¹ with tourists in the summer to an almost ² choice of museums and art museums. However, if you look up, you will notice a network of ³ pipes, painted pink. Why are they there? The ⁴ water in Berlin is very near the surface. When a new building is built, water has to be pumped out of the building site and into one of the city's canals. The pipes are moved around as new sites are developed. Why are they pink? No one seems to know.

Modifying comparisons

5 Read the text. Which bold expressions 1–9 refer to ...

- a no meaningful difference?
- b a small difference?
- c a big difference?
- d an increasing difference?

Building for **floods** in New York City

The huge storm that hit New York City in 2012 was ¹**far more powerful than** any storm since records began in 1700. As the ocean waves grew ²**bigger and bigger**, low-lying parts of the city were soon underwater. And with rising sea levels in recent years, flooding is expected to become ³**more and more frequent**.

In 2013, when JDS Developments started building two new apartment towers next to New York City's East River, they knew they had to be ⁴**considerably better prepared for flooding than** the older buildings around them. Usually, a top floor apartment in New York is ⁵**much more expensive than** the other apartments in the building, which makes a lot of money for the developers. But JDS decided to put an emergency power supply in the top floor instead, knowing that, in an emergency, a refrigerator with fresh food in it is ⁶**as important for survival as** having drinking water. As a result, all the new apartments are ⁷**a little more expensive than** similar apartments nearby, even though they're ⁸**roughly as big**. But they're ⁹**way more attractive** to buyers because they're storm-ready.

6 Look at the information. Then choose the correct option to complete the sentences.

How some nations will be affected by coastal flooding by the year 2050

Country	Population affected	% of national population
China	85,000,000	6%
Vietnam	32,000,000	36%
Bangladesh	22,000,000	14%
Egypt	12,000,000	15%
The Netherlands	10,000,000	62%
Thailand	9,000,000	13%
Nigeria	5,000,000	3%
Mexico	4,000,000	6%
Italy	3,000,000	4%

- 1 The number of people affected in Egypt will be **nowhere near as big as / a little higher than** the number in the Netherlands.
- 2 A **much / bigger and bigger** percentage of Vietnam's population will be affected than China's.
- 3 The percentage of people affected in Nigeria will be **about the same / nothing like as small as** the percentage in Italy.
- 4 The percentage of people affected in Thailand will be **roughly the same as / considerably bigger than** the percentage in Bangladesh.
- 5 The number of people affected in Italy **won't be quite as high as / will be way smaller than** the number in Mexico.
- 6 A **slightly / considerably** smaller number of Nigerians will be affected than Chinese.



7 Complete the text with the words below.

about as small a little bigger much
nowhere near

Living on the water

Throughout history, settlements in coastal areas of seas and lakes have become ¹ and bigger because water provides a gateway to the world and to fishing. But not everyone in these areas lives on land. The floating village of Tonlé Sap in Cambodia is made up of buildings on tall poles. The water level becomes ² higher in the rainy season, so when the lake is full, the water is only ³ lower than the houses. The Uru people of Peru and Bolivia live on human-made islands that float on Lake Titicaca. The average island is ⁴ as a tennis court and contains only a few small houses. And in Halong Bay in Vietnam, while living in a house boat is ⁵ as common as living in a traditional village, boats are still home to thousands of people.



Water use

8 Match 1–5 with a–e.

- 1 Running the dishwasher with a full load on economy setting
- 2 Leaving the faucet running
- 3 Soaking in the bathtub
- 4 The large amount of concrete in cities
- 5 Drought
- a while you brush your teeth wastes water.
- b causes water to evaporate instead of draining back into the ground.
- c is one way to make your water footprint considerably smaller.
- d often causes reservoirs to dry up.
- e uses more water than taking a shower.

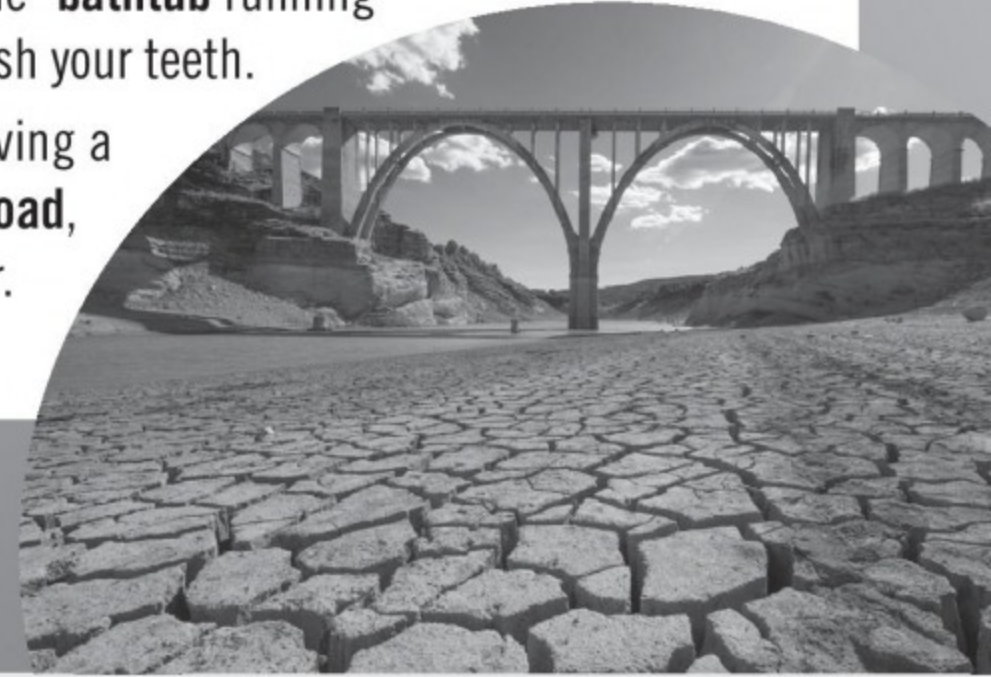
9 The bold words are in the wrong place. Write them in the correct place.

Be water-wise

We're in the middle of a ¹**footprint** and there's a danger that the reservoirs that supply our city are going to ²**drought** up if we don't act now. We'd like everyone to reduce their water ³**dishwasher**. Here are three simple things you can do today:

- Run the ⁴**dry** with a full ⁵**setting** on economy ⁶**faucet**.
- Don't leave the ⁷**bathtub** running while you brush your teeth.
- Instead of having a soak in the ⁸**load**, take a shower.

Thank you.



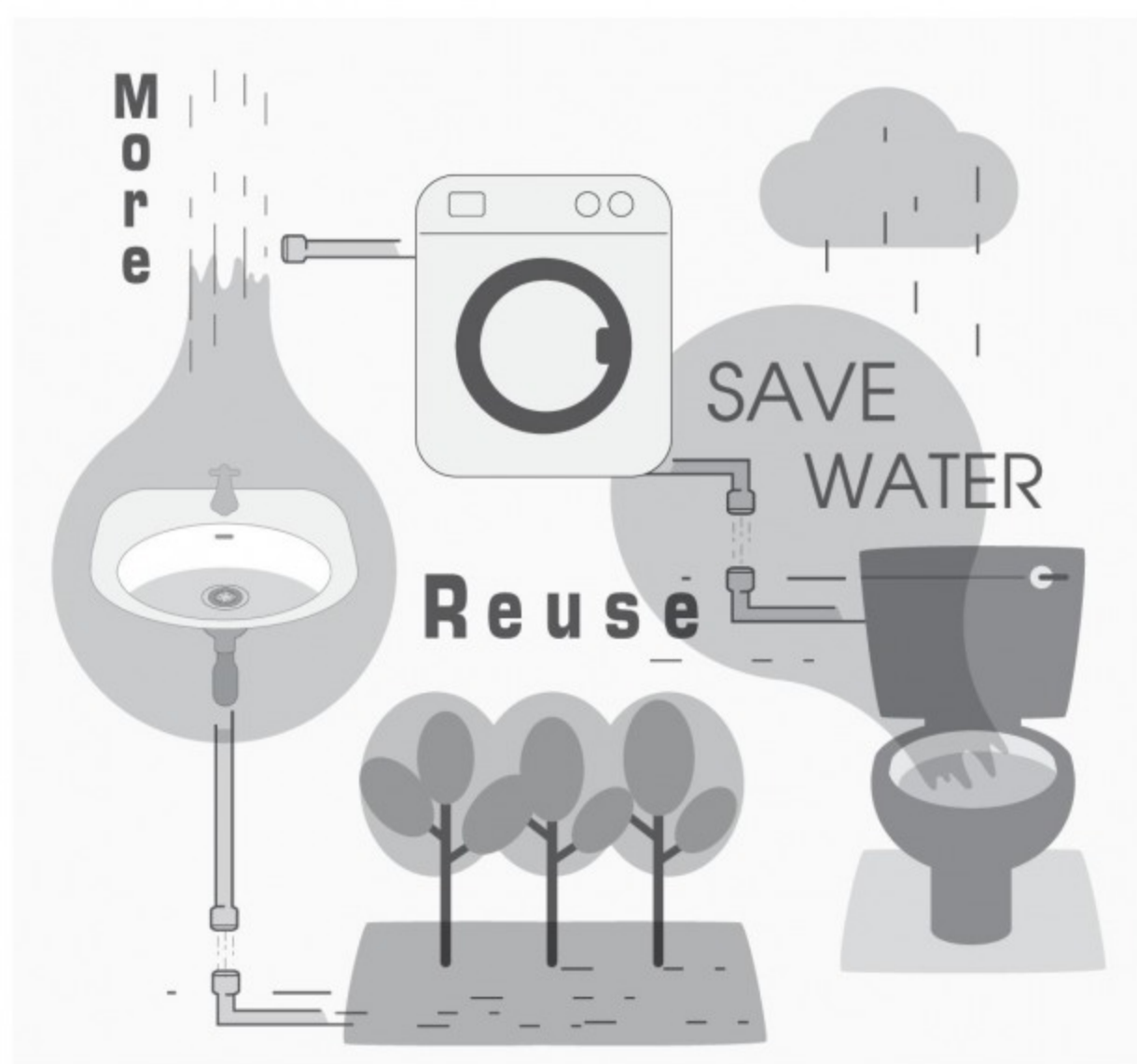
- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

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

- 1 What changes could be made in your town or city to reduce overexploitation of the water supply?
.....
.....
.....
- 2 How many ways can you think of that people use water?
.....
.....
.....
- 3 What cities in the world are most in danger from rising sea levels? Are any cities in your country in danger?
.....
.....
.....
- 4 Calculate how much water you use in a typical day. Go online to find out how much water is typically used for a shower or bath, to flush the toilet, and for drinking.
.....
.....

Listening

- 1 Look at the picture. What water saving solution is it suggesting?



- 2 **8.01** Listen to a podcast with a water-saving expert. Choose the correct answers.

- What does Helena say we shouldn't use drinking water for?
 - washing dishes
 - washing clothes
 - flushing the toilet
 - showering
- What reason does she give for saving water?
 - it saves money
 - it stops drought
 - it saves energy
 - it improves health

- 3 **8.01** Listen again and decide if the sentences are true (T) or false (F).

- Helena suggests turning off the faucet when you brush your teeth.
- Helena says that we waste clean drinking water when we flush the toilet.
- Gray water is water that has already been used once.
- Helena suggests using gray water for showers and washing clothes.
- Gray water systems for homes are expensive and difficult to put in.
- Making clean drinking water causes pollution.

Speaking

- 4 Choose the correct option to complete the phrases.
- We **shouldn't** / **should** / **not try not to** buy a smartphone too often.
 - It would be far **better** / **best** / **good** to use gray water for flushing the toilet than clean drinking water.
 - We need **avoiding** / **avoid** / **to avoid** using single-use plastic as much as possible.
 - Leaving the faucet running while you brush your teeth is such **waste** / **a waste** / **wasting** of water!
 - So if we want to save the planet we **should** / **need go** / **should go for** this water-saving system.
 - Reusing gray water for watering the garden is definitely the water-wise **choice** / **choose** / **choosing**.

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

Amy Using clean drinking water for watering the grass on school property ¹

Zak What's the problem? We aren't having a drought.

Amy ² waste clean drinking water, because getting it to the school uses a lot of energy. ³ wasting water whenever possible.

Zak So, what can we do?

Amy ⁴ use rainwater or gray water than to use clean drinking water.

Zak Which system is easier to put in?

Amy If we want the simplest system, ⁵ rainwater collection.

Zak OK, let's find out how much a rainwater collection system costs.

Amy Saving clean drinking water ⁶

- 6 Write a dialogue talking about reusing water in your school. Use phrases from exercise 4.

- 7 Study the speaking strategy. Then practice reading your dialogue in exercise 6, stressing words for emphasis.



Speaking strategy

Stressing words for emphasis

If you want to make your point strongly, you can stress certain words for emphasis. Stressing different words can change the meaning of the sentence.

A cause-and-effect essay

1 Look at the picture. What has happened?

.....

.....

2 Read the cause-and-effect essay and answer the questions.

1 What three causes of coastal erosion does it mention?

.....

.....

.....

.....

2 What two effects of coastal erosion does it mention?

.....

.....

.....

LANGUAGE POINT Cause-and-effect verbs

3 Complete the sentences with the cause-and-effect verbs used in the essay.

- 1 Waves small pieces of soil fall into the water.
- 2 Storms huge waves.
- 3 Human action can extensive erosion.
- 4 Coastal erosion can the destruction of roads, buildings, and even towns.
- 5 Coastal erosion making a good habitat for ocean life.

4 Match 1-5 with a-e.

- 1 Air pollution
- 2 Global warming
- 3 Plastic packaging
- 4 Education about pollution
- 5 Recycling systems
- a results in pollution in the ocean.
- b contributes to global warming.
- c make it easy to reduce plastic waste.
- d leads to people making lifestyle changes.
- e is causing glaciers to melt.

The causes and effects of coastal erosion

Coastal erosion occurs when land along the coastline is removed by the action of the ocean. This essay will explore some of the causes of coastal erosion, and their short-term and long-term effects.

Coastal erosion has a wide range of causes. One of the main causes is the constant action of ocean waves against soft land. When the ocean touches soft soil, it often makes small pieces of the soil fall into the water. Even though the action of each wave removes only a tiny amount of earth, over time, it can cause significant changes to the coastline. Another cause of coastal erosion is storms. They cause huge waves, which can remove large amounts of coastline in just a few hours. Human action can also lead to erosion. Digging in bays, for example, to make them deeper, can lead to extensive erosion.

Whatever the cause of coastal erosion, its short-term effects can be very damaging. It can result in the destruction of roads, buildings, and even entire towns. However, there are long-term benefits of coastal erosion. Coastal erosion can leave hard rocks exposed, which contributes to creating a good habitat for ocean life. Above water, rocky cliffs make safe homes for birds.

In conclusion, coastal erosion has a wide variety of causes. It can be very destructive, but it can also have a positive long-term effect.



Task A cause-and-effect essay

Think and plan

- 5** You are going to write a cause-and-effect essay. Choose from the ideas below or your own idea. Then do some research and make a list of causes for your chosen topic.

- The causes and effects of water pollution
- The causes and effects of melting polar ice

Causes

.....

.....

.....

.....

.....

.....

.....

.....

- 6** Now make a list of effects.
- #### Effects

.....

.....

.....

.....

.....



Writing strategy

Writing a cause-and-effect essay

A good way to write a cause-and-effect essay is to have:

- an introduction
- a paragraph on causes (In an essay on water pollution, for example, you would write about things that make water pollution happen, such as the use of chemicals in farming.)
- a paragraph on effects (In a water pollution essay, you would write about things that happen because of water pollution, for instance damage to river ecosystems.)
- a conclusion



Write a first draft

- 7** Study the writing strategy. Then write a paragraph on causes.

Causes

.....

.....

.....

.....

.....

.....

.....

.....

- 8** Now write a paragraph on effects.
- #### Effects

.....

.....

.....

.....

.....

.....

.....

.....

- 9** Now complete the first draft of your essay by adding an introduction and conclusion. Write 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? ☐
- Have you included a paragraph on causes and a paragraph on effects? ☐
- Have you included a clear conclusion? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use cause-and-effect verbs? ☐

- 11** Now write a final draft of your cause-and-effect essay.



Reading to learn

1 Write the part of speech for each bold expression. Then match the expressions with the definitions a–f.

- 1 Finding a plumber was **a piece of cake** – we just looked online.
- 2 Bill **floated** the idea of installing a rainwater collection system.
- 3 The broken water pipe was **a headache** because it was difficult to repair.
- 4 The students are **thirsty** for knowledge.
- 5 The waves crashed **angrily** on the coastline.
- 6 The students **flooded** into the gym.

- a suggested
- b a problem
- c entered in large numbers
- d an easy task
- e strongly and loudly
- f eager

Vocabulary and Grammar

Water

2 Complete the texts with the words.

dam hydroelectricity irrigation
reservoir

When a ¹ is built across a river, a ² is created. The water can be used to provide ³ for farmland or to produce ⁴

coastal fresh inland salty

In ⁵ areas, ⁶ water is sometimes turned into ⁷ water. Often, it is then piped ⁸

divert freeze glaciers melt

When cold temperatures ⁹ snow in mountain valleys, it becomes ice and ¹⁰ are formed. When they ¹¹, water is released. Sometimes farmers ¹² this water for irrigation.

Prefixes (2): over- and under-

3 Complete the questions with the words below.

overcharged overcrowded overexploited overhead
underground

- 1 Where in your town or city is it often? Why do so many people gather in that place?
- 2 Is there a store, restaurant, or other business in your town or city where you think customers are?
- 3 Does your town or city have any services or businesses, for example a subway, shopping mall, or a parking garage?
- 4 Is there anything in your area, for example, trains, electrical wires, or highway bridges?
- 5 Is there plenty of water in your area, or is the water supply?

4 Answer the questions in exercise 3.

- 1
- 2
- 3
- 4
- 5

Modifying comparisons

5 Give the information.

- 1 Name someone who is roughly as old as you.
- 2 Name someone who is either slightly taller or slightly shorter than you are.
- 3 Name a city or town that is either much bigger or much smaller than yours.
- 4 Name something that has become easier and easier for you as you've studied or practiced it.
- 5 Describe something that you hope to get considerably better at soon.

6 Complete the sentences with the words below. Then check the ones that are true for you.

bigger and considerably more slightly more

- 1 My high school is smaller than my elementary school was. ☐
- 2 My city is growing bigger all the time. ☐
- 3 At my school, soccer is popular than basketball. ☐
- 4 In my country, baseball is getting and more popular all the time. ☐

Water use

7 Which of the following do you do?

- Run the dishwasher on economy setting with a full load. ☐
- Leave the faucet running when you brush your teeth. ☐
- Soak in the bathtub. ☐

Speaking

8 Match 1–6 with a–f based on which word is stressed.

- 1 There are several possible solutions.
 - 2 There are several problems.
 - 3 We could recycle rainwater or gray water.
 - 4 We could dispose of gray water or recycle it.
 - 5 I'm not sure about that.
 - 6 You think rainwater collection is the best solution.
- a I think the best solution is gray water recycling.
 - b I **think** the best solution is gray water recycling.
 - c I think the **best** solution is gray water recycling.
 - d I think the best **solution** is gray water recycling.
 - e I think the best solution is **gray water** recycling.
 - f I think the best solution is gray water **recycling**.

Writing

9 What four paragraphs are included in a cause-and-effect essay?

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

10 Match the causes 1–5 with the effects a–e.

- 1 The house recycles gray water.
 - 2 They have a lot of wet weather.
 - 3 The swimming pool is indoors.
 - 4 They have fog more than 200 days per year.
 - 5 The well is several kilometers from the village.
- a They're able to collect rainwater easily.
 - b They use cloud-catching nets to gather water.
 - c They don't flush their toilet with clean drinking water.
 - d They have to carry water a long way.
 - e Water doesn't evaporate into the air.

Reflect

How does water affect our lives?

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

In your own words, how does water affect our lives?

.....

.....

.....

.....

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

.....

.....

.....

.....



1 Answer the questions.

1 Do you think time travel will ever be possible?
Why? / Why not?

.....

2 What's the fastest object you've heard of?

.....

2 Study the reading strategy. Then look at the headings in the article on page 85. Match questions 1–5 with the paragraph (A–E) where you expect to find the answer.**Reading strategy****Predicting content using section headings**

Effective readers make predictions as they read. You can use headings as the basis for your predictions.

- 1 What's the fastest speed a person has traveled?
- 2 What's the speed of light?
- 3 What's the top speed a spaceship has traveled?
- 4 What's the fastest thing in the universe – besides light?
- 5 What's the Earth's speed through space?

3 Read the article. Find the answers to the questions in exercise 2.

- 1
- 2
- 3
- 4
- 5

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

- 1 Most scientists believe that time travel by moving very quickly will never be possible.
- 2 Some people can feel the movement of Earth through space.
- 3 The astronauts of *Apollo 10* orbited the Earth, but went no further into space.
- 4 In the near future, astronauts are expected to travel at about 0.064% the speed of light.
- 5 Cosmic rays travel long distances through space.
- 6 In a limited way, time travel to the future is possible.

5 Answer the questions. Refer back to the article.

- 1 If time travel were possible, and you could choose to go either to the past or the future, what year would you choose, and why?
.....
.....
.....
- 2 If time travel were possible, what problems could it cause? What could be the benefits?
.....
.....
.....
.....
- 3 With current spacecraft, the journey to Mars would take about nine months at a speed of about 26.5 kilometers per second. Would you want to join a mission to Mars? Why? / Why not?
.....
.....
.....
.....



APPROACHING THE SPEED OF LIGHT

A Light sets the universal speed limit

According to Einstein's General Theory of Relativity, nothing can travel faster than 300,000 kilometers per second – the speed of light. However, many people believe that if we *could* travel faster than light, we'd be able to travel in time. Most scientists agree that people will never travel at the speed of light, but just how close can we get?

B Right now, you're traveling faster than you think

How fast are you traveling right now? If you're sitting still, you might say you aren't moving at all. But did you know that you're actually traveling at 30 kilometers per second through space? You can't feel it, but that's the speed that Earth is traveling around the Sun. Of course, when we're talking about how fast things travel, we really mean how fast they travel in relation to Earth.

C Record-breaking astronauts

So, how fast have people traveled in relation to Earth? The fastest speed is about 11 kilometers per second. That was in 1969, when the astronauts of NASA's *Apollo 10* mission were returning from orbiting the Moon. They traveled faster than any human had before or has since. Not faster than any spaceship, though.

D The fastest machine in the universe

Launched January 19, 2006, the New Horizons space probe became the fastest spaceship ever, traveling at 16 kilometers per second. The vehicle covered the 2.3 million kilometers between Earth and Jupiter in as little as 13 months, and in July 2015, it passed Pluto, the furthest away planet in our solar system. However, the Parker Solar Probe, launched in 2018, is expected to travel even faster: 191 kilometers per second – or 0.064% the speed of light.

E 99.99% the speed of light – but incredibly small

It's clear that humans and spaceships are nowhere near traveling at the speed of light. But there is something in the universe that does come close: cosmic rays. These are tiny particles – little pieces of atoms – that rush through space at breakneck speed – about 99.9% the speed of light – making them the fastest things in the universe after light. They were first discovered in 1912, but scientists remain uncertain about their source. Most believe that they come from distant giant stars. What we do know is that every day, millions of them rain down on planet Earth. We can't see them, but astronauts in space do – flashes of light, even inside a spaceship. This is because the tiny particles pass through solid materials – including the metal walls of spaceships. If we can't travel at the speed of light, time travel isn't possible. But is there another way of looking at it? Every minute of every day each of us is traveling slowly into the future. We may be moving at a snail's pace, but we're all time travelers.



Speed

1 Choose the correct words to complete the text.

Not so fast

When you think of auto racing, you probably imagine F1 cars that cost \$10 or \$20 million moving at ¹ speed around a track in Monaco, Silverstone, or Dubai. Canada's Nissan Micra Cup aims to give everyday drivers the feeling of ² pumping through their veins, making their heart beat faster as they race to ³ the car in front – but in a car that costs \$17,000 rather than \$17 million. The idea is that you don't need to drive a ⁴ F1 car at 375 kilometers per hour to have a great racing experience. So, if you feel the need for speed and don't want to spend millions, don't delay – ⁵ and sign yourself up for the Nissa Micra Cup!

- 1 a move on b a snail's pace c breakneck
2 a adrenaline b a roller coaster c speedy
3 a speed up b keep up with c slow down
4 a speedy b rapidly c rush
5 a speed up b get a move on c slow down

2 Complete the text with the words below.

speeds up slows down at a snail's pace rapidly
rushes rollercoasters

Formula Rossa facts

Traditional ¹ start very slowly as the cars are pulled up the first hill ². But not the Formula Rossa in Dubai.

- It ³ very quickly – from zero to 100 kilometers per hour in just two seconds.
- Over a minute-and-a-half, the ride ⁴ over two kilometers of track reaching a top speed of 240 kilometers per hour.
- It ⁵ only at the very end, and very quickly stops – though it leaves your heart beating ⁶ for several more minutes.



Word families

3 Complete the text with the correct form (verb, noun, or adjective) of the word in parentheses.

Can time speed up?

Psychologists who research people's ¹ (perceive) of time have carried out a variety of experiments to discover whether our experience of time changes in ² (differ) situations. By presenting people with carefully timed events, then asking them how long they think each event lasted, scientists can ³ (prove) that one ten-second event may feel longer than another, depending on the nature of the event. For example, when we feel fear, we feel that time passes more slowly ⁴ (relate) to actual clock time, but feeling depressed makes us judge time's passing more accurately. Scientists ⁵ (theorize) that time seems to pass more quickly for older people because each moment is a smaller piece of their life.

4 Is each word a verb (V), noun (N) or adjective (A)?

- | | |
|---------------------|--------------------|
| 1 perceive | 6 relativity |
| 2 perceptive | 7 differ |
| 3 theory | 8 difference |
| 4 theoretical | 9 proof |
| 5 relate | 10 proven |

5 Match 1–10 in exercise 4 with a–j.

- a an idea to try to explain something
- b to show or make a connection between different things
- c think about something in a particular way
- d to be different from something else
- e the relationship between time, space, and movement
- f based on ideas and principles, not on practical experience
- g quick to notice or understand things
- h shown to be true or real
- i information or evidence that shows that something is definitely true
- j the way that things are not the same

Reduced relative clauses

- 6 Where possible, cross out words to create a reduced relative clause.
- 1 Air Race E is a speed contest that was set up to show the power of the latest full-sized electric airplanes.
 - 2 The athletes who are competing in this year's Man vs. Horse Marathon will run 35 kilometers – a shorter distance than a standard marathon.
 - 3 The 3,100-mile Self-Transcendence Race, which you can run in by invitation only, takes 51 days to complete.
 - 4 The ThrustSSC, the car that hit a top speed of 1,228 kilometers per hour in 1997, is powered by a jet engine.
 - 5 Morris Katz, who comes from Poland, holds the record for being the world's fastest painter.
 - 6 *Fresh Guacamole*, which is the shortest film ever nominated for an Oscar, is only 100 seconds long.

- 7 Read the texts on the right, then rewrite bold phrases 1–9 using the relative pronouns in parentheses below.

- 1 (who)
- 2 (which)
- 3 (who)
- 4 (that)
- 5 (that)
- 6 (who)
- 7 (who)
- 8 (that)
- 9 (which)



Reflexive and reciprocal pronouns

- 8 Choose the correct options.

My brother, sister, and I are all sprinters. My brother and I train with ¹**myself** / **yourself** / **each other** a lot, but my sister prefers running alone. She wins a lot, but she doesn't care too much about that. She's racing against ²**itself** / **herself** / **ourselves** – trying to get a faster time each time. On race days, we always prepare ³**ourselves** / **themselves** / **yourselves** with a big breakfast. My brother wants his eggs to be perfect, so he always cooks those ⁴**yourself** / **myself** / **himself**. And I make my toast ⁵**myself** / **itself** / **ourselves** because I don't like it burnt.

Fast *math*

How quickly can you add two ten-digit numbers in your head? Some people can do it in one minute. The mental mathematicians ¹**gathering** in Germany are here for the Mental Calculation World Cup, ²**first held** in 2004. Some of the people ³**competing** in the contest hope to break a world record for fast calculation.

Fast *typing*

Think you're fast doing thumb typing on a smartphone keyboard? The measure of how fast you are is a 160-character text ⁴**typed** into a smartphone. A video ⁵**posted** on YouTube in 2015 showed an unnamed typist ⁶**taking** the challenge to complete the task in 25 seconds. The video offers \$500 to anyone who can type the same sentence faster, but so far, no one has claimed the prize.

Fast *eating*

These people ⁷**eating** pies aren't having lunch. They're competing in an eating contest. Definitely not an activity ⁸**recommended** by doctors, speed eating is all about who can consume the most food in the shortest amount of time. The "sport," ⁹**considered** by many to be disgusting at best and very dangerous at worst, is popular in the USA, Canada, and Japan.



9 Complete the interview with a pilot with the correct reflexive or reciprocal pronoun.



Interviewer Racing planes fly at more than 400 kilometers per hour, very close to the ground. Obviously the pilot doesn't want a mechanical problem to present
1 during the race. How can that situation be avoided?
Pilot Well, it can't entirely. Sometimes a pilot does find **2** having to think very quickly in flight to deal with a problem.
Int What steps do you take to avoid problems?
Pilot If you're a pilot, you won't fly unless you've checked everything **3** and are happy that the plane is in perfect working order.
Int And if necessary, do pilots usually make repairs or adjustments **4** ?
Pilot I almost never try to fix a problem **5** Pilots and mechanics have to work closely with **6** to understand how the plane is performing and what adjustments may be necessary.

Road safety

10 Complete the text with the words below.

crosswalk distracts skid speed limit
 stopping distance

Driving and pedestrians

When driving in town, don't go over the
1 and always slow down when you approach a pedestrian **2**
 Remember, the faster you are going, the more
3 you will need. If the road is wet or icy, or your tires are in bad condition, you may
4 and take more time to stop.
 Always pay attention when there are pedestrians around. If something **5** you, even for a couple of seconds, you could knock someone over.

11 Match descriptions 1–6 with road safety features a–f.

- 1** There are about 2,800 of these in yellow boxes by the sides of roads in the UK, but according to the police, half of them are turned off.
 - 2** According to the Institute of Transportation Engineers, the first time these were used in Europe was in 1970, in the Netherlands, where they were installed on roads to force cars to slow down.
 - 3** The first of these was painted on a road in Slough, England in 1951. They make it much safer for people to get across the road.
 - 4** Boulder, Colorado, USA has nearly 500 kilometers of this, allowing bike riders and cars to avoid one another.
 - 5** This is worn by bike riders, motorcyclists, and people who work outdoors, to make them easier to see.
 - 6** This vehicle will bring medical professionals to help you if you're sick or injured.
- a** pedestrian crosswalk
b speed camera
c high-visibility clothing
d bike path
e ambulance
f speed bump

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

- 1** Racing a Nissan Micra and riding the Formula Rossa are two ways to be speedy. Which of these would you prefer to do? Why?

- 2** Pilots always carefully check their planes themselves. Are there jobs that you want to do yourself that you don't want someone else to do?

- 3** What safety features do the roads around your school have?



Listening

- 1 9.01 Listen to a student council meeting discussing a traffic safety problem. Answer the questions.

- 1 Where is the problem?
.....
- 2 How many accidents do they discuss?
.....
- 3 How do they plan to deal with the problem?
.....
- 4 How will they remind people to be safe?
.....
.....
.....

- 2 9.01 Study the listening strategy. Then read the notes below. Listen again and complete the notes.



Listening strategy

Taking notes

Before you take notes, think about what they will be used for. Do you need to summarize everything that is said, or focus on specific information? Remember that you won't have time to write full sentences. Just write down key words, and use figures instead of words for any numbers.

Student council meeting – Traffic safety

Fast car problem – solved with ¹.....
signs and ².....

Last week – ninth grader hit by tenth grader
on a ³.....

Two weeks ago – student on a ⁴.....
hit a parked car.

Last month – bike rider hit three kids on a
⁵.....

Bikes and skateboards aren't the problem – we
need people to be ⁶..... with them.

Action:

- get ⁷..... to back up our argument.
- put up ⁸.....
- remind people to ⁹....., and to
¹⁰..... just outside the school.

Speaking

- 3 Complete the phrases with the words below.

argument involved people set up
point word

- a I think our starting should be to ...
- b The main we need to convince are ...
- c The best way to spread the might be to ...
- d Let's try to get the Art Department
.....
- e We can get facts and figures to back up our
- f I think we should a ...

- 4 Complete the dialogue with phrases a–f from exercise 3.

Abi ¹..... plan a “pro-safety” campaign, not an anti-skateboard or anti-bike one.

Paulo ²..... – information about how much safer it is when you don't skate or bike near lots of pedestrians.

Abi Great idea. ³..... the skateboarders and bike riders.

Paulo ⁴..... put up signs.

Abi ⁵..... “pedestrians only” zone in front of the school.

Paulo Right. So the signs shouldn't say “NO SKATEBOARDING OR BIKE RIDING”, they should say “WALKING ZONE” or something like that.

Abi ⁶..... They could make some really nice-looking signs.

- 5 Choose a situation below. Then write a dialogue about it. Use phrases from exercises 3 and 4.

- Recently, students rushing from class to class have knocked other students over. Plan a campaign to get students to slow down in the school hallways.
- Some athletes from the school track team recently ran through an area with a lot of car traffic. Some drivers complained to the school that the runners' behavior was dangerous. Plan a campaign to get runners to plan their routes more carefully.
- Kids from your school have been skateboarding in the downtown area instead of the local skateboard park. A small child was knocked over, and the skateboarders are a danger to shoppers. Plan a campaign to support safe skateboarding.

A description of an experience

1 Read the description of climbing a rock. Match questions a–d with the paragraph that answers it 1–4.

- a How long did the climb take?
- b Why was this day special?
- c How did she feel when she'd finished?
- d What were her doubts and fears beforehand?

THE CLIMB

1 The rock towered above me as ¹**my heart thumped nervously in my chest**. Usually, there was already a rope extending up the rock, placed by another climber before me. But today was different. This was my first time leading a climb.

2 I approached the bottom of the cliff ²**with excitement**. I was finally ready to lead a climb. But standing at the bottom of the rock face and looking up, ³**fear rushed through me**. Was the route too difficult? Would I be able to handle the rope correctly? Would I look incompetent in front of the other climbers?

3 I started up, placing my hands and feet carefully as I went. Every couple of meters, I clipped my rope into a safety bolt on the rock face. Soon I was in a rhythm: leg up, arm up, leg up, arm up, clip. The climb seemed to take hours, but after just twenty minutes, I was near the top.

4 My leg and arm muscles burned, my fingers were getting very tired, and I felt sure I was going to slip, to be caught by the rope. But then the rock became less steep and ⁴**with a great sense of relief**, I was crawling onto the top. I'd done it! My first time leading a climb! ⁵**What an amazing feeling!**

2 What was the writer's experience of time during the climb?

LANGUAGE POINT Describing feelings

3 Match the bold expressions 1–5 in the text with these expressions of similar meaning a–e.

- a feeling thrilled
- b feeling fear and exhaustion turn to joy
- c I tried to slow my nervous breathing
- d I felt absolutely incredible!
- e I felt a brief flash of terror

4 Rewrite these sentences using expressions a–e from exercise 3.

1 I had done it. I felt good.

2 I waited for my name to be called, happy that I had won.

3 As my father let go of the bike, I felt afraid.

4 I felt nervous as I entered the cave.

5 I completed the race feeling relieved.

Task A description of an experience

- 5** You are going to write a description of an experience. Choose one of these topics or think of your own idea.
- Performing or speaking publicly
 - Trying something new for the first time: a new sport, riding a bike, going into a store by yourself to buy something
 - An experience where time seemed to slow down or speed up – a difficult experience that seemed to last forever or a fun day where time seemed to pass too quickly
 - (your idea)

6 Make notes on your experience.

- 1** When did it happen?

.....

- 2** Where were you?

.....

- 3** Who was with you?

.....

- 4** How did you feel?

.....

Think and plan

- 7** Study the writing strategy. Then complete the chart, thinking about the topic you chose in exercise 5.



Writing strategy

Making your description interesting

When you are writing a description, think about how to keep your reader interested. You could use:

- 1 an opening sentence that really grabs the reader's attention.
- 2 exciting vocabulary.
- 3 descriptions of the body's sensations, so the reader can really "feel" what you're describing.
- 4 a variety of short and long sentences.

- 1** Write an opening sentence that will grab the reader's attention.

- 2** Think of some exciting vocabulary that goes with your chosen topic.

- 3** Think of some feelings and sensations you had and an exciting way to describe them.

- 4** Write two or three short sentences that might fit into your essay.

Write

- 8** Write a first draft of your description of an experience. Write about 225 words. Use your answers from exercises 6 and 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 described your feelings in interesting ways? ☐
- Do you have a different paragraph for each stage of your experience? ☐
- Have you used a mix of long and short sentences? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable phrases for describing feelings? ☐

- 10** Now write a final draft of your description of an experience.



Reading to learn

- 1** Based on the headings, predict which chapter of the book 1–5 would answer each question a–e.

- 1 Theories of movement
- 2 The maximum speed of a car
- 3 Calculating stopping distances
- 4 The physics of car crashes
- 5 Speed cameras

- a How do we calculate how fast a vehicle can move based on the engine's power?
- b How is energy transferred when something suddenly stops moving?
- c Why is it important to slow down on icy roads?
- d How can we calculate a vehicle's speed by measuring time and distance?
- e What are the main ideas about how objects move in relation to each other?

Vocabulary and Grammar

Speed

- 2** Answer the questions.

- 1 When was the last time you had to get a move on to get something done?
.....
- 2 Have you ever ridden on a roller coaster? Describe the experience. If not, would you like to? Why? / Why not?
.....
- 3 When did you last travel at a snail's pace? At breakneck speed?
.....

- 3** Complete the sentences to make them true for you.

- 1 For me, time speeds up when
- 2 And time slows down when
- 3 A thing I can do rapidly is
- 4 A time when I felt the effect of adrenaline was

Word families

- 4** Write about each topic.

- 1 A time when the way you perceived a person or thing changed. How was the new perception different from the old one?
.....
.....
- 2 A theory you've learned that you found difficult to understand or believe at first.
.....
.....
- 3 Something that has seemed to get smaller relative to your own size as you've grown up, but that hasn't actually changed size.
.....
.....

Reduced relative clauses

- 5** Cross out the unnecessary words. Then say whether you agree (A) or disagree (D) with each sentence.

- 1 English-language music that you sing along to can help you learn English rapidly.
- 2 Students who are shown English-language movies regularly learn English faster.
- 3 You can speed up your learning by visiting a country where English is spoken.

Reflexive and reciprocal pronouns

- 6** Complete the sentences with reflexive or reciprocal pronouns. Check which are true for you.

- 1 When we have difficult homework, my friends and I help ☐
- 2 When my friends and I want to relax and enjoy , we go to the movies. ☐
- 3 When I come home from school, I usually help to a snack. ☐
- 4 My friends often photograph – you know, take selfies – with their phone cameras. ☐
- 5 My smartphone screen turns off after a minute or two if I don't use it. ☐

Road safety

- 7** Check the items you have in your town.

- | | |
|---------------------------------------|---|
| bike path ☐ | pedestrian crosswalk ☐ |
| speed camera ☐ | speed limit sign ☐ |
| speed bumps ☐ | |

Listening

- 8 Which of the notes 1–3 is most effective for this excerpt from a presentation?

In November 2012, a sailboat called the *Vestas Sailrocket 2* went 110 kilometers per hour, breaking a record. Six days later, it went 121 kilometers per hour, breaking the record again.

- 1 The Vestas Sailrocket 2 went 110 kilometers and 121 kilometers
- 2 Nov 2012 – Vestas Sailrocket 2 – 110 kph – record! Six days later: 121 kph – new record!
- 3 2012 – Sailrocket 2 – 110, 121 – new record?

- 9 Make notes for this excerpt.

The first person to walk around the world was David Kunst. From June 20, 1970 to October 5, 1974, he walked 23,250 kilometers and crossed four continents. That means that on average, he walked nearly 15 kilometers per day over 1,568 days.

.....

.....

.....

Writing

- 10 Replace the bold words 1–5 with more exciting language. See the language point on page 90 in this workbook and page 100 in the Student Book.

As I waited for the start of the bike race, ¹**I was nervous**, with the adrenaline rushing through my veins. When the whistle blew to start the race, I felt ²**afraid** – what was I doing here? As the race continued, I pulled further and further in front, ³**feeling happy** that I had trained so much. As the end of the race came near, the other riders came closer to me, so as I crossed the finish line, ⁴**I felt relieved**. ⁵**It felt good!**

- 1
- 2
- 3
- 4
- 5

Reflect

Is speed important?

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

In your own words, is speed important?

.....

.....

.....

.....

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

.....

.....

.....

.....



10

Why do we need art?

- 1 Look at the painting on page 95. Do you know anything about it? When it was painted? Who painted it? Where it is now?

.....

.....

.....

- 2 Skim the web article and discussion to check your answers to exercise 1. Then answer these questions.

- 1 What's most special about the *Mona Lisa*?

.....

.....

- 2 What question are the students discussing?

.....

.....

- 3 Read the web article again. Fill in the blanks 1–8 with the missing sentences a–h.

- a The viewer feels that she's thinking or feeling something, but we can't quite tell what it is.
- b I don't think so.
- c Technically, it's almost perfect, using the paint to create very real light and shadow.
- d In the past, artists like Leonardo were above everyone else, right?
- e I think it's really cool. But I'm not sure if we can call it art or not.
- f Today, people value information.
- g Thanks for the great conversation!
- h In today's world, it's all about getting attention.

- 4 Study the reading strategy. Then answer the questions, making inferences from the article. Explain your reasoning.



Reading strategy

Making inferences

Not everything that a text tells us is stated in words. To understand a text fully, we often have to “read between the lines” and make inferences. To do this, we carefully consider the evidence available in the text, using our reasoning skills to come to conclusions.

- 1 Why do you think the *Mona Lisa* is the most famous painting in the world?

.....

.....

.....

- 2 From the start of the conversation, do you think ArtKid believes that the *Mona Lisa* made from letters and numbers is art?

.....

.....

.....

- 3 By the end of the conversation, do you think JaimeD believes that the *Mona Lisa* made from letters and numbers, and the *Mona Lisa* graffiti are art?

.....

.....

.....

- 4 What's Painterrrr's answer to the original question?

.....

.....

.....

- 5 What can you infer from the online discussion about BBB, JaimeD, ArtKid and Painterrrr?

.....

.....

.....

- 5 Write a summary of the reasons why BBB thinks the two modern *Mona Lisas* are art.

.....

.....

.....

.....

.....

- 6 Answer the questions. Refer back to the article.

- 1 What's your opinion about the modern *Mona Lisas*?

.....

.....

.....

- 2 According to the website, Leonardo da Vinci's culture valued science, nature, and individuality. What does your culture value?

.....

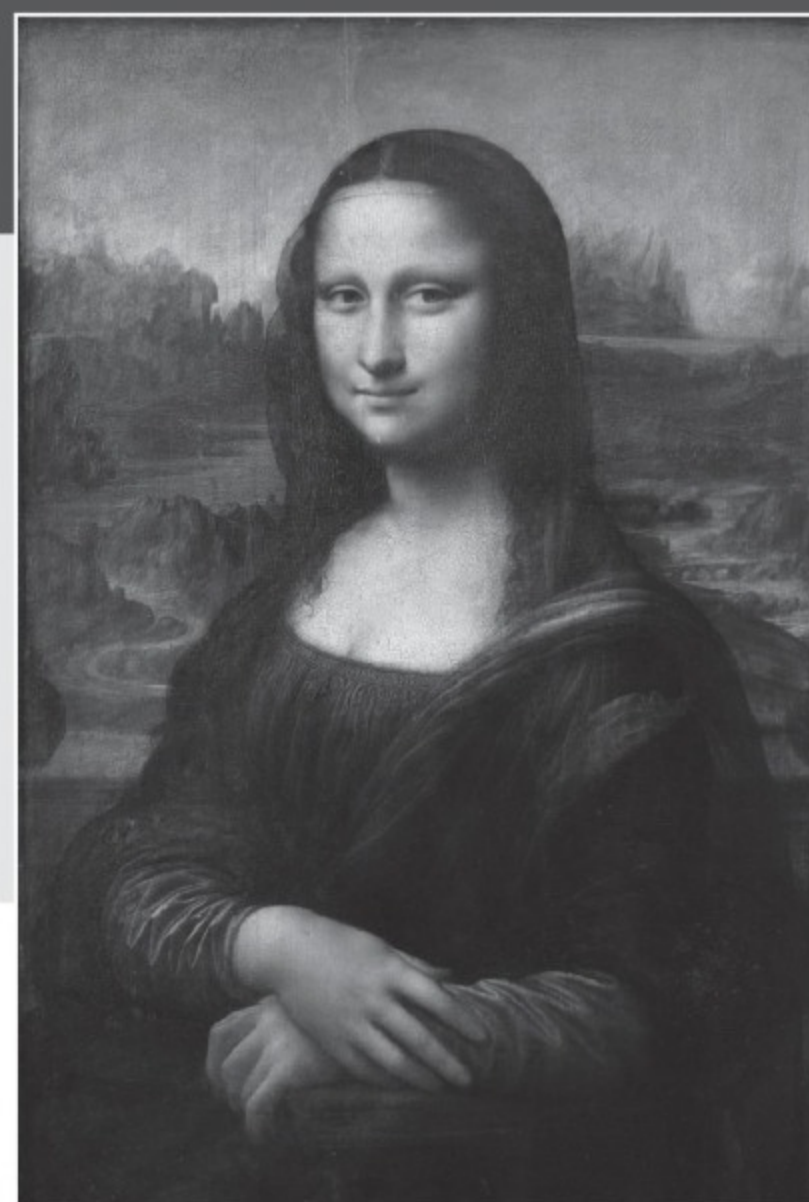
.....

.....

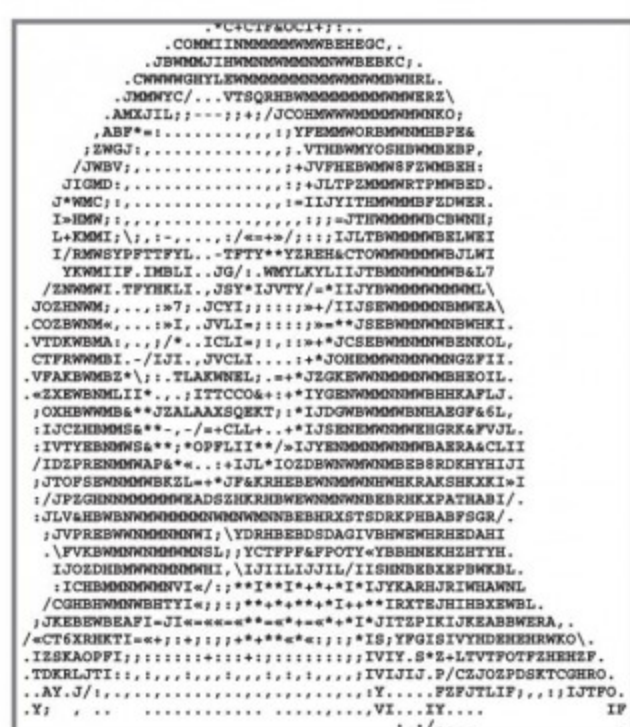


The Mona Lisa

Painted by Leonardo da Vinci and probably completed around 1517, the *Mona Lisa* is the most famous painting in the world. ¹ It reflects the culture it came from – a world that was beginning to understand and value science, nature, and human individuality. But what makes the piece truly exceptional is the expression on Mona Lisa's face. ² And this draws us in and holds our attention.



I love this picture ... but is it art?



BBB I found this picture online. ³ What do you think?

JaimeD I think it's funny, but I don't think it's really art. It's a copy of a piece of art, right? I mean, the *Mona Lisa* is the most famous painting in the world, so can a copy of it be art, too? Isn't it just a copy?

ArtKid But is it really just a copy? ⁴ I think it was created to draw attention to an idea.

BBB Yes, art's a great way to draw attention to ideas, but what's the idea?

ArtKid Well, it reflects our culture, doesn't it? The typing – it's about information.

BBB Yes! Maybe it's saying that in Leonardo's day, people valued nature and also painting ability. ⁵ This piece of art is made of information.

ArtKid But also, I think it's meant to be funny. It captures our attention, because we can recognize it instantly as the *Mona Lisa*.

JaimeD And maybe that's part of what it's saying, too. ⁶ We can use the greatest painting ever made to get people to notice us – even though it's made with letters and numbers.



Painterrrr Here's another modern *Mona Lisa* – graffiti. What do you think of this one? Is it art?

BBB I love that. I think it highlights the idea that everyday people – people who clean the streets – are amazing in their own way.

JaimeD Also, I think the painter who made this is saying he or she is a "normal" person. ⁷ This kind of artwork says that the artist and the audience are the same kind of person.

Painterrrr For me, real art is like Leonardo's *Mona Lisa*. He showed real technical mastery. The other two images are just funny and interesting – but not great.

BBB OK, so my original question was: Are these *Mona Lisa* pictures art? And based on this discussion, I think they are. They're art, because they reflect the culture we live in. ⁸



Visual arts

- 1 Choose the correct options to complete the text.



Inspiration from the past

Ancient Rome

This giant head and these body parts, at the Capitoline Museum in Rome, are all that is left of a giant ¹**art installation** / **statue** of the Roman Emperor Constantine. The 12-meter-high ²**sculpture** / **pottery** of the seated emperor ³**commemorated** / **depicted** his victory over his rival Maxentius. It was made around the year 325. In the usual style of Roman ⁴**portrait** / **cave painting** statues of emperors, the hands and other body parts look very natural, but the head shows a kind of perfection. The ⁵**contemporary artist** / **monument** had probably been knocked down by the year 700, but its parts were discovered in 1486, and the artist Michelangelo, who was inspired by ancient Roman art, moved them to the museum.

The mysterious past

Canadian Teyjah McAren is a ⁶**contemporary artist** / **statue** who is fascinated by the mythology behind rock art. She travels the world visiting caves in "mysterious lands" and produces art based on her experiences. While some artists might produce ⁷**art installations** / **portraits** to recreate the underground world, she uses paint and paper to ⁸**depict** / **commemorate** her feelings about what she has seen. She calls the work she creates ⁹**pottery** / **cave paintings**, and they've been inspired by things she's seen in Africa, North America, China, and Europe.

- 2 Match 1–6 with a–f.

- 1 The world's oldest image of an animal is a cave painting in Borneo.
 - 2 The first portrait taken with a camera was a "selfie" by Robert Cornelius of Philadelphia, USA.
 - 3 The oldest sculpture known in the world is called "Lion-man."
 - 4 A broken piece of pottery found in China is considered to be the world's oldest, at 20,000 years old.
 - 5 Temples on Malta date back 5,600 years.
 - 6 The Shigir Sculpture, discovered in 1894, is believed to be the world's oldest wooden statue.
- a It was taken in 1839.
 - b It was made 40,000 years ago and may commemorate a successful hunt.
 - c They are among the oldest monuments on earth.
 - d It was probably used in someone's kitchen.
 - e It depicts a creature that is half man and half lion, and was discovered in a cave in Germany in 1939.
 - f The tree that it is made from lived 11,500 years ago.

Dependent prepositions

- 3 Complete the text with *about*, *in*, *of*, or *to*.

The Mona Lisa, one of the world's most famous paintings, was stolen from the Louvre museum in Paris in 1911. At one point in the investigation, the famous Spanish artist Pablo Picasso was accused ¹..... stealing the artwork. This was because he had previously shown an interest ²..... buying stolen artwork. But Picasso was proven innocent when museum employee Vincenzo Peruggia later tried to sell the *Mona Lisa* to an Italian art gallery. He had taken advantage ³..... the poor security in the museum by entering the museum during regular opening hours, hiding in a closet, then sneaking out at night with the painting. He wanted to take the picture because he was concerned ⁴..... one of Italy's greatest pieces of art being displayed in an art gallery in France. Though it wasn't part of his plan, Peruggia made a contribution ⁵..... security at the Louvre, which was greatly improved after he committed his crime.

- 4 Complete the text with verb phrases using the correct form of the words in parentheses.

FIVE FACTS ABOUT PARIS-BASED STREET AND GRAFFITI ARTIST KASHINK

- ★ She ¹ (show interest) art as a young child.
- ★ Her work ² (relate) the comic books she read when she was young.
- ★ She has ³ (contributions) the street art scenes in the UK and California.
- ★ She ⁴ (concern) the fact that most street artists are men, and would like to see more women involved.
- ★ Neighborhoods love to ⁵ (advantage) her artwork by inviting her to paint on outdoor walls, making the area more interesting and attractive.

Auxiliaries for emphasis

- 5 Underline the eight auxiliaries that are used for emphasis.



- Sam** Wow, look at that one.
Jo Yeah. I don't like it. It's not very interesting, is it?
Sam I do like it. I think it's an interesting sculpture.
Jo I don't like it, and it isn't interesting. Not at all. I mean, what's the message? It doesn't have anything to say.
Sam Oh, but it does have something to say. The artist has created a feeling – a mood.
Jo The artist hasn't created a mood, not for me. Well, maybe a bored mood!
Sam Well, for me, the artist definitely has created a mood.
Jo OK, so explain it to me.
Sam I will explain it. I just need to think of the right words.
Jo How about *boring*?
Sam Well, if that's what you think, maybe I can't explain it. At least not to you!

- 6 Complete the conversation with auxiliaries for emphasis.

We can't take Mom to Paris for her birthday, but we ¹ visit the art museum here in town.

She hates going to museums!

She ² hate going to museums. She loves it.

Well, she ³ developing new interests, isn't she? She hasn't really been interested in art before now.

She ⁴ been interested in art before now. Don't you remember when she sent us to art classes a few years ago? And she ⁵ have lots of books about artists, too.

OK, then we ⁶ go to the art museum with her.

Reply questions

- 7 Choose the correct reply questions.

- 1 We're going to study Chinese artwork.
 - a Is it?
 - b Aren't we?
 - c Are you?
- 2 You wouldn't want to be a painter.
 - a Wouldn't I?
 - b Wouldn't you?
 - c Would I?
- 3 They weren't doing graffiti.
 - a Wasn't it?
 - b Were they?
 - c Weren't they?
- 4 He loves this Michelangelo sculpture.
 - a Does it?
 - b Does he?
 - c Is he?
- 5 The Matisse painting had been stolen.
 - a Had it?
 - b Was it?
 - c Did it?
- 6 I can't understand abstract expressionism.
 - a Can't it?
 - b Can't you?
 - c Don't you?



8 Write a reply question for each statement.

- 1 He might be a well-known artist.
.....
- 2 We should go to the Warhol exhibit.
.....
- 3 These aren't Henry Moore sculptures here.
.....
- 4 You won't like Klimt paintings.
.....
- 5 I really loved the Georgia O'Keeffe artwork.
.....
- 6 She didn't work with Carolee Schneemann.
.....

Observation verbs

9 Complete the text with words and phrases a-h.

How to look at art

Step 1: Form a first impression

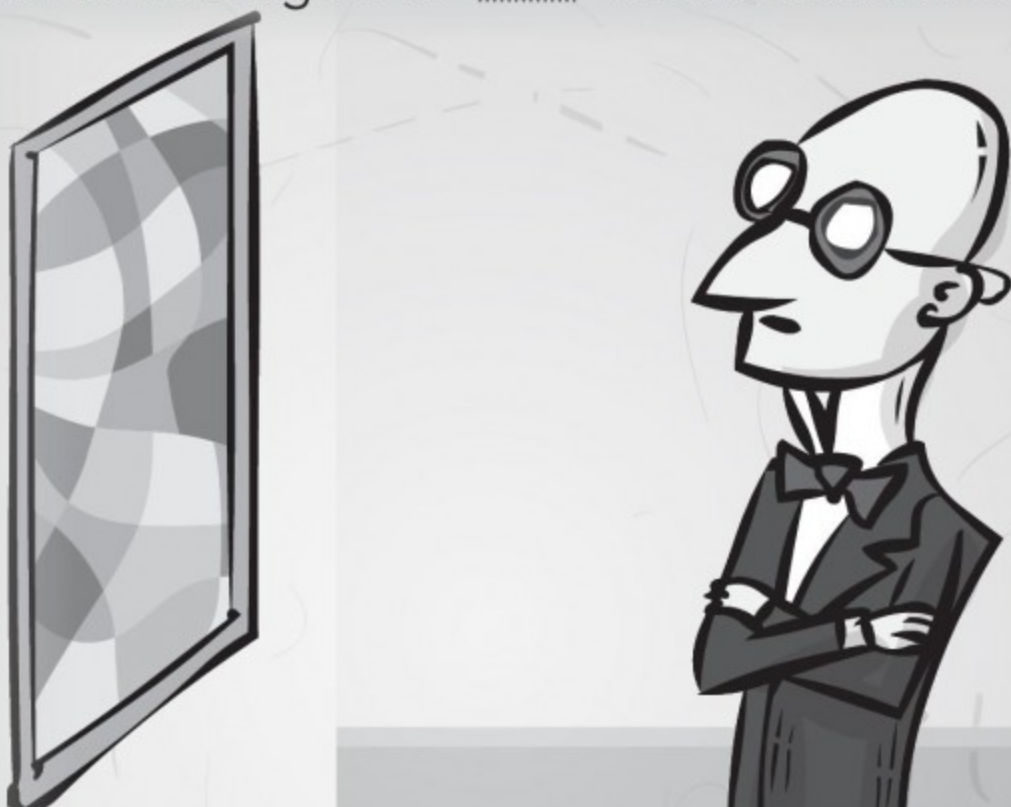
First, simply ¹..... . Don't try to ²..... it too carefully yet. What do you notice?

Step 2: Take a closer look

Now ³..... artwork more closely. Give yourself time to ⁴..... everything you can. You may ⁵..... that you ⁶..... before.

Step 3: Think, understand

Now it's time to ⁷..... the artwork. Can you figure out the message? It isn't always easy! You may have to look again to ⁸..... the artwork's meaning.



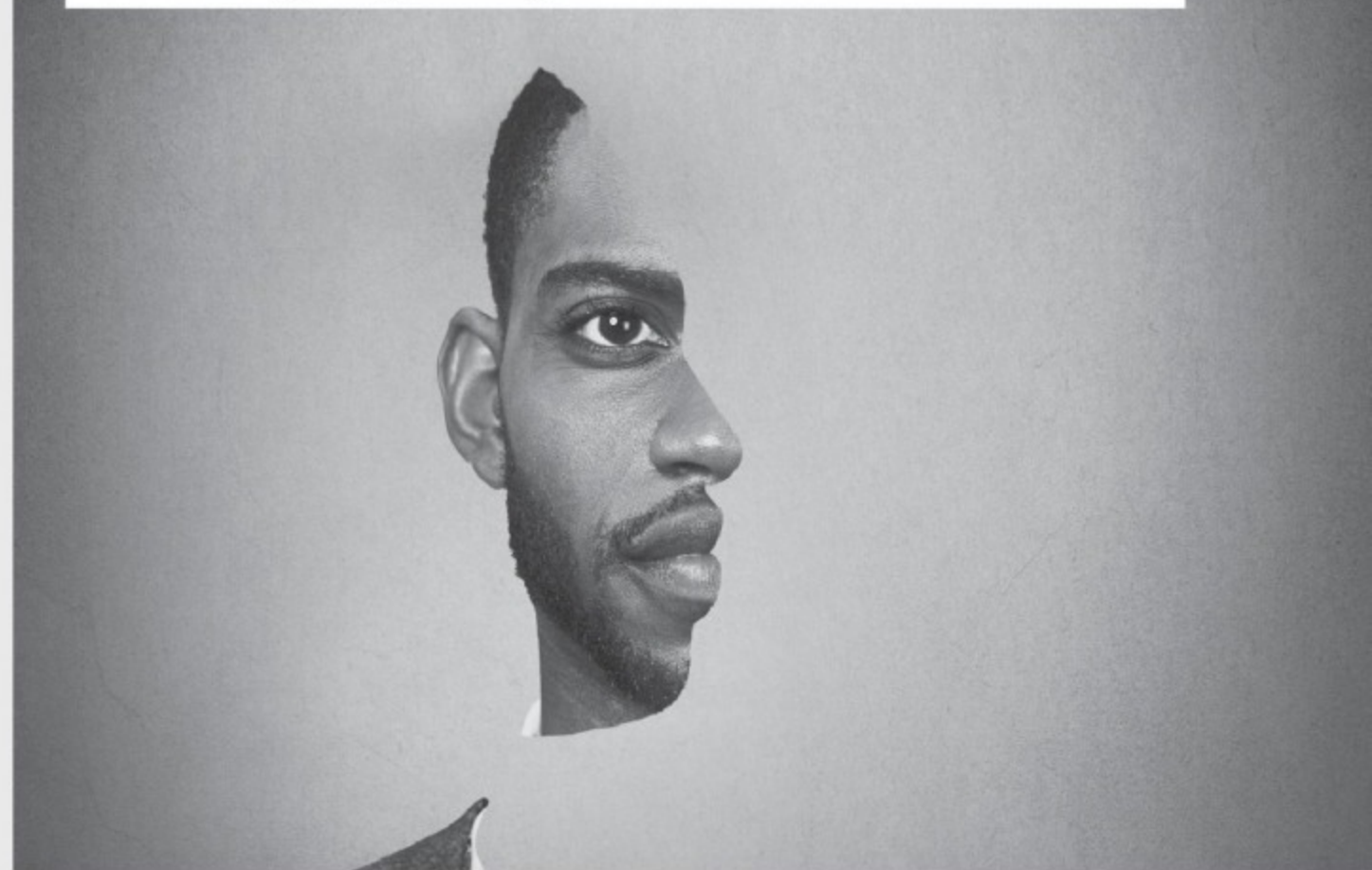
- | | |
|-------------|------------------------------|
| a take in | e glance at the artwork |
| b interpret | f spot interesting details |
| c study | g had overlooked |
| d detect | h observe the whole piece of |

10 Complete the text with the words below.

glance interpret make overlook
spot study

What do you see?

When you first ¹..... at this image, you may ²..... the fact that there are two ways to ³..... it. It's easy to ⁴..... out half of a face looking directly at you. But if you ⁵..... the image a little more closely, you can also ⁶..... the side of someone's face who is looking to your right.



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

- 1 What's your personal favorite work of art? Describe it and say why you like it so much.

.....
.....

- 2 What is your opinion of graffiti? Does it improve the look of a neighborhood? Explain why.

.....
.....

- 3 Think of a monument in your town or city. What does it commemorate?

.....
.....

- 4 Do you like the sculpture in the picture on page 97? Why? / Why not?

.....
.....

Listening

- 1 Look at the picture. Describe what's going on.



- 2 **10.01** Study the listening strategy. Then listen to an interview with Rita, an expert in describing artwork to the visually impaired. Write down some key words that give you the gist of what she and the interviewer are saying.



Listening strategy

Listening for gist

When you listen to a text, you may not understand every word, but don't panic. Use the words that you do understand to create a framework. You can work out the gist of what people are saying from that.

.....

.....

.....

.....

.....

.....

- 3 **10.01** Answer the questions. Then listen again and check your answers.

- 1 What kind of boat does she think is in the photograph?
.....
- 2 What time of day does she think it is?
.....
- 3 When describing artwork, what does Rita say?
.....
- 4 What did James do to understand the photograph better?
.....

Speaking

- 4 Complete the phrases with the words below.

appears judging looks suggests there's think

- a by ...
- b ... to be looking ...
- c That that ...
- d Given that they're fishermen,
I
- e In the upper right-hand corner of the photograph,
- f ..., which like ...

- 5 Complete what Rita says with phrases a–f from exercise 4.

This is another black-and-white photograph of fishermen. It shows two men in small, flat boats on a river. One of the boats is nearer the camera, on the left side. In this boat, the man ¹ for something in the water. ² he's looking for fish.

³ another man in a small, flat boat. He's further away from the camera.

⁴ the dark sky, I think it's either very early in the morning or very late at night. The water is very still and calm.

There's something on the back of both boats ⁵ a large, empty basket. ⁶ they haven't caught any fish yet.

- 6 Write a description of this picture, or choose another image to describe. Use phrases from exercises 4 and 5. Then close your notebook and practice describing the picture.



A biography

1 Read the biography, ignoring the blanks, and answer the questions.

- 1 Where was Frida Kahlo born?
.....
- 2 What happened that started her painting career?
.....
- 3 What happened in 1946?
.....
- 4 When was she born and when did she die?
.....

2 Fill in the blanks in the biography 1–4 with the missing sentences a–e. There is one extra sentence.

- a From that time, she began to develop and grow as an artist.
- b When she was six years old, she had a serious illness and fell behind in school.
- c Frida had three sisters: Matilde, Adriana, and Cristina.
- d Unfortunately, in her later years as she became more well known, her health got worse.
- e In 2016, one of her paintings sold for US\$8 million.

@ FRIDA KAHLO

Frida Kahlo was born in 1907 in Mexico City to a German father and a Mexican mother. She took drawing lessons from an early age and enjoyed making art. ¹..... However, she was a bright student and attended a top school with the plan of becoming a doctor.

At the age of 18, Frida was on a bus that had a road accident. For three months after the accident, she was unable to walk. This was a turning point in her life. To pass the time while she recovered from the accident, she spent a lot of time painting – mostly portraits of herself and her friends. ².....

One of her most significant achievements may have been receiving Mexico's National Prize for Arts and Sciences in 1946. However, over the course of her career, she became famous not only in Mexico, but around the world. ³.....

After her death in 1954, her art became more and more popular around the world. Many experts today consider her one of the most important artists of the twentieth century. ⁴.....

LANGUAGE POINT Describing a life

3 Match 1–7 with a–g to make phrases to describe a life.

- | | |
|-------------------------|----------------------------|
| 1 in her | a early age |
| 2 from an | b point |
| 3 at the age of | c later years |
| 4 a turning | d course of her career |
| 5 one of her most | e significant achievements |
| 6 over the | f death |
| 7 after her | g 18 |

4 Match 1–7 with a–g to make sentences about other artists.

- 1 From an early age,
 - 2 Over the course of her career,
 - 3 At the age of
 - 4 Her influence continued to grow
 - 5 The move to New York was a turning point
 - 6 She created even bigger art installations in her later years,
 - 7 She is best known for
- a she dreamed of growing up to be an artist.
 - b after her death, and her work is now much better known than it was during her lifetime.
 - c sixteen, he sold his first sculpture.
 - d she made hundreds of paintings, completing her final works while in her 90s.
 - e in her life, creating many opportunities.
 - f her portraits, but she also painted landscapes.
 - g despite the physical challenges of old age.



Task

5

- Mary Cassatt, USA, 1844–1926
- Joan Miró, Spain, 1893–1983
- Bernard Leach, UK, 1887–1979

Think and plan

6

[illegible]

7



Writing strategy

Using a timeline to plan a biography

A timeline is a good way to organize information when you are researching and planning a biography. The timeline will probably start when the subject of the biography is born, but doesn't have to end with the subject's death. It can also include their legacy.

Write a first draft

8

Paragraph 1: Introduce the artist and describe his or her early life

Paragraph 2: Describe the artist's main career

Paragraph 3: Explain the artist's legacy

Review and edit

9



Writing checklist

Content

- Have you included details about the artist's early life?
- Have you described the artist's main career?
- Have you explained the artist's legacy?

Language

- Is your spelling correct?
- Is your grammar correct?
- Did you use expressions for describing a life?

10

The diagram illustrates a life cycle model with three main phases: **EARLY LIFE**, **MAIN CAREER**, and **LEGACY**. The timeline is marked with vertical lines and arrows indicating the progression of time. The timeline starts with "Born in ..." and ends with "aged ...". The timeline is divided into six segments by vertical lines. The first segment is labeled "Born in ...". The second segment is labeled "aged ...". The third segment is labeled "aged ...". The fourth segment is labeled "aged ...". The fifth segment is labeled "aged ...". The sixth segment is labeled "aged ...".



Reading to learn

1 Make inferences from the biography of Frida Kahlo on page 100. Explain your reasoning.

1 What languages do you think she spoke?

.....

.....

.....

2 Why do you think she didn't become a doctor?

.....

.....

.....

Vocabulary and Grammar

Visual arts

2 Complete the questions with the words. Then answer them.

commemorate contemporary depict
installations monument portrait sculpture

1 If you could build a to remember an important event, what would you like to ?

2 If a artist offered to paint a of anyone you chose, who would you want it to ?

3 Would you prefer to go to an art museum showing art, pottery,, or photographs of cave paintings?

Dependent prepositions

3 Match 1–5 with a–e to form questions.

- 1 Did you show an interest
- 2 Do you think art relates
- 3 What are you concerned
- 4 How could art make a contribution
- 5 If you were offered more art classes, would you take advantage

- a to everyday life? How?
- b to improving your school or community?
- c in art as a young child?
- d of them?
- e about in today's world that you could make art about?

4 Choose three questions in exercise 3 and answer them.

- 1
- 2
- 3

Auxiliaries for emphasis

5 Reply to these statements with auxiliaries for emphasis.

1 You like art class, don't you? (agree)

2 Luc doesn't work very hard. (disagree)

3 You're joking, aren't you? (disagree)

Reply questions

6 Write reply questions to these statements.

1 Art is a very important part of my life.

2 Successful artists need a lot of talent, and they need to work hard.

3 I'd love to be a successful artist.

4 When he painted the *Mona Lisa*, Michelangelo didn't know it would be the most famous artwork ever.

5 I'll probably never go to Paris and see the *Mona Lisa*.

7 Which statements in exercise 6 do you agree with?

Observation verbs

8 Look back at the *Mona Lisa* picture made with numbers and letters on page 95. Answer the questions.

1 When you first glanced at the picture, did you notice the fact that it's made up of letters and numbers?

2 If you study the image closely, can you spot any words in the text?

3 How do you interpret the image? What do you think the artist is saying?

9 Study the sculpture on page 97. Answer the questions.

- 1 When you glance at the sculpture, what's the first thing you notice?
.....
.....
- 2 When you study the sculpture, do you think it looks like one object, or two?
.....
.....
- 3 Is it easy to interpret the image? Why? / Why not?
.....
.....

Speaking

10 Describe the Mona Lisa graffiti picture on page 95.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing

11 Complete the timeline about Frida Kahlo. Use the information in the biography on page 100.

Frida Kahlo Timeline

- 1907 – ¹.....
- 1913 – Age ²..... – Had a serious illness
- 1925 – Age 18 – ³....., started painting
- ⁴..... – Won Mexico's National Prize for Arts and Sciences
- ⁵..... – Died, age 47
- 2016 – ⁶.....

12 What were the years of Frida Kahlo's ...?

- 1 early life
- 2 main career
- 3 legacy

Reflect

Why do we need art?

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

In your own words, why do we need art?

.....

.....

.....

.....

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

.....

.....

.....

.....



Use of English

- 1 Study the exam strategy. Then read the text about Bitcoin in exercise 2 and find the value of one Bitcoin for years 1–4 below.



Exam strategy

It is essential to read the text of a multiple-choice cloze test very carefully so that you can be sure that the vocabulary item you choose fits the context exactly. Even small details in the text can be important.

- | | |
|----------------|----------------|
| 1 2011 \$..... | 3 2015 \$..... |
| 2 2014 \$..... | 4 2018 \$..... |

Exam task

multiple choice

- 2 Read the text on the right and choose the answer (a, b, c, or d) that best fits each blank.

- | | |
|-----------------|----------------|
| 1 a Because | c Although |
| b However | d Consequently |
| 2 a bills | c goods |
| b deals | d consumers |
| 3 a benefits | c checkouts |
| b deals | d transactions |
| 4 a certainty | c opportunity |
| b potential | d probability |
| 5 a decreased | c rose |
| b shrank | d declined |
| 6 a a must-have | c a high-tech |
| b a sky-high | d an overnight |
| 7 a dropped | c climbed |
| b jumped | d grown |
| 8 a slightly | c slowly |
| b gradually | d dramatically |

The ups and downs of Bitcoin

Bitcoin was the world's first cryptocurrency – a worldwide digital money system. ¹..... Bitcoin can be exchanged like any other currency, in most other ways it's very different. It isn't controlled by any government or financial institution, and it has no actual coins or ²..... Each Bitcoin is a computer file that is stored in an app on a smartphone or computer. People can send Bitcoin to each other, and each of these ³..... is recorded in a public digital list called the blockchain. Like any other currency, Bitcoin has the ⁴..... to make people very wealthy.

In 2018, American teenager Erik Finman became one of the world's youngest Bitcoin millionaires. He had bought his first Bitcoin in 2011 at the age of twelve with \$1,000 his grandmother had given him. At that time, one Bitcoin was worth \$10. Over the next few years its value ⁵..... rapidly to \$1,100, and in 2014 Finman sold \$100,000 of the currency just at the right time. He used the money he'd made from his investment to set up ⁶..... online educational business that linked students with teachers via video chat.

In 2015, Finman accepted an offer of 300 Bitcoin for the technology behind the business, even though at that time the value of one Bitcoin had ⁷..... to just \$200. Did Finman make the right decision? It would appear so. By 2018, the value of one Bitcoin had gone up ⁸..... to \$6,500, making Finman a Bitcoin millionaire.

Listening

- 3 Study the exam strategy. Then look at the multiple-choice questions in exercise 4 on page 105. What is each one asking you to listen for? Match questions 1–5 with a–e below.



Exam strategy

In multiple-choice listening tasks, read the questions carefully to see what you need to listen for.

- | | |
|---|---|
| a | the speaker's opinion |
| b | the function of what the speaker says |
| c | the purpose of what the speaker says |
| d | a detail of what the speaker says |
| e | agreement between two speakers |



Exam task multiple choice

- 4 11.01 You will hear people talking in five different situations. Choose the best answer (a, b, or c).
- You hear two people talking about a song they've just heard. What did they both like?
 - the beauty of the melody
 - the sadness of the lyrics
 - the tempo
 - You hear a teacher talking about modern-day bartering. Why is she talking about it?
 - She wants her students to benefit from it.
 - She's warning her students not to do it.
 - She's explaining how it works.
 - You hear a woman talking about a movie. What annoyed her about the soundtrack?
 - It was distracting.
 - The genre was wrong.
 - It wasn't upbeat enough.
 - You hear two people talking about giving money to charity. What is the man doing?
 - persuading the woman to give money to an environmental organization
 - explaining why he supports a certain cause
 - justifying why he never gives money to people on the street
 - You hear a musician talking about his work. What is he talking about?
 - where he gets his inspiration from
 - why his work is sometimes stressful
 - how he wrote a hit 20 years ago

Speaking

- 5 Study the exam strategy. Then complete the phrases for talking about habits, routines, and preferences 1–4 with the words below.

**Exam strategy**

In an interview task, the interviewer will ask you for information about your habits, routines, and preferences.

generally often tend whole

- On the _____, I ...
- _____ speaking, I ...
- I _____ to ...
- More _____ than not, I ...

Exam task interview

- 6 Answer these questions.
- When do you go shopping? What kinds of things do you buy?
 - Do you ever swap things with your friends? Why? / Why not?
 - Talk about something you bought recently.
 - How often do you pay for music?
 - Do you prefer spending money on material goods or on interesting experiences? Why?

Writing

- 7 Study the exam strategy. Then look at the exam task in exercise 8 and think about the essay question from these people's points of view. Make notes.

**Exam strategy**

It is really important to consider a variety of opinions before giving your own point of view in an opinion essay.

- friends of yours who enjoy music
.....
- older members of your family who enjoy music
.....
- famous musicians / bands
.....
- musicians / bands who want to be famous
.....
- your favorite musician / band
.....

Exam task an opinion essay

- 8 Write an opinion essay.

You've been talking about money and music in class, and your teacher wants you to write about the statement below. Write an essay using all of the notes and give reasons for your point of view.

Music streaming services generate huge profits for record labels, but very little money for the musicians whose music they stream. Some people say this will have a damaging effect on how people create music. Do you agree?

Write about:

- advantages for listeners (e.g., price, discovering new musicians)
- musicians, creativity and payment
- your own ideas

Write your essay in 140–190 words.

Use of English

- 1 Study the exam strategy. Then read the text in exercise 2. What kind of word is missing from each blank 1–8? Write *N* (noun), *A* (adjective), or *Ad* (adverb).



Exam strategy

With word-formation tasks, always read the text carefully to see what kind of word (e.g., noun, adjective, adverb) you need to form. Although you may sometimes need to add a prefix to the word in capitals (e.g., *HONEST* → *dishonest*), you will most commonly need to add a suffix to it (e.g., *HONEST* → *honesty*).

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

Exam task

word formation

- 2 Read the text. Use the word in capitals to form a word that fits in the blank.

Illuminated manuscripts

In the modern age of printed books, magazines, and newspapers, we are used to seeing attractive ¹ (TYPOGRAPHIC) and ² (IMPACT) design in the material that we read. Yet some of the most ³ (STRIKE) books ever made are the illuminated manuscripts that were produced in the 13th and 16th centuries.

Every page of these long handwritten texts was decorated with gold, silver, or bright colors, and they were only made for very ⁴ (WEALTH) individuals. The initial letters of pages were often decorated, and ⁵ (COMPLEXITY) patterns were drawn in the margins around the text. The texts also contained ⁶ (INCREDIBLE) beautiful pictures. Some of these pictures were scientific, and others contained ⁷ (SYMBOLIC) that the viewer would have understood.

Creating the manuscripts would have required extremely high levels of skill and ⁸ (CONCENTRATE) and each manuscript must have taken many months to complete.

Reading

- 3 Study the exam strategy. Then match 1–6 with their synonym a–f.



Exam strategy

When doing a fill-in-the-blanks exercise, look for synonyms (words with a similar meaning), which often appear near each other in a text.

- | | |
|---------------------------|------------|
| 1 brother or sister | a playmate |
| 2 unfair | b envy |
| 3 competition | c outshine |
| 4 jealousy | d sibling |
| 5 companion | e unjust |
| 6 do better | f rivalry |

Exam task

missing sentences

- 4 Read the article on page 107 about sibling rivalry and fill in the blanks 1–6 with the missing sentences a–g. There is one extra sentence which you do not need to use.



- a To make matters worse, he outshone me in everything as we grew up.
- b Older siblings will have more freedom, while their younger siblings will get more attention.
- c After all, siblings spend large amounts of their childhood together in the same household.
- d Kids are expert at spotting any kind of injustice that affects them.
- e But while a little healthy competition can be a good thing, ongoing feelings of envy and resentment toward a sibling can be very painful.
- f Sibling rivalry can begin even before the second child is born.
- g Differences in personality and ability between siblings mean that parents inevitably develop a unique relationship with each child.

SIBLING RIVALRY

"It's not fair!" is a cry commonly heard in most households that have children. ¹..... And where are they more likely to notice it than at home, where they can compare how their parents treat them and their brother or sister on a daily basis?

In many ways, it's no surprise that rivalry between brothers and sisters is such a day-to-day occurrence. ²..... It's perfectly natural that they – like any other two people who live in close proximity – will compare themselves to each other.

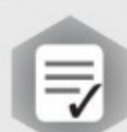
Much of the time, what siblings are fighting over is parental attention, a resource that is essential for a child's emotional development. ³..... Unfortunately, from the child's point of view, this may be perceived as unfair treatment.

Of course, siblings are often great companions. Brothers and sisters can be natural playmates who will enjoy trying to ride their bikes faster than each other or shoot more hoops in basketball. ⁴..... "I was jealous of my brother from the moment he was born," Cara (29) recalls. "My parents had always wanted a son, and when Sam arrived, it was like he was the prince of the house and I was nothing. My parents still told me that they loved me, but somehow he always seemed to matter just a little bit more than me. ⁵..... He did better at school, was great at sports, and always had a lot of friends. Things are better now. However, I still sometimes get the old feeling of anger when we're together back at mom and dad's house."

What can parents do to ease the rivalry between siblings? Of course, parents need to treat their children equally. But age gaps naturally lead to differences. ⁶..... Perhaps the most helpful thing parents can do is to avoid asking the age-old question, "Why can't you be more like your sister / brother?"

Listening

- 5** Study the exam strategy. Then read the sentence completion task in exercise 6. Which sentences focus on Amy's opinion?



Exam strategy

Sentence completion listening tasks require you to listen for specific details and the speaker's opinion about things. Before listening, read through the task to see whether you need to listen for a detail or an opinion in each question.

..... and

Exam task

sentence completion

- 6** **11.02** You will hear a woman called Amy Smith, who works for a theater company, talking about storytelling. Complete the sentences with a word or short phrase.
- Good storytellers don't need to rely on costumes, music, props, or
 - Amy is interested in why it's for humans to tell stories to each other.
 - Humans first started to tell each other stories ago.
 - Early examples of storytelling without words include rock painting,
 - At the end of a "rags to riches" narrative, the character has wealth and/or
 - Stories teach us different things, including the difference between
 - "....." work can help people understand events that happened to them.
 - Some narratives that are told by people in society make Amy angry.

Writing

- 7** Study the exam strategy. Where would phrases 1–3 come in an article? Write / (Introduction), M (middle section), or F (final paragraph).



Exam strategy

When you write an article, divide it into at least three sections. In the introductory paragraph, try to grab the reader's attention. In the middle section, describe your experiences and develop your points. In the final paragraph, summarize your opinion.

- On top of that, ... / Fortunately, I
- Imagine you're ... / Have you ever ...?
- It seems to me that ... / To my mind,

Exam task

an article

- 8** Write an article.
You see this ad in an online magazine.

Articles wanted

A time I felt under pressure

What was the event? Why did you feel under pressure? How well did you rise to the challenge? What did you learn from the experience?

We will publish the best articles on our website.

Write your article in 140–190 words.



Exam preparation

Use of English

- 1 Study the exam strategy. Then read the text in exercise 2 and decide if sentences 1–3 are true (T) or false (F).



Exam strategy

Before you start filling in the blanks of a cloze text, read the text for its overall meaning.

- 1 Marina never wants to be young again.
- 2 Her great-grandchildren aren't always happy with how they are.
- 3 She hasn't looked at her old books and jewelry for a long time.

Exam task cloze

- 2 Read the text and think of the word that best fits each blank. Use only ONE word in each blank.

What I've learned in life

by Marina Jones

I'm a grandmother and a great-grandmother. I'll be 88 next month, but inside I still feel about 30. Occasionally I think, "If ¹ I were young again!", and other times I think about all the different things I could ² done with my life. But mostly I'm just grateful for all the happy years I've had.

When you get to my age, you know who you are. It makes me sad when I hear my great-grandchildren wanting to be like other people. I wish they ³ realize just how special and unique they are.

I think the most important lesson I have learned is that possessions don't make you happy. At the moment I'm in the process of sorting ⁴ all my old books and jewelry. I'm giving a lot of them ⁵ because I just don't need them anymore.

There are still lots more things I want to do with my life, and every day is very precious. Who knows?

I ⁶ live to be 100. I hope so!



Listening

- 3 Study the exam strategy. Then underline the key words in the rubric and questions.



Exam strategy

Before listening, underline the key words (nouns, verbs, and adjectives) in the direction line and questions in a multiple-choice task. Then think about how these might be connected.

Exam task multiple choice

- 4  11.03 You will hear part of a radio interview with a man called Sam Lewis, an American archaeologist. For each question, choose the best answer (a, b, or c).
 - 1 What's the main goal of the project Sam's working on at the moment?
 - a to prepare a collection of 19th-century Chinese objects for an exhibition
 - b to preserve some Chinese artifacts from the 19th century
 - c to investigate possessions owned by Chinese villagers in the 19th century
 - 2 Where are the archaeological sites that Sam has worked at for this project?
 - a in China
 - b in the US
 - c in China and in the US
 - 3 What does Sam suggest about Chinese migrants in the 19th century?
 - a Life can't have been easy for them in China or the US.
 - b It was unfortunate that there wasn't much work for them in the US.
 - c They must have liked living in the US.
 - 4 The medicine bottles found in China were ...
 - a made in Britain in 1860.
 - b made in the US between 1860 and 1912.
 - c similar to those found at the railroad workers' camps in the US.
 - 5 According to Sam, what did people believe about 19th-century Chinese villagers before he and his team did their research?
 - a They must have imported finished goods from the west.
 - b They only used objects from China.
 - c Their lives would have been easier if they'd imported goods.

Speaking

- 5 Study the exam strategy. Then complete the expressions for comparing and giving an opinion 1–8 with the words below.

Exam strategy

When describing two photos, you need to compare the two images as well as give your opinion about them.

both common could must obvious
reckon though whereas

Comparing

- 1 pictures show ...
- 2 One difference between the two pictures is ...
- 3 What the two pictures have in is that ...
- 4 The first picture ..., the second picture ...

Giving an opinion

- 5 I
- 6 I wonder if this one be ...
- 7 It looks as
- 8 Someone have ...

Exam task long turn

- 6 Look at these two pictures of rooms. Compare the two pictures, and say where you think each room might be. Then answer the question below.



Which room would you prefer to visit? Why?

Writing

- 7 Study the exam strategy. Then read the task in exercise 8 and answer as many of questions 1–8 as you can.

Exam strategy

When preparing for an opinion essay, it's a good idea to read the essay question carefully and then ask yourself *Who? Where? Why? When? What?* and *How?* questions.

- 1 *Who exactly is affected by a shortage of safe and affordable housing? (Richer or poorer people? Older or younger people?)*
- 2 *Where is there a shortage of housing? (Does this issue affect my country? Which other countries face this issue?)*
- 3 *Why is there a worldwide shortage of housing? (Decisions made by governments? A growing population?)*
- 4 *When did a shortage of housing first become a problem? (A long time ago? Recently?)*
- 5 *How can governments improve existing housing? (How can they make them safer? How can they make them more pleasant to live in?)*
- 6 *When should they start improving existing housing? (Now? In 5/10/15 years?)*
- 7 *Where should new housing be built? (Near cities? Far away from cities?)*
- 8 *What's the environmental impact of building new housing? (How does it change the landscape? How much energy is used? How much water is used? What materials are used? How are materials transported?)*

Exam task a for and against essay

- 8 Write a for and against essay.

You've been talking about homes and housing in class, and your English teacher has asked you to write about the question below. Write a for and against essay, using all of your notes and give a reason for your point of view.

About 33% of people living in cities worldwide don't have access to safe and affordable housing. How can governments solve this problem?

Write about:

- 1 improving existing housing
- 2 building new housing
- 3 ... (your own idea)

Write your essay in 140–190 words.



Reading

- 1** Study the exam strategy. Then read the article about color-vision deficiency in exercise 2. What's the main purpose of the text? Choose the option for which there is the most evidence.
- a To describe the history of the diagnosis.
 - b To explain ways that science can help people with color-vision deficiency.
 - c To show how difficult some people's lives are made by color-vision deficiency.
 - d To inform the reader about different aspects of color-vision deficiency.



Exam strategy

Multiple-choice reading tasks test your ability to identify different aspects of a text. For questions that test understanding of purpose, main idea, attitude, and opinion, look for evidence in the text to support each option in the question.

Exam task multiple choice

- 2** Read the article. For questions 1–4, choose the best answer (a, b, c, or d).
- 1 What does Charlie suggest about his color-vision deficiency in the article?
 - a It's unfortunate but he accepts it.
 - b It doesn't bother him at all.
 - c It gives him some advantages.
 - d It's becoming increasingly annoying.
 - 2 Charlie writes about tomatoes in order to
 - a remind the reader that ripe tomatoes are a primary color.
 - b illustrate a way color-vision deficiency affects him.
 - c show that color-vision deficiency is dangerous.
 - d encourage the reader to feel sorry for him.
 - 3 Until Charlie was ten,
 - a he'd never heard of Dr. Shinobu Ishihara.
 - b he'd never been able to do an Ishihara test.
 - c he'd seen the world like most other people.
 - d he hadn't known he had a problem.
 - 4 What is the main point about color-vision deficiency in the fifth paragraph?
 - a It helps people see different kinds of greenish-brown colors.
 - b It may have developed for a reason.
 - c It's helpful if you want to find something to eat among leaves and grass.
 - d A recent scientific discovery offers hope for people who have color-vision deficiency.

Green with envy? I'm not sure.

by Charlie Lowe

Like one in twelve men around the world (and one in 200 women), I have color-vision deficiency. I can "see" things perfectly normally; it's just that I don't see color in the same way as you do (assuming you don't have color-vision deficiency yourself, that is).

There are different kinds of color-vision deficiency. The "red / green" version is by far the most common and is the type I have. That doesn't mean I only mix up red and green, though, because as a primary color, red appears in a multitude of other shades. So orange looks very similar to yellow to me, because of the red in orange and, likewise, purple looks like blue.

Color-vision deficiency isn't the worst condition in the world, but it definitely has an impact on my life. Simple things like not being able to tell whether a tomato is ripe (because it's red) or unripe (because it's green) are annoying, while not being able to differentiate between a red and green traffic light as quickly as other people is potentially very dangerous.

I wasn't diagnosed with color-vision deficiency until I had my eyes tested at the age of ten and was asked to identify a figure formed of red dots that was hidden among a load of green dots. I know now this was an Ishihara test, which was invented by Dr. Shinobu Ishihara in 1917. All I knew then, however, was that I simply couldn't do it. Until that moment, I'd had no idea that for most other people the world was way more colorful than it was for me.

While color-vision deficiency has its downsides, it's now believed there might actually be some advantages to it. Scientists have discovered that people with color-vision deficiency are significantly better than those with normal vision at identifying shades of khaki. This ability might once have had an evolutionary advantage, enabling hunters to spot potential food items amongst grass and leaves.

Would I rather not have color-vision deficiency? Sure. But I'm not about to start "seeing red" about my situation – after all, I've never known anything different.

Listening

- 3 Study the exam strategy. Then look at the exam task in exercise 4 and follow the strategy.



Exam strategy

Before listening to a multiple-matching text, identify the main topic in the direction line and write it on a piece of paper. Then circle one key word from each line in the task and write those words around the topic word. Think of words that link to the topic and the key words and add them to the paper.

Exam task multiple matching

- 4 11.04 You will hear five short extracts in which people are talking about water. Choose from the list (A–H) what the significance of water is for each person (1–5). There are three extra letters that you do not need.

Speaker 1 Speaker 2 Speaker 3
Speaker 4 Speaker 5

- A the dangers water can pose
- B the quantities of water people use every day
- C how glaciers are becoming less stable
- D generating energy from water
- E working as a plumber
- F the need for clean water
- G the effects of the overuse of water resources
- H the importance of learning to swim

Speaking

- 5 Study the exam strategy. Then look at the useful expressions 1–7. Is each one indicating a topic (T) or a person (P)?



Exam strategy

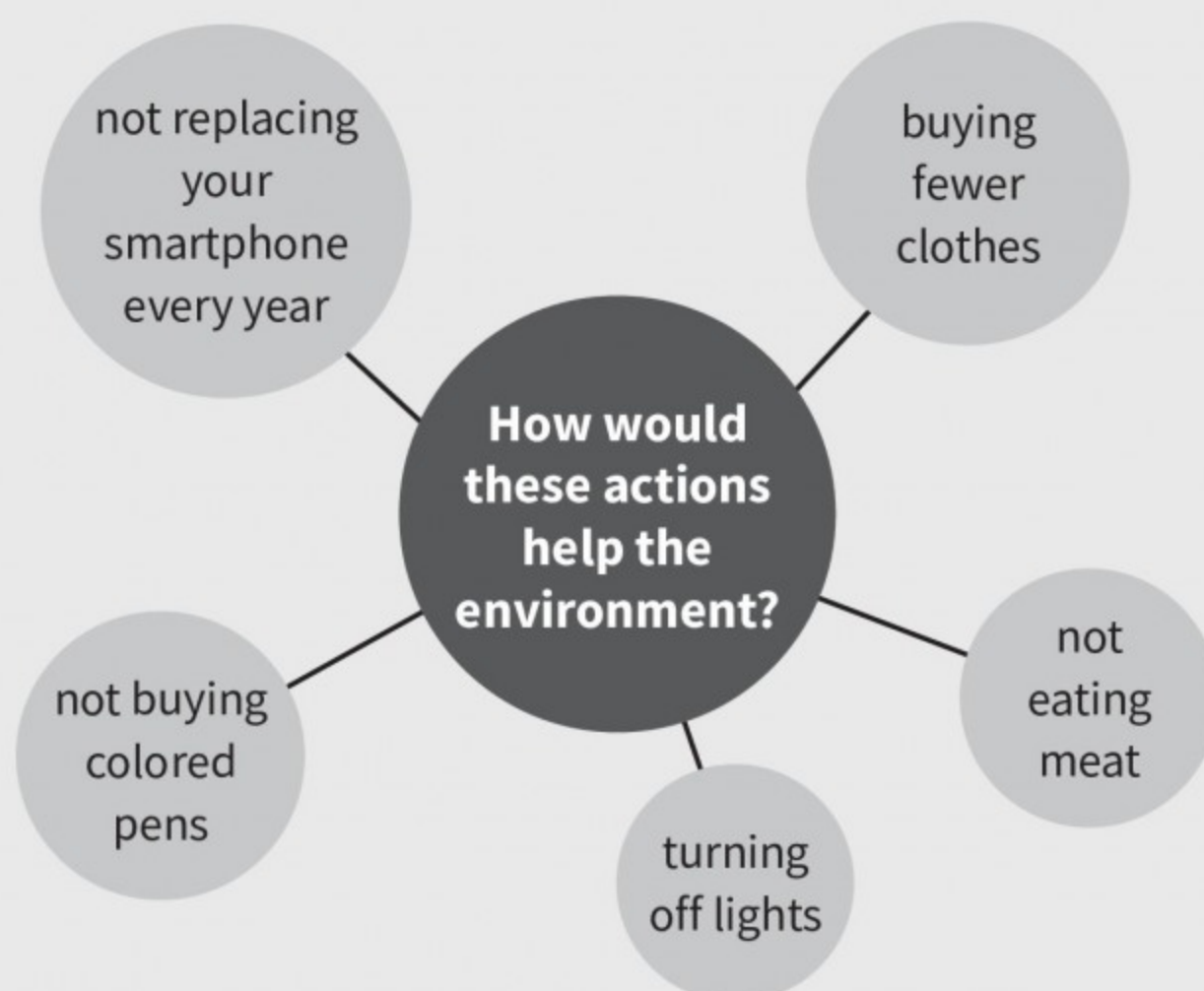
In a collaborative speaking task, share the speaking time equally. Speak about all the options before you try to agree on the best one.

- 1 Which one shall we start with?
- 2 Shall we move onto ... now?
- 3 What do you think?
- 4 What about this one?
- 5 How do you feel?
- 6 We still need to discuss
- 7 Do you agree?

Exam task

collaborative task

- 6 Imagine someone wanted to take action to help the environment. Talk with a partner or in a small group about the actions below. Then decide which would be the most helpful action.



Writing

- 7 Study the exam strategy. Then make these phrases more appropriate for an email.



Exam strategy

Use language that is appropriate for an email – neither too formal nor too informal.

- 1 I'm writing to express my sincerest thanks for your email.
.....
- 2 No mountains in my country – sorry!
.....
.....

Exam task

an email

- 8 Write an email.

You have received this email from your English-speaking friend, Helen.

✉
📎
☰
⏪
⏩

Subject: Advice wanted

Two of my friends are visiting your country soon for three weeks. They're both enthusiastic swimmers and walkers. Which coastal areas, lakes, reservoirs, rivers, and beaches would you recommend they visit, and why?

Thanks, Helen

Write your email in 140–190 words.



Use of English

- 1 Study the exam strategy. Then choose all the possible collocations for each item 1–5 below.



Exam strategy

To prepare for key word transformation tasks, it is important to learn a wide range of collocations: these are pairs or groups of words that go together to make phrasal verbs, expressions, and other phrases.

- 1 ACCUSE sb in / about / of / by
- 2 get / have an / take / make ADVANTAGE
- 3 KEEP off / up / of / round
- 4 TAKE away / in / off / up
- 5 MAKE up / down / away / out

Exam task

key word transformations

- 2 Complete the second sentence so that it has a similar meaning to the first sentence, using the given word. DO NOT CHANGE THE GIVEN WORD. Use between TWO and FIVE words, including the given word.

- 1 “You were driving dangerously.” ACCUSED
She dangerously.
- 2 We decided to go to the park because the weather was good. ADVANTAGE
We decided to weather by going to the park.
- 3 You’re walking too fast for me! KEEP
I can’t you!
- 4 I couldn’t absorb all the information. TAKE
I couldn’t the information.
- 5 If you look carefully, you can see the artist’s signature. MAKE
If you look carefully, you the artist’s signature.
- 6 If artists paint with good quality materials, their pictures last for many years. PAINTED
Pictures materials last for many years.
- 7 Your friend Amy talks really fast! TALK
Your fast!
- 8 There’s no proof that this pottery comes from Ancient Greece. NEVER
It has that this pottery comes from Ancient Greece.

Reading

- 3 Study the exam strategy. Then cross out the word in each group 1–6 that is not a partial synonym.



Exam strategy

Identifying synonyms (words that have the same meaning) and partial synonyms (words that have a similar meaning) will help you succeed at multiple-matching tasks, so make sure you keep a record of pairs or groups of synonyms when you are learning and reviewing vocabulary.

- 1 circumstances / levels / events / situations
- 2 effect / outcome / product / process
- 3 crisis / thinking / focus / judgment
- 4 conflict / difference / mismatch / similarity
- 5 push / relax / challenge / stretch
- 6 focused / absorbed / distracted / attentive

Exam task

multiple matching

- 4 You are going to read an article about an artist’s experience of flow. For questions 1–10, choose from paragraphs A–D. The paragraphs may be chosen more than once.

Which paragraph ...

- 1 states how long it takes to get into a flow state?
- 2 demonstrates that flow can help people in a variety of circumstances?
- 3 gives examples of how flow benefits different kinds of thought processes?
- 4 says that flow is a popular concept at the moment?
- 5 advises how you can get yourself into flow?
- 6 describes a mismatch between different people’s experience of the same situation?
- 7 mentions a study that measured the effects of flow on people’s performances?
- 8 suggests that people don’t always want to push themselves very hard?
- 9 describes someone’s scientific interest in the flow experience?
- 10 describes some of the feelings associated with flow?

"In the zone and in the moment"

The experience of being in the state of flow

A "Flow" is a buzzword heard a lot at the moment. We'd all feel better if we experienced more of it, experts say, and it's been shown to increase levels of creative performance sevenfold. So, what exactly is it? Gillie Mayhew, a portrait artist, gives this description: "When I'm in flow, I'm focused entirely on my painting. I get so deeply absorbed that I lose all track of time. I feel happy, in control, creative, and very productive. I count myself very lucky to be able to spend so much of my working life in this state."

C Flow was first identified by psychologist Mihály Csíkszentmihályi some 30 years ago. While usually used in relation to work and creativity, the term can also be applied to any situation in which our sense of awareness is heightened to help us operate at the best of our ability. This could be in a moment of personal crisis, or simply while cooking, swimming, or talking with friends. In fact, Csíkszentmihályi argued that flow ultimately leads to increased levels of happiness.

B Flow can distort people's perception of time. For some, time slows down so that rapid events are perceived "freeze frame". A soccer player can make a split-second decision to kick the ball at exactly the right angle. A surgeon doing a tricky operation can maintain crystal clear focus in order to exercise perfect judgment. For others, like Gillie, flow speeds time up instead, so that three hours can pass in what feels like three minutes. "This is a problem for my models," she jokes, "who tend to get fed up with holding the same position for such a long time!"

D The good news is that flow doesn't just happen by accident. Focusing entirely on a single task for 10–15 minutes is pretty much guaranteed to get you into a flow state. Having clear goals are important, as is eliminating distractions like phone calls. You should choose work, study, or hobbies that stretch you, but that are not beyond the limits of your capabilities, and aim to tackle tasks at the time of day that you know is best for you. It feels good to stretch your brain, body, or both!

Speaking

- 5** Study the exam strategy. Then look at expressions 1–5. Do they show agreement (A), disagreement (D), or uncertainty (U)?

Exam strategy

In a discussion task, it's important to respond to what others say, and give your own opinion. *I agree* and *I don't agree* are useful phrases, but you should try to use other expressions, too.

- 1 I'm with you on that.
- 2 I'm not convinced that's true. or
- 3 You might be right.
- 4 That's a good point.
- 5 Do you think so? or

Exam task discussion

- 6** Discuss these questions about speed with a partner or in a group of three.
- 1 Some people say that the world would be a better place if everyone slowed down. Do you agree? Why? / Why not?
 - 2 Do you think time goes faster for young people or older people? Why?
 - 3 Why do you think people like fast food?
 - 4 When is it important to do things quickly?

Writing

- 7** Study the exam strategy. Match 1–6 with a–f.

Exam strategy

In a review, you should first describe the thing in a neutral style. Then, when you give your opinion, you can express yourself more strongly. Extreme adjectives can help you do this.

- | | |
|---------------------|---------------|
| 1 bad | a amazing |
| 2 good | b hideous |
| 3 funny | c stunning |
| 4 ugly | d terrible |
| 5 beautiful | e fascinating |
| 6 interesting | f hilarious |

Exam task a review

- 8** Write a review.

You see this announcement in your school's English-language magazine.

Art reviews wanted

Write a review of a piece of art that you really love or really hate, explaining when and where you saw it, what it looks like, and why you like or dislike it so much.

Write your review in 140–190 words.

Key phrases bank

Unit 1

Talking about music in your life

I'm (not) into ...
It makes me feel ...
It sounds (like) ...
... is good music for ...
My taste in music is / will ...

Predicting outcomes and making recommendations

I would / wouldn't recommend ...
I propose that we ...
How about if we ...
I wouldn't be surprised if ...
I expect that ...
I'm convinced that ...
It's likely that ...

Unit 2

Talking about money

It makes things a lot ...er / more ...
You just have to ...
It may (not) be worth ... in a few years.
... has the advantage of being ...
But what would happen if ... ?

Disagreeing politely

I hear what you're saying, but ...
I understand where you're coming from, but ...
That's a good point, but the way I see it, ...
I'm not sure I agree with that. I think ...
I see what you mean, but in my opinion ...

Unit 3

Talking about reading and books

When I get the chance, I ...
The kind of things I enjoy are ...
I'm (not) a big fan of ...
You really should read ... because ...
I couldn't put it down because ...

Analyzing infographics

Things that I notice are ...
The color / typography reminds me of ...
The layout / design makes me focus on ...
I'd say that it emphasizes ...
It could be improved by ...

Unit 4

Clarifying and explaining opinions

What do you mean?
Are you saying that ... ?
In other words, ...
Maybe that explains why ...
The reason for that is ...

Giving yourself time to think

Well, ...
... you know ...
How can I put this?
What's the word I'm looking for?
Let me see.

Unit 5

Talking about museums

I reckon we have museums because ...
From my point of view, ...
It's obvious that ...
I'd go as far as to say that ...
(It's) in the museum because of ...
Museums are great for ... owing to ...

Talking about mistakes

I'm in trouble.
I feel bad about ...
I didn't mean to ...
I'm not sure what to do / say ...
You should(n't) (have) ...
If I were you ...
It's best to admit ...



Unit 6

Talking about home

For me, home is the place where ...
 It's a ... environment.
 It's more than just shelter, it's a ...
 My ... is what makes it home.
 Home is less about ... and more about ...
 ... reminds me of home because ...

Evaluating

... is more effective than ... because ...
 It's a waste to ...
 It's worth ... -ing, because ...
 It's difficult to ...
 On the one hand, ... But on the other hand, ...

Unit 7

Talking about the meaning of colors

What else does the color ... represent?
 A ... is a symbol of ...
 ... has a strong association with ...
 ... is the traditional color for ...
 The color ... is connected with ...

Discussing ideas

I think it would be a great idea to ...
 It would(n't) be hard to ...
 I (don't) think I'd be prepared to ...
 Maybe I/we could look into ... -ing.
 The problem is, it's difficult to ...
 Unfortunately, ... isn't an option for me.

Unit 8

Describing cause and effect

As a result, ...
 Thanks to ..., I / we / they can ...
 That's why ...
 If I / we / they didn't have ..., I'd / we'd / they'd ...
 That's one of the reasons for ... -ing
 The consequence of that is ...

Changing habits

We should try not to ...
 It would be far better to ... than to ...
 We need to avoid ... -ing.
 ... is such a waste of water!
 If we want ..., we should go for ...
 ... is definitely the water-wise choice.

Unit 9

Explaining advantages and disadvantages

It's too bad that ...
 ... is really handy.
 ... is such a waste of time.
 At least you can ...
 It's better (not) to ..., because ...
 Another advantage / disadvantage of ... is that ...

Planning a campaign

I think our starting point should be to ...
 The main people we need to convince are ...
 The best way to spread the word might be to ...
 Let's try to get ... involved.
 We can get facts and figures to back up our argument by ... -ing.
 I think we should set up a ...

Unit 10

Talking about art

Art's a great way to ...
 Through art, you can ...
 It made me feel ...
 It helps us remember ...
 It was created to commemorate ... / to draw attention to ...
 It highlights the problem of ...

Observation and inference

In the bottom / top right-hand / left-hand corner of the painting, there's a ...
 There's ..., which looks like ...
 He / She appears to be ... -ing
 Given that ..., I think ...
 That suggests that ...
 Judging by ..., I (don't) think ...



Writing workshop key phrases

Linking cause and effect

as a consequence of ...

because of ...

...consequently, ...

due to ...

... has the effect of ...

... is a result of ...

...leads to ...

...means that ...

owing to ...

... results from ...

... results in ...

... so ...

Causes and effects

Causes

The main reason for ...

The chief cause of ...

A critical factor behind ...

Positive effects

A significant positive effect of ...

One of the key benefits of ...

A major advantage of ...

Negative effects

However, ... has a negative impact, too

On the other hand, ... also has some adverse effects.

... also brings some negative consequences.

Adding points

... also ...

... too

... as well as ...

Another ...

A further ...

An additional ...

Furthermore, ...

In addition, ...

Additionally, ...

Expressing a condition

if / unless

providing (that)

as long as

on condition that

assuming 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 5000™, a list of the 5000 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

achieve (v)	/ə'tʃi:v/ 
average (adj)	/'ævərɪdʒ/ 
beat (n)	/bi:t/ 
beauty (n)	/'bju:ti/ 
common (adj)	/'kɑ:mən/ 
confusing (adj)	/kən'fju:zɪŋ/ 
convinced (adj)	/kən'vɪnst/ 
creativity (n)	/'kri:ɪv'etɪvəti/ 
decrease (v)	/dɪ'kri:s/ 
disease (n)	/dɪ'zi:z/ 
distracting (adj)	/dɪ'stræktɪŋ/ 
donate (v)	/'dəʊneɪt/ 
dramatically (adv)	/drə'mætɪkli/ 
durable (adj)	/'dʊrəbl/
emotion (n)	/ɪ'məʊʃn/ 
energizing (adj)	/'enədʒaɪzɪŋ/
excitement (n)	/ɪk'saɪtmənt/ 
expect (v)	/ɪk'spekt/ 
express (v)	/ɪk'spres/ 
genre (n)	/'ʒɑ:nrə/ 
happiness (n)	/'hæpɪnəs/ 
harmony (n)	/'hɑ:rməni/ 
hit (n)	/hɪt/ 
increase (v)	/ɪn'kri:s/ 
increase (n)	/'ɪnkri:s/ 
industry (n)	/'ɪndəstri/ 
influence (v)	/'ɪnfluəns/ 
influence (n)	/'ɪnfluəns/ 
inspiration (n)	/'ɪnspə'reɪʃn/ 
isolated (adj)	/'aɪsəleɪtɪd/ 
jump (v)	/dʒʌmp/ 
likely (adj)	/'laɪkli/ 
love (n)	/lʌv/ 
lyric (n)	/'lɪrɪk/ 
melody (n)	/'melədi/ 
nominate (v)	/'nɑ:mɪneɪt/ 
pattern (n)	/'pætərn/ 
pitch (n)	/pɪtʃ/ 

playlist (n) /'pleɪlɪst/
predictable (adj) /prɪ'dɪktəbl/ 
productivity (n) /,prɒdʌk'tɪvəti/ 
propose (v) /prə'pəʊz/ 
rap (n) /ræp/
recommend (v) /,rekə'mend/ 
relaxing (adj) /rɪ'læksɪŋ/ 
rhythm (n) /'rɪðəm/ 
rise (n) /raɪz/ 
sadness (n) /'sædnəs/
sharp (adj) /ʃɑ:rp/ 
significantly (adv) /sɪg'nɪfɪkəntli/
similar (adj) /'sɪmələr/ 
social media platform (n) /səʊʃl 'mɪ:diə plætʃɔ:rm/
society (n) /sə'saɪəti/ 
solar system (n) /'səʊlər sɪstəm/
soothing (adj) /'su:ðɪŋ/
soundtrack (n) /'saʊndtræk/
steadily (adv) /'stedəli/ 
steady (adj) /'stedi/ 
stimulating (adj) /'stɪmjuleɪtɪŋ/ 
stream (v) /stri:m/ 
stressful (adj) /'stresfl/
support (v) /sə'pɔ:rt/ 
surprised (adj) /sər'praɪzd/ 
survive (v) /sər'vaɪv/ 
talented (adj) /'tæləntɪd/ 
taste (n) /teɪst/ 
tedious (adj) /'ti:diəs/
tempo (n) /'tempəʊ/
tour (v) /tʊr/ 
track (n) /træk/ 
truth (n) /tru:θ/ 
tuned in (phr v) /,tu:nd 'ɪn/
universe (n) /'ju:nɪvɜ:rs/ 
upbeat (adj) /'ʌpbɪ:t/

Unit 2

advantage (n) /əd'væntɪdʒ/ 
agree (v) /ə'gri:/ 
attitude (n) /'ætɪtʊ:d/ 
barter (v) /'bɑ:rtər/
beat (v) /bi:t/ 
benefit (v) /'benɪfɪt/ 
bill (n) /bɪl/
bumper harvest (n) /'bʌmpər 'hɑ:rvɪst/
checkout counter (n) /'tʃekaut kaʊntər/

community (n) /kə'mju:nəti/ 
component (n) /kəm'pəʊnənt/ 
connection (n) /kə'nekʃn/ 
consumer (n) /kən'su:mər/ 
currency (n) /'kɜ:rənsi/ 
damage (n) /'dæmɪdʒ/ 
deal (n) /di:l/ 
degree (n) /dɪ'gri:/ 
demand (n) /dɪ'mænd/ 
deserve (v) /dɪ'zɜ:rv/ 
exhausting (adj) /ɪg'zɔ:stɪŋ/
financial (adj) /fə'nænʃl/ 
flexibility (n) /,fleksə'bɪləti/ 
fossil fuels (n pl) /'fɔ:sl 'fju:əlz/
fundraise (v) /'fʌndreɪz/
goods (n pl) /gʊdz/ 
hard-to-resist (adj) /hɑ:rd tə rɪ'zɪst/
high-tech (adj) /,haɪ 'tek/
in addition (phr) /ɪn ə'dɪʃn/
ingredient (n) /ɪn'gri:diənt/ 
injury (n) /'ɪndʒəri/ 
manufacturer (n) /,mænju'fæktʃərər/
microchip (n) /'maɪkrəʊtʃɪp/
moreover (adv) /mɔ:r'əʊvər/ 
must-have (adj) /mʌst hæv/
natural disaster (n) /,nætʃrəl dɪ'zæstər/
negotiate (v) /nɪ'gəʊʃieɪt/
opinion (n) /ə'pɪnjən/ 
overnight (adj) /'əʊvənaɪt/ 
passionate (adj) /'pæʃənət/ 
pest (n) /pest/
point (n) /pɔɪnt/ 
potential (n) /pə'tenʃl/ 
poverty (n) /'pɔ:vəti/ 
priority (n) /praɪ'ɔ:rəti/ 
process (n) /'prə:sɪs/ 
profit (n) /'prɒ:fɪt/ 
reward (n) /rɪ'wɔ:rd/ 
ruin (v) /'ru:ɪn/ 
sensation (n) /sen'seɪʃn/ 
shortage (n) /'ʃɔ:rtɪdʒ/ 
sky-high (adj) /,skaɪ 'haɪ/
social enterprise (n) /'səʊʃl 'entəpraɪz/
special offer (n) /,speʃl 'ɔ:fər/
supply (n) /sə'plai/ 
support (n) /sə'pɔ:rt/ 
swap (v) /swɑ:p/



tax (n) /tæks/ 
 transaction (n) /træn'zækʃn/ 
 transform (v) /træns'fɔ:rm/ 
 understand (v) /,ʌndər'stænd/ 
 vaccination (n) /,væksɪ'neɪʃn/ 
 wage (n) /weɪdʒ/ 
 watch out (phr v) /wɑ:tʃ 'aʊt/ 
 worldwide (adj) /,wɜ:rl'dwaɪd/ 
 worth (adj) /wɜ:rθ/ 

Unit 3

access (n) /'ækses/ 
 access (v) /'ækses/ 
 assume (v) /ə'su:m/ 
 atmosphere (n) /'ætmosfɪr/ 
 attention span (n) /ə'tenʃn spæn/ 
 bar graph (n) /'bɑ:r græf/ 
 benefit (n) /'benɪfɪt/ 
 boredom (n) /'bɔ:rdəm/ 
 close down (phr v) /kləʊz daʊn/ 
 complex (adj) /kəm'pleks/ 
 complexity (n) /kəm'pleksəti/ 
 concentration (n) /,kɔ:nsn'treɪʃn/ 
 creature (n) /'kri:tʃər/ 
 criticism (n) /'krɪtɪsɪzəm/ 
 culture (n) /'kʌltʃər/ 
 data (n) /'deɪtə/ 
 democratic (adj) /,demə'krætɪk/ 
 device (n) /dɪ'vaɪs/ 
 dialogue (n) /'daɪələʒ/ 
 digital (adj) /'dɪdʒɪtl/ 
 distraction (n) /dɪ'strækʃn/ 
 empathy (n) /'empəθi/ 
 emphasize (v) /'emfəsaɪz/ 
 entertainment (n) /,entər'teɪnmənt/ 
 escapism (n) /ɪ'skeɪpɪzəm/ 
 explore (v) /ɪk'splɔ:r/ 
 eye-catching (adj) /'aɪ kætʃɪŋ/ 
 fan (n) /fæn/ 
 figure out (phr v) /'fɪgʃər aʊt/ 
 generation (n) /,dʒenə'reɪʃn/ 
 graphic novel (n) /,græfɪk 'nɔ:vl/ 
 habit (n) /'hæbɪt/ 
 hieroglyph (n) /'haɪərəglɪf/ 
 imagery (n) /'ɪmɪdʒəri/ 
 impactful (adj) /ɪm'pæktfl/ 
 improve (v) /ɪm'pru:v/ 

layout (n) /'leɪaʊt/ 
 line chart (n) /laɪn tʃɑ:rt/ 
 literacy (n) /'lɪtərəsi/ 
 manga (n) /'mɑ:ŋgə/ 
 mature (adj) /mə'tʃʊr/ 
 metaphor (n) /metəfɔ:r/ 
 mood (n) /mu:d/ 
 motion lines (n pl) /'məʊʃn laɪnz/ 
 narrative (n) /'nærətɪv/ 
 navigate (v) /'nævɪgeɪt/ 
 notice (v) /'nəʊtɪs/ 
 opportunity (n) /,ɑ:pər'tu:nəti/ 
 oral (adj) /'ɔ:rəl/ 
 panel (n) /'pænl/ 
 perspective (n) /pər'spektɪv/ 
 pie chart (n) /'paɪ tʃɑ:rt/ 
 podcast (n) /'pɔ:dkæst/ 
 predate (v) /,pri:'deɪt/ 
 prefer (v) /prɪ'fɜ:r/ 
 purpose (n) /'pɜ:rpəs/ 
 relaxation (n) /,rɪ'læks'eɪʃn/ 
 reliable (adj) /rɪ'laɪəbl/ 
 remind (v) /rɪ'maɪnd/ 
 resource (n) /'ri:sɔ:rs/ 
 scatter (v) /'skætər/ 
 self-discovery (n) /,self dɪ'skʌvəri/ 
 sequence (n) /'si:kwəns/ 
 setting (n) /'setɪŋ/ 
 sound effects (n pl) /'saʊnd ɪfekts/ 
 statistic (n) /stə'tɪstɪk/ 
 storyline (n) /'stɔ:rilain/ 
 striking (adj) /'straɪkɪŋ/ 
 symbolism (n) /'sɪmbəlɪzəm/ 
 text bubble (n) /tekst 'bʌbl/ 
 threatening (adj) /'θretɪŋ/ 
 typography (n) /taɪ'pɔ:grəfi/ 
 vulnerable (adj) /'vʌlnərəbl/ 

Unit 4

adapt (v) /ə'dæpt/ 
 advise (v) /əd'vaɪz/ 
 analyze (v) /'ænəlaɪz/ 
 announce (v) /ə'naʊns/ 
 anxiety (n) /æŋ'zaɪəti/ 
 assess (v) /ə'ses/ 
 biological (adj) /,baɪə'lɔ:dʒɪkl/ 
 bitter (adj) /'bɪtər/ 

blackberry (n) /'blækberi/
block out (phr v) /blɔ:k aʊt/
characteristic (n) /,kærəktə'rɪstɪk/ 
coexist (v) /,kəʊɪg'zɪst/
cohabit (v) /kəʊ'hæbɪt/
competitor (n) /kəm'petɪtər/ 
confidence (n) /'kɒnfɪdəns/ 
contest (n) /'kɒntest/ 
cope (v) /kəʊp/ 
creative (adj) /kri'eɪtɪv/ 
damage (v) /'dæmɪdʒ/ 
deal (v) /di:l/ 
demonstrate (v) /'demənstreɪt/ 
determined (adj) /dɪ'tɜ:rmɪnd/ 
draw (n) /drɔ:/ 
ecosystem (n) /'i:kəʊsɪstəm/
emigrate (v) /'emɪgreɪt/
eventually (adv) /ɪ'ventʃuəli/ 
evolve (v) /ɪ'vɔ:l/ 
examine (v) /ɪg'zæmɪn/ 
exclude (v) /ɪk'sklu:d/ 
explain (v) /ɪk'spleɪn/ 
extinct (adj) /ɪk'stɪŋkt/
focus (v) /'fəʊkəs/ 
groundbreaking (adj) /'graʊndbreɪkɪŋ/
high-pressure situation (n) /haɪ 'preʃər ,sɪtʃu'eɪʃn/
import (v) /ɪm'pɔ:rt/ 
interspecies (adj) /ɪntɜ:r 'spi:ʃi:z/
intraspecies (adj) /ɪntrə 'spi:ʃi:z/
invasive (adj) /ɪn'veɪsɪv/
invent (v) /ɪn'vent/ 
let your nerves get the best of you (phr)
 /let jər nɜ:rvz get ðə best əv ju:/
light bulb (n) /'laɪt bʌlb/
native (adj) /'neɪtɪv/ 
operate (v) /'ɔ:pəreɪt/ 
organism (n) /'ɔ:rgənɪzəm/
personal best (n) /,pɜ:rsənəl 'best/
persuade (v) /pə'rswɛɪd/ 
praise (v) /preɪz/ 
predator (n) /'predətər/ 
reason (n) /'ri:zn/ 
refuse (v) /rɪ'fju:z/ 
release (v) /rɪ'li:s/ 
reproduce (v) /,rɪ:prə'du:s/ 
rise to a challenge (phr v) /raɪz tu ə 'tʃælɪndʒ/
rivalry (n) /'raɪvlri/

selective (adj) /sɪ'lektɪv/ 
significant (adj) /sɪg'nɪfɪkənt/ 
sneaky (adj) /'sni:ki/
stand a chance (phr) /stænd ə tʃæns/
trick (n) /trɪk/ 
under pressure (phr) /'ʌndər 'preʃər/
underperform (v) /,ʌndərpər'fɔ:rm/
victory (n) /'vɪktəri/ 
witness (v) /'wɪtnəs/ 

Unit 5

admiration (n) /,ædmə'reɪʃn/
admit a mistake (phr) /əd'mɪt ə mɪ'steɪk/
archaeological (adj) /,ɑ:rkɪə'lɔ:dʒɪkl/
archaeologist (n) /,ɑ:rkɪ'ɔ:lədʒɪst/
artifact (n) /'ɑ:rtɪfækt/
betray (v) /brɪ'treɪ/ 
blame (something/somebody) (v) /bleɪm/
bravely (adv) /'breɪvli/
civilization (n) /,sɪvələ'zeɪʃn/ 
collection (n) /kə'lekʃn/ 
come up with (a solution) (phr v) /kʌm ʌp wɪð ə
 sə'lʊ:ʃn/
consequence (n) /'kɒnsɪkwens/ 
country of origin (n) /,kʌntri əv 'ɔ:ɪrɪdʒɪn/
courage (n) /'kʊrɪdʒ/ 
cover up an error (phr) /'kʌvər ʌp ən 'erər/
dedicate (v) /'dedɪkeɪt/
direct quote (n) /də'rekt kwəʊt/
display (v) /dɪ'spleɪ/ 
emotive (adj) /ɪ'məʊtɪv/
encyclopedic (adj) /ɪn,sʌɪklə'pi:dɪk/
excavate (v) /'ekskeɪveɪt/
excursion (n) /ɪk'skɜ:rʒn/
exhibit (n) /ɪg'zɪbɪt/ 
generously (adv) /'dʒenərəsli/
get defensive (phr v) /get dɪ'fensɪv/
greedily (adv) /'gri:dɪli/
headline (n) /'hedlaɪn/ 
honesty (n) /'ɒ:nəsti/ 
impressive (adj) /ɪm'presɪv/ 
inspired (adj) /ɪn'spaɪəd/
inspection (n) /ɪn'spekʃn/ 
interpretation (n) /ɪn,tɜ:prə'teɪʃn/ 
justification (n) /,dʒʌstɪfɪ'keɪʃn/ 
legacy (n) /'legəsi/ 



memorial (n) /mə'mɔ:riəl/ 
obsess about (something) (phr v) /əb'ses ə'baʊt/
obvious (adj) /'ɑ:bviəs/ 
occasion (n) /ə'keɪʒn/ 
on display (phr) /ɑ:n dɪ'spleɪ/
opinion piece (n) /ə'pɪnjən pi:s/
permission (n) /pə'rmiʃn/ 
preserve (v) /prɪ'zɜ:v/ 
receive (v) /rɪ'si:v/ 
reckon (v) /'rekən/ 
selflessly (adv) /'selfləsli/
slyly (adv) /'slaɪli/
spiritual (adj) /'spɪrɪtʃuəl/ 
status (n) /'steɪtəs/ 
sympathize (v) /'sɪmpəθaɪz/
take care of (phr v) /teɪk keɪ əv/
temple (n) /'templ/ 
time capsule (n) /'taɪm kæpsu:l/
tourism (n) /'tʊrɪzəm/ 
treasure (n) /'treʒər/ 
trouble (n) /'trʌbl/ 
universal (adj) /,ju:nɪ'vɜ:sl/ 
world-class (adj) /,wɜ:rlɪd 'klæs/

Unit 6

acceptable (adj) /ək'septəbl/ 
accidentally (adv) /,æksɪ'dentəli/ 
avoid (v) /ə'vɔɪd/ 
battery (n) /'bætəri/ 
belonging (n) /bɪ'lɔ:ŋɪŋ/ 
calming (adj) /'kɑ:mɪŋ/ 
churn (v) /tʃɜ:rn/
clean up (phr v) /,kli:n 'ʌp/
clear out (phr v) /klɪr aʊt/
convenient (adj) /kən'vi:nɪənt/ 
cozy (adj) /'kəʊzi/
delicious (adj) /dɪ'lɪʃəs/ 
descriptive (adj) /dɪ'skriptɪv/
disorganized (adj) /dɪs'ɔ:rgənəɪzd/
effective (adj) /ɪ'fektɪv/ 
furniture (n) /'fɜ:rnɪtʃər/ 
give away (phr v) /gɪv ə'weɪ/
hoard (v) /hɔ:rd/
horizon (n) /hə'reɪzn/ 
household (n) /'haʊshəʊld/
jagged (adj) /'dʒæɡɪd/

loom (v) /lu:m/ 
lyrical (adj) /'lɪrɪkl/
messy (adj) /'mesi/
modern-day (adj) /,mɑ:dərn 'deɪ/
narrative (adj) /'nærətɪv/ 
neat (adj) /ni:t/ 
nomadic (adj) /nəʊ'mædɪk/
overwhelmed (adj) /,əʊvər'welmd/ 
peaceful (adj) /'pi:sfl/ 
permanent (adj) /'pɜ:rmənənt/ 
practical (adj) /'præktɪkl/ 
put away (phr v) /put ə'weɪ/
put in order (phr v) /put ɪn'ɔ:rdər/
repetition (n) /,repə'tɪʃn/
rhyme (n) /raɪm/
ritual (n) /'rɪtʃuəl/ 
security (n) /sɪ'kjʊrəti/ 
sentimental value (n) /,sentɪ'mentl 'vælju:/
shelter (n) /'feltər/ 
sort out (phr v) /sɔ:rt aʊt/
structure (n) /'strʌktʃər/ 
sum up (phr v) /,sʌm 'ʌp/
theme (n) /θi:m/ 
tone (n) /təʊn/ 
tradition (n) /trə'dɪʃn/ 
waste (n) /weɪst/ 
yearning (n) /'jɜ:rnɪŋ/

Unit 7

addiction (n) /ə'dɪkʃn/ 
alternative (n) /ɔ:l'tɜ:rnətɪv/ 
ancestor (n) /'ænsəstər/ 
association (n) /ə,səʊsi'eɪʃn/ 
ban (v) /bæn/ 
be green with envy (phr) /bi: gri:n wɪð 'envi/
black market (n) /,blæk 'mɑ:rkɪt/
break down (phr v) /,breɪk 'daʊn/
build up (phr v) /bɪld ʌp/
camouflage (n) /'kæməflə:ʒ/
celebrate (v) /'selɪbreɪt/ 
chemical (n) /'kemɪkl/ 
comforter (n) /'kʌmfərtər/
conduct (v) /kən'dʌkt/ 
connect (v) /kə'nekt/ 
costume (n) /'kɔ:stʊm/ 
creativity (n) /,kri:ɪ'eɪtɪvəti/ 
cut down on (phr v) /kʌt daʊn ɑ:n/

decoration (n) /,dekə'reɪʃn/ 
disguise (v) /dɪs'gaɪz/
disgust (n) /dɪs'gʌst/
dispose of (phr v) /dɪ'spəʊz əv/
eco-friendly (adj) /,i:kəʊ 'frendli/
experiment (n) /ɪk'sperɪmənt/ 
explode (v) /ɪk'spləʊd/ 
feel blue (phr) /fi:l blu:/
festival (n) /'festɪvl/ 
get rid of (phr v) /,get 'rɪd əv/
go through (phr v) /,gəʊ 'θru:/
gray area (n) /greɪ 'eriə/
hair dye (n) /her daɪ/
happiness (n) /'hæpɪnəs/ 
instinct (n) /'ɪnstɪŋkt/ 
interior designer (n) /ɪn,tɪrɪər dɪ'zainər/
kill off (phr v) /kɪl ɔ:f/
liquid (n) /'lɪkwɪd/ 
makeup (n) /'meɪkʌp/
nail polish (n) /'neɪl pəʊlɪʃ/
patience (n) /'peɪʃns/ 
population (n) /,pə:pju'leɪʃn/ 
possibility (n) /,pə:sə'bɪləti/ 
prey (n) /preɪ/ 
priority (n) /praɪ'ɔ:rəti/ 
randomly (adv) /'rændəmli/
rare (adj) /rer/ 
recyclable (adj) /,rɪ:'saɪkləbl/
represent (v) /,reprɪ'zent/ 
result (n) /rɪ'zʌlt/ 
run out of (phr v) /rʌn aʊt əv/
see red (phr) /si: red/
sickness (n) /'sɪknəs/
significance (n) /sɪg'nɪfɪkəns/
stick around (phr v) /stɪk ə'raʊnd/
stimulate (v) /'stɪmjuleɪt/ 
strength (n) /streŋkθ/ 
stress (n) /stres/ 
symbol (n) /'sɪmbl/ 
thickness (n) /'θɪknəs/
traditional (adj) /trə'dɪʃənəl/ 
trend (n) /trend/ 
trick (v) /trɪk/ 
violence (n) /'vaɪələns/ 
visibility (n) /,vɪzə'bɪləti/
warmth (n) /wɔ:rmθ/
white-knuckle ride (n) /,waɪt 'nʌkl raɪd/

Unit 8

affordable (adj) /ə'fɔ:rdəbl/ 
afloat (adj) /ə'fləʊt/
artificial (adj) /,ɑ:rtɪ'fɪʃl/ 
coastal (adj) /'kəʊstl/ 
contribute (v) /kən'trɪbjʊt/ 
crisis (n) /'kraɪsɪs/ 
dam (n) /dæm/ 
desperate (adj) /'despərət/ 
destruction (n) /dɪ'strʌkʃn/ 
devastating (adj) /'devəsteɪtɪŋ/ 
dishwasher (n) /'dɪʃwɔ:ʃər/
divert (v) /daɪ'vɜ:rt/ 
drought (n) /draʊt/ 
dry up (phr v) /draɪ ʌp/
economy setting (n) /ɪ'kɔ:nəmi 'setɪŋ/
evaporate (v) /ɪ'væpəreɪt/
excessive (adj) /ɪk'sesɪv/ 
figurative (adj) /'fɪgjərətɪv/
flood (n) /flʌd/ 
flood (v) /flʌd/ 
freeze (v) /fri:z/ 
frenzy (n) /'frenzi/
fresh (adj) /frefʃ/ 
full load (n) /fʊl ləʊd/
glacier (n) /'gleɪʃər/
global warming (n) /,gləʊbl 'wɔ:rmɪŋ/
hydroelectricity (n) /,haɪdrəʊɪlek'trɪsəti/
illegal (adj) /ɪ'li:gl/ 
inland (adj) /,ɪn'lænd/
innovative (adj) /ɪ'nəveɪtɪv/ 
install (v) /ɪn'stɔ:l/ 
invention (n) /ɪn'venʃn/ 
investment (n) /ɪn'vestmənt/ 
irrigation (n) /,ɪrɪ'geɪʃn/
lead (v) /li:d/ 
leave the faucet running (phr) /li:v ðə 'fɔ:sɪt 'rʌnɪŋ/
literal (adj) /'lɪtərəl/
melt (v) /melt/ 
method (n) /'meθəd/ 
overcharged (adj) /,əʊvər'tʃɑ:rdʒd/
overcrowded (adj) /,əʊvər'kraʊdɪd/
overexploited (adj) /'əʊvərɪk'splɔɪtɪd/
overflow (v) /,əʊvər'fləʊ/
overhead (adj) /,əʊvər'hed/
overwhelming (adj) /,əʊvər'welmɪŋ/ 
overworked (adj) /,əʊvər'wɜ:kt/



possession (n) /pə'zeɪʃn/ 
 reservoir (n) /'rezərvwɑːr/
 resident (n) /'rezɪdənt/ 
 responsible (adj) /rɪ'spɔːnsəbl/ 
 rural (adj) /'rʊrəl/ 
 salty (adj) /'sɔːlti/
 sea defenses (n pl) /siː 'dɪfensɪz/
 slightly (adv) /'slaɪtli/ 
 soak in the bathtub (phr) /səʊk ɪn ðə 'bæθtʌb/
 source (n) /sɔːrs/ 
 spacious (adj) /'speɪʃəs/
 stream (n) /striːm/ 
 surface (n) /'sɜːrfɪs/ 
 tsunami (n) /tsuː'nɑːmi/ 
 underachiever (n) /ˌʌndə'reɪtʃiːvər/
 underfed (adj) /ˌʌndər'fed/
 underground (adj) /ˌʌndə'graʊnd/ 
 underpaid (adj) /ˌʌndər'peɪd/
 variety (n) /və'reɪəti/ 
 water footprint (n) /'wɔːtər 'fʊtprɪnt/

Unit 9

action-packed (adj) /'ækʃn pækt/
 adrenaline (n) /ə'drenəlɪn/
 aerodynamic (adj) /ˌerəʊdaɪ'næmɪk/
 ambulance (n) /'æmbjələns/ 
 application (n) /ˌæplɪ'keɪʃn/ 
 argument (n) /'ɑːrgjʊmənt/ 
 astronaut (n) /'æstrənɔːt/
 at a snail's pace (phr) /ət ə sneɪlz peɪs/
 at breakneck speed (phr) /ət 'breɪknek spiːd/
 bike path (n) /baɪk pæθ/
 construction (n) /kən'strʌkʃn/ 
 crucial (adj) /'kruːʃl/ 
 differ (v) /'dɪfər/ 
 difference (n) /'dɪfrəns/ 
 different (adj) /'dɪfrənt/ 
 disadvantage (n) /ˌdɪsəd'væntɪdʒ/ 
 distract (v) /dɪ'strækt/ 
 distracted (adj) /dɪ'stræktɪd/ 
 emergency (n) /ɪ'mɜːrdʒənsi/ 
 fact (n) /fækt/ 
 figure (n) /'fɪɡjər/ 
 foam (n) /fəʊm/
 galaxy (n) /'gæləksi/
 get a move on (phr) /get ə muːv ɔːn/

go over the speed limit (phr) /gəʊ 'əʊvər ðə spiːd
 'lɪmɪt/
 handy (adj) /'hændi/ 
 high-visibility clothing (n) /haɪ,vɪzə'bɪləti 'kləʊðɪŋ/
 hit (v) /hɪt/ 
 involve (v) /ɪn'vɔːlv/ 
 keep up with (phr v) /kiːp ʌp wɪð/
 lightweight (adj) /'laɪtweɪt/
 mentally (adv) /'mentəli/
 misaligned (adj) /ˌmɪsə'laɪnd/
 motor (n) /'məʊtər/ 
 orbit (v) /'ɔːrbɪt/
 pedal (v) /'pedl/
 pedestrian crosswalk (n) /pə'destriən 'krɔːswɔːk/
 perceive (v) /pər'siːv/ 
 perception (n) /pər'sepʃn/ 
 perceptive (adj) /pər'septɪv/
 period (n) /'pɪriəd/ 
 physical (adj) /'fɪzɪkl/ 
 previous (n) /'priːviəs/ 
 process (v) /'prəːses/ 
 proof (n) /pruːf/ 
 prove (v) /pruːv/ 
 proven (adj) /'pruːvn/ 
 psychological (adj) /ˌsaɪkə'lɔːdʒɪkl/ 
 rapidly (adv) /'ræpɪdli/ 
 real-world (adj) /'riːəl wɜːrld/
 relate (v) /rɪ'leɪt/ 
 relative (adj) /'relatɪv/ 
 relativity (n) /ˌrelə'tɪvəti/
 rollercoaster (n) /'rəʊlərkəʊstər/
 rush (v) /rʌʃ/ 
 sense of relief (phr) /sens əv rɪ'liːf/
 skid (v) /skɪd/
 slope (n) /sləʊp/ 
 slow down (phr v) /ˌsləʊ 'daʊn/
 spaceship (n) /'speɪsfɪp/
 speed bumps (n pl) /spiːd bʌmps/
 speed camera (n) /'spiːd kæmrə/
 speed up (phr v) /spiːd ʌp/
 speedy (adj) /'spiːdi/
 stationary (adj) /'steɪʃənəri/
 steering system (n) /'stɪrɪŋ 'sɪstəm/
 stopping distance (n) /'stɔːpɪŋ 'dɪstəns/
 theoretical (adj) /ˌθiːə'retɪkl/ 
 theorize (v) /'θiːəraɪz/
 theory (n) /'θiəri/ 

thump (v) /θʌmp/
 tire pressure (n) /'taɪər 'preʃər/
 unfamiliar (adj) /,ʌnfə'mɪliər/
 zigzag (v) /'zɪgzæg/

Unit 10

Aboriginal (adj) /,æbə'rɪdʒənəl/
 about (prep) /ə'baʊt/ 
 accuse (v) /ə'kju:z/ 
 alter (v) /'ɔ:ltər/ 
 appear (v) /ə'pɪr/ 
 art installation (n) /ɑ:rt ,ɪnstə'leɪʃn/
 art movement (n) /ɑ:rt 'mu:vmənt/
 biography (n) /baɪ'ɑ:grəfi/ 
 cave painting (n) /'keɪv peɪntɪŋ/
 commemorate (v) /kə'meməreɪt/
 concerned (adj) /kən'sɜ:rnd/ 
 contemporary artist (n) /kən'tempərəri 'ɑ:rtɪst/
 depict (v) /dɪ'pɪkt/ 
 despite (prep) /dɪ'spaɪt/ 
 detect (v) /dɪ'tekt/ 
 experiment (v) /ɪk'sperɪment/ 
 fascinated (adj) /'fæsɪneɪtɪd/
 gang (n) /gæŋ/ 
 generate (v) /'dʒenəreɪt/ 
 glance (v) /glæns/ 
 highlight (v) /'haɪlaɪt/ 
 iconic (adj) /aɪ'kɔ:nɪk/
 in (prep) /ɪn/ 
 interpret (v) /ɪn'tɜ:prət/ 
 judge (v) /dʒʌdʒ/ 
 keep track of (phr v) /ki:p træk əv/
 landscape (n) /'lændskeɪp/ 
 location (n) /ləʊ'keɪʃn/ 
 make out (phr v) /meɪk aʊt/
 monument (n) /'mɔ:njumənt/ 
 mosaic (n) /məʊ'zeɪk/
 mural (n) /'mjʊərəl/
 observe (v) /əb'zɜ:rɪv/ 
 of (prep) /əv/ 
 outsider (n) /,aʊt'saɪdər/ 
 overlook (v) /,əʊvər'lʊk/ 
 pause (v) /pɔ:z/ 
 portrait (n) /'pɔ:trət/ 
 pottery (n) /'pɔ:təri/
 prejudice (n) /'predʒədɪs/ 

prestigious (adj) /pre'sti:dʒəs/ 
 regardless (adv) /rɪ'gɑ:rdləs/ 
 respect (n) /rɪ'spekt/ 
 revival (n) /rɪ'vaɪvl/ 
 sculpture (n) /'skʌlptʃər/ 
 settlement (n) /'setlmənt/ 
 spot (v) /spɔ:t/ 
 statue (n) /'stætʃu:/ 
 studio (n) /'stʊ:diəʊ/ 
 study (v) /'stʌdi/ 
 swirling (adj) /'swɜ:rlɪŋ/
 take in (phr v) /teɪk ɪn/
 tension (n) /'tenʃn/ 
 timeline (n) /'taɪmlaɪn/
 to (prep) /tə/ 
 tribe (n) /traɪb/ 
 version (n) /'vɜ:rʒn/ 

Literature

acting (n) /'æktɪŋ/ 
 Are then in council (phr) /ɑ:r ðen ɪn 'kaʊnsl/
 auditory imagery (n) /'ɔ:dətɔ:ri 'ɪmɪdʒəri/
 blackberry (n) /'blækberi/
 brittle (adj) /'brɪtl/
 brow (n) /braʊ/
 bulging (adj) /'bʌldʒɪŋ/
 bunna (n) /bʌnə/
 chronicle (v) /'krɔ:nɪkl/
 composure (n) /kəm'pəʊzər/
 conservationist (n) /,kɔ:nsər'veɪʃənɪst/
 conspiracy (n) /kən'spɪrəsi/ 
 counterpane (n) /'kaʊntərpeɪn/
 curiosity (n) /,kjʊri'ɑ:səti/ 
 dgudu (n) /d'gu:du:/ 
 discover (v) /dɪ'skʌvər/ 
 dismember (v) /dɪs'membər/
 dragonfly (n) /'drægənflaɪ/
 engrafted love (n) /ɪnɡræftɪd lʌv/
 Erebus (n) /'erəbəs/
 faction (n) /'fækʃn/ 
 favour (n) /'feɪvər/ 
 first motion (n) /fɜ:rst 'məʊʃn/
 found me rather a trial (phr) /faʊnd mi 'ræðər ə 'traɪəl/
 furiously (adj) /'fjʊriəsli/
 gecko (n) /'gekəʊ/
 hack (v) /hæk/



hew him (phr) /hju: him/
 impeccable (adj) /im'pekəbl/
 inaudible stutter (n) /in'ɔ:dəbl 'stʌtər/
 indi (v) /ɪndɪ/
 insurrection (n) /,ɪnsə'rekʃn/
 intention (n) /ɪn'tenʃn/ 
 intricate (adj) /'ɪntrɪkət/
 it is not meet (phr) /ɪt ɪz nɑ:t mi:t/
 labyrinth (n) /'læbərɪnθ/
 logical (adj) /'lɒ:dʒɪkl/ 
 magic charm (n) /'mædʒɪk tʃɑ:rm/
 make them shoo (phr) /meɪk ðəm ʃu:/
 means (n pl) /mi:nz/ 
 mo (pron) /məʊ /
 moth (n) /mɔ:θ/
 Mother Goose (n) /,mʌðər 'gu:z/
 native semblance (n) /'neɪtɪv 'seɪbləns/
 neatly-clad (adj) /'ni:tli klæd/
 nibble (v) /'nɪbl/
 no fear in him (phr) /nəʊ fɪr ɪn hɪm/
 onomatopoeia (n) /,ɒ:nə'mætə'pi:ə/
 our course (n) /'aʊər kɔ:rs/
 path (n) /pæθ/ 
 personification (n) /pər,sə:nɪfɪ'keɪʃn/
 plastered over (phr v) /'plæstəd 'əʊvər/
 purgers (n pl) /pɜ:rdʒərz/
 sagging (adj) /'sæɡɪŋ/
 scorpion (n) /'skɔ:rpɪən/
 self-effacing (adj) /,self ɪ'feɪsɪŋ/
 sham'st (v) /ʃeɪməst/
 shrewd contriver (n) /ʃru:d kən'traɪvər/
 simile (n) /'sɪməli/
 soliloquy (n) /sə'lɪləkwɪ/
 stanza (n) /'stænzə/
 symmetrical (adj) /sɪ'metrɪkl/
 tangled scrub (n) /'tæŋɡld skrʌb/
 tense (adj) /tens/
 that were much he should (phr) /ðæt wər mʌtʃ hi ʃʊd/
 thicket (n) /'θɪkɪt/
 to the common eyes (phr) /tə ðə 'kɒ:mən aɪz/
 translate (v) /trænz'leɪt/ 
 tuffet (n) /tʌfɪt/
 turbulent (adj) /'tɜ:rbjələnt/
 unnerved (v) /,ʌn'nɜ:rvd/
 visage (n) /'vɪʒɪdʒ/
 visual imagery (n) /'vɪʒuəl 'ɪmɪdʒəri/

wall lizard (n) /wɔ:l 'lɪzəd/
 way (adv) /weɪ/ 
 whet me against (phr) /wet mi ə'genst/
 youay (phr) /ju:ei/
 zookeeper (n) /'zu:ki:pər/

Projects

advertising (n) /'ædvətaɪzɪŋ/ 
 budget (n) /'bʌdʒɪt/ 
 calculate (v) /'kælkjuleɪt/ 
 computer software (n) /kəm'pjʊ:tər 'sɔ:ftwer/
 conquer (v) /'kɒ:ŋkər/ 
 estimate (v) /'estɪmeɪt/ 
 expenses (n pl) /ɪk'spensɪz/ 
 fairground ride (n) /'fergraʊnd raɪd/
 hot-air balloon (n) /,hɒ:t 'er bəlu:n/
 humorous (adj) /'hju:mərəs/ 
 income (n) /'ɪnkʌm/ 
 measure (v) /'meʒər/ 
 merchandise stand (n) /'mɜ:rtʃəndaɪz stænd/
 prop (n) /prɒp/
 scale (n) /skeɪl/ 
 selling point (n) /'selɪŋ pɔɪnt/
 shoot (v) /ʃu:t/ 
 special effects (n pl) /,speʃl ɪ'fekts/
 variable (n) /'veriəbl/ 
 venue (n) /'venju:/ 

Writing workshop

additionally (adv) /ə'dɪʃənəli/ 
 air pollution (n) /'er pəlu:ʃn/
 automated (adj) /'ɔ:təmeɪtɪd/
 cashless society (n) /'kæʃləs sə'saɪəti/
 contactless (adj) /'kɒ:ntæktləs/
 development (n) /dɪ'veləpmənt/ 
 furthermore (adv) /,fɜ:rðər'mɔ:r/ 
 smog (n) /smɔ:g/

Irregular verbs

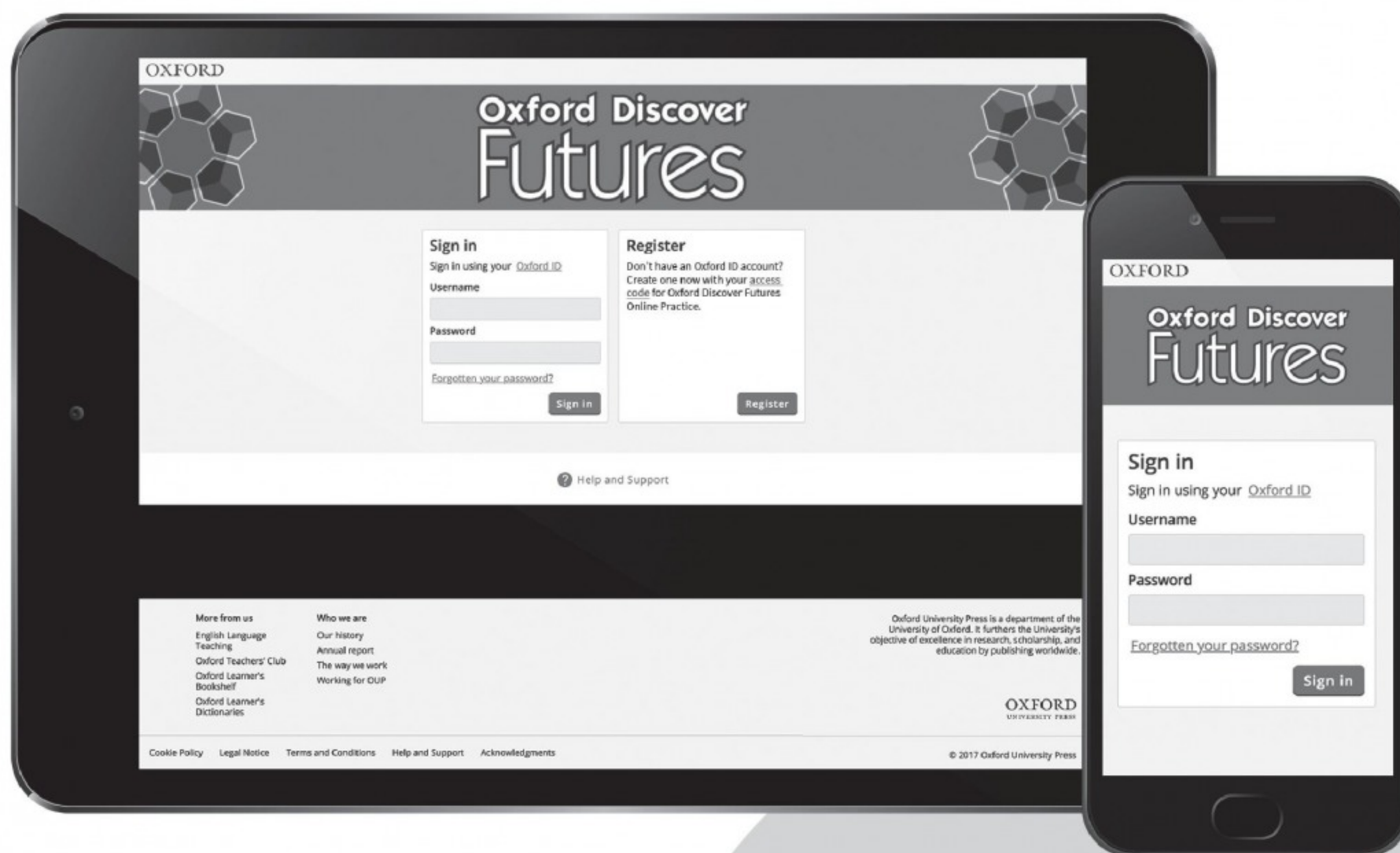
Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
be	/bi:/	was, were	/wəz/, /wɜ:r/	been	/bin/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
become	/bi'kʌm/	became	/bi'keɪm/	become	/bi'kʌm/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
born	/bɔ:rn/	born	/bɔ:rn/	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:/	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:/	flown	/fləʊn/
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	/gəʊ/	went	/went/	gone, been	/gɔ:n/, /bɪn/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
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	/θrou/	threw	/θruː/	thrown	/θroun/
wake	/weɪk/	woke	/woʊk/	woken	/'woʊkən/
wear	/wer/	wore	/wɔːr/	worn	/wɔːrn/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rouʔ/	written	/'rɪtɪn/

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