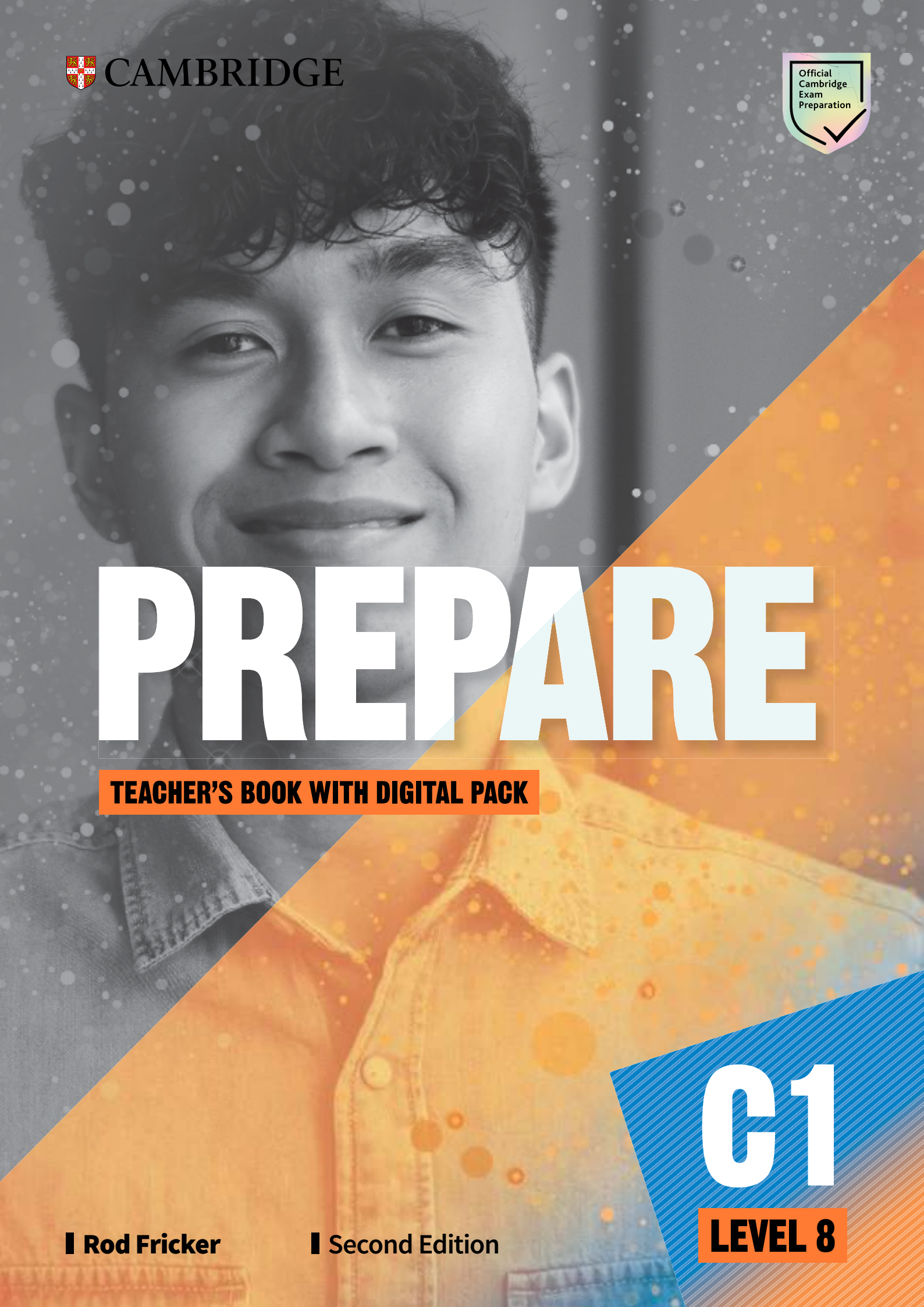

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TEACHER'S BOOK WITH DIGITAL PACK
C1
LEVEL 8
Rod Fricker
Second Edition

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CONTENTS

	Introduction	4
	Student's Book overview	6
	Component line-up	8
	The *Prepare* Exam Journey	10
	C1 Advanced exam overview	11
	Student's Book contents	12
1	What are you like?	16
2	The bigger the better?	28
LIFE SKILLS	Communication: Negotiating conflict	40
3	All in one piece	44
4	Making your mind up	56
LIFE SKILLS	Critical thinking: Life decisions	68
REVIEW 1		72
5	Looking ahead	76
6	Blockbusters and bestsellers	88
LIFE SKILLS	Creative thinking: Brainstorming	100
7	Against all odds	104
8	Making ends meet	116
LIFE SKILLS	Work skills: Job interviews	128
REVIEW 2		132
9	Educating Generation Z	136
10	Crime and punishment	148
LIFE SKILLS	Learning to learn: Academic note-taking	160
11	Working up an appetite	164
12	Green travel	176
LIFE SKILLS	Social responsibilities: Eating responsibly	188
REVIEW 3		192
13	Learning the lingo	196
14	The social media generation	208
LIFE SKILLS	Personal responsibilities: Online presence	220
15	Exploited, endangered … extinct	224
16	Who do you look up to?	236
LIFE SKILLS	Collaboration: Teamwork	248
REVIEW 4		252
Extra activities (Student's Book)		256
Grammar reference and practice answer key		264
Workbook answer key and audioscripts		267
Student's Book audioscripts		282

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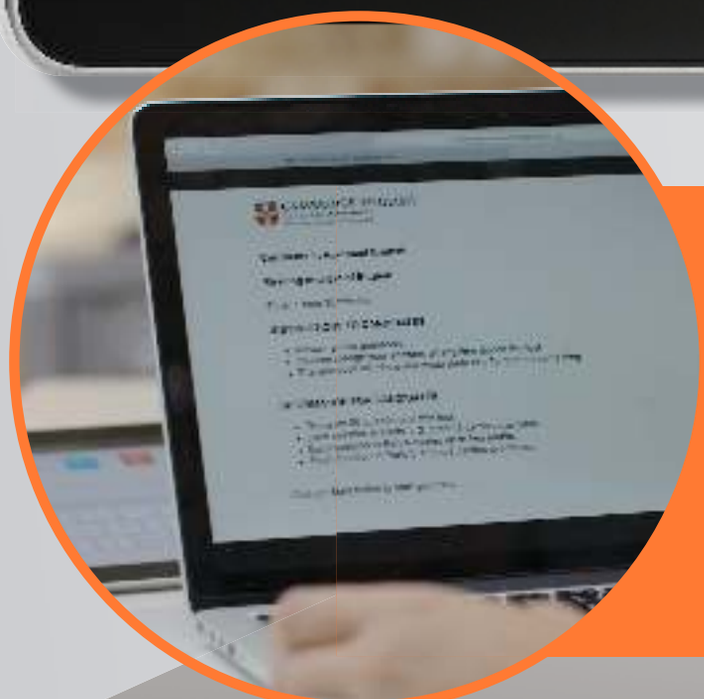
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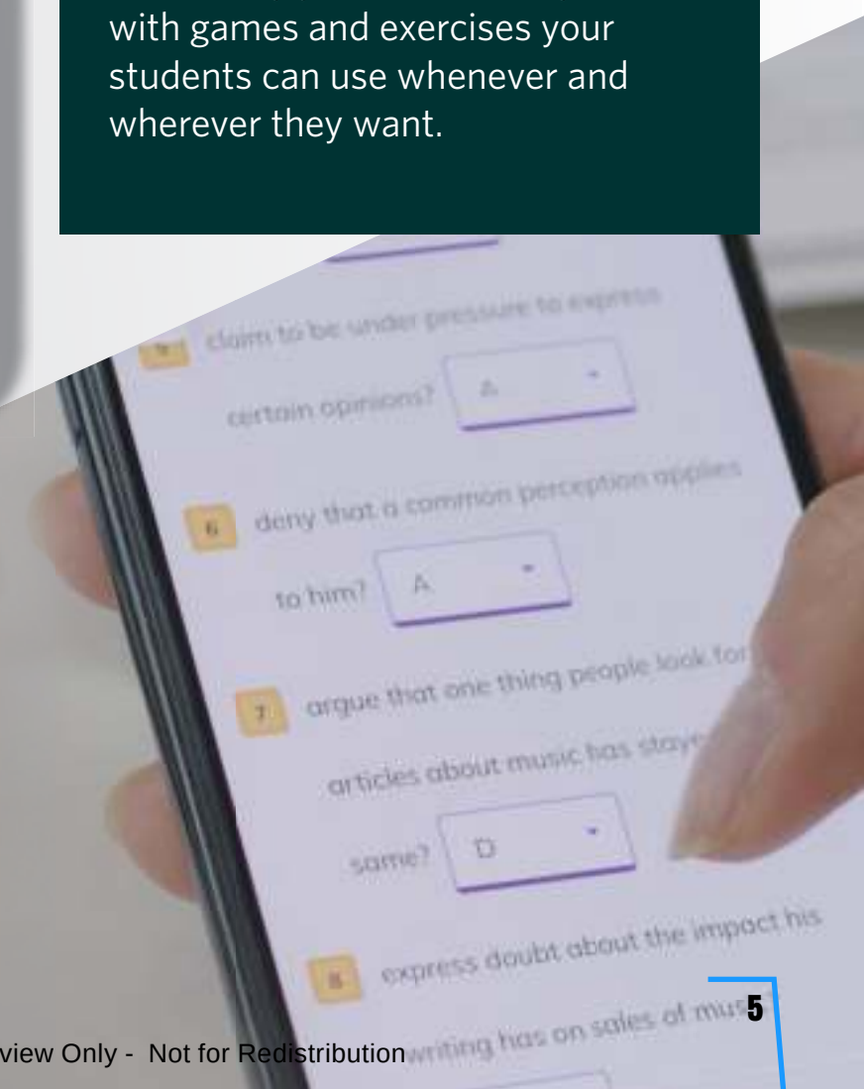


Digital resources all in one place

All the resources you and your students need are in one place: audio, video, worksheets and more.

Practice Extra

Practice Extra makes grammar and vocabulary practice more dynamic with games and exercises your students can use whenever and wherever they want.



Test & Train

Exam Practice and **Practice Test** gets students ready for exam day.

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WELCOME TO PREPARE

STUDENT'S BOOK OVERVIEW

Motivating, topic-based **texts** specifically chosen to engage and inform students.

Vocabulary sets are informed by English Vocabulary Profile to ensure they are appropriate for the level.

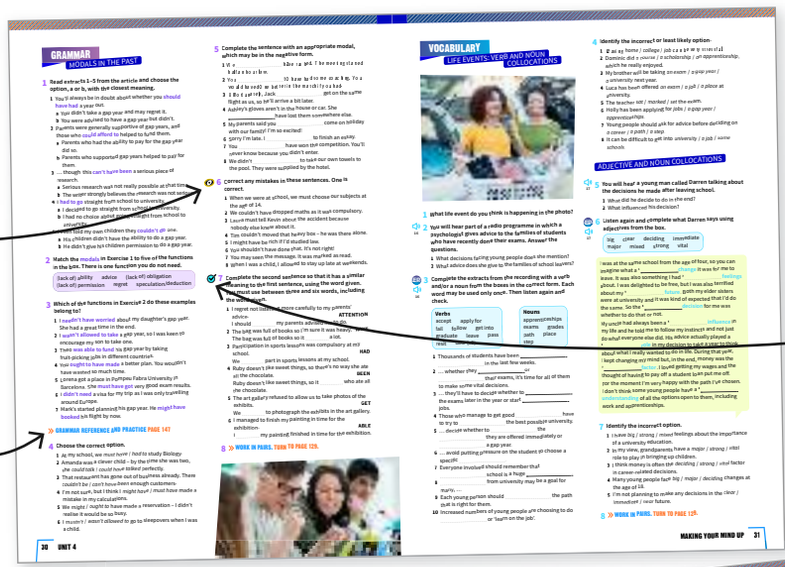
Each unit begins with **About you**, where students can talk about themselves and their lives.



All reading texts are recorded, giving the option to listen and read or listen and check answers where appropriate.

Talking points provides opportunities to personalise language and encourage students to say what they think about the topic of the unit.

Common mistakes relevant to your students' level are identified in the grammar activities marked with the **Cambridge Learner Corpus icon**.



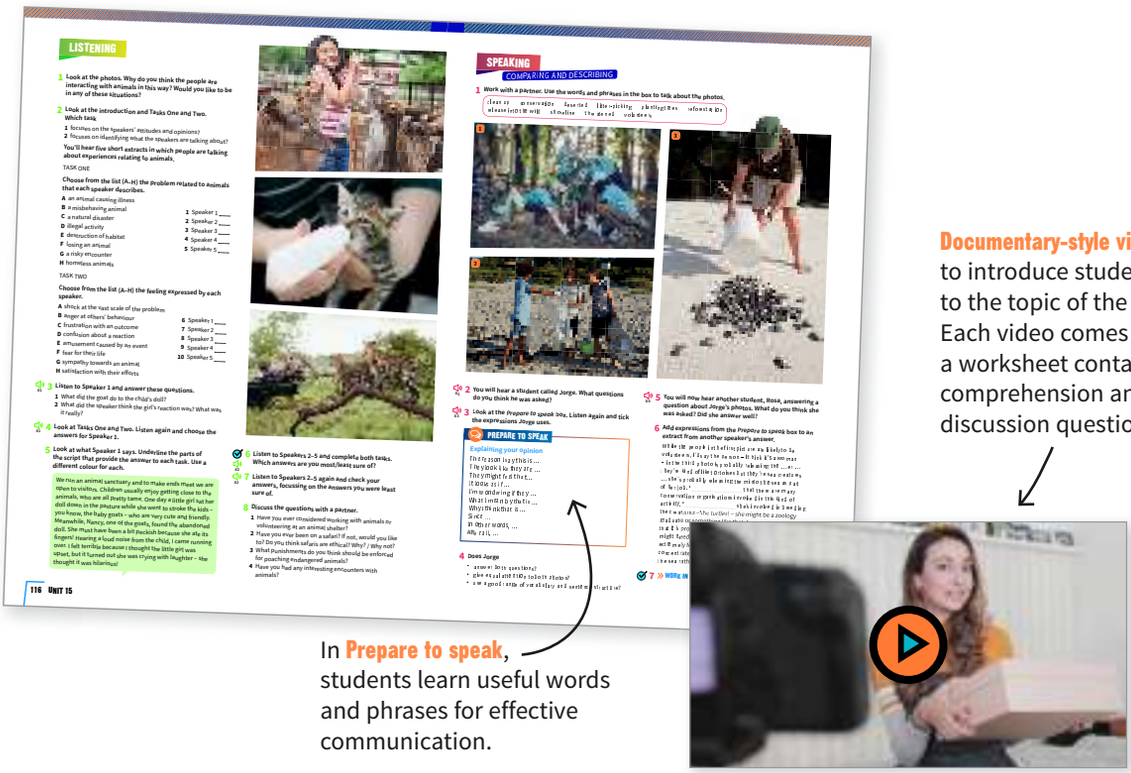
C1 Advanced **exam tasks** are clearly marked by the exam icon.

Clear **grammar presentation and practice** is extended in the Grammar reference and practice section at the back of the book.



Useful tips in **Prepare to write** help students learn to prepare, plan and check their writing.

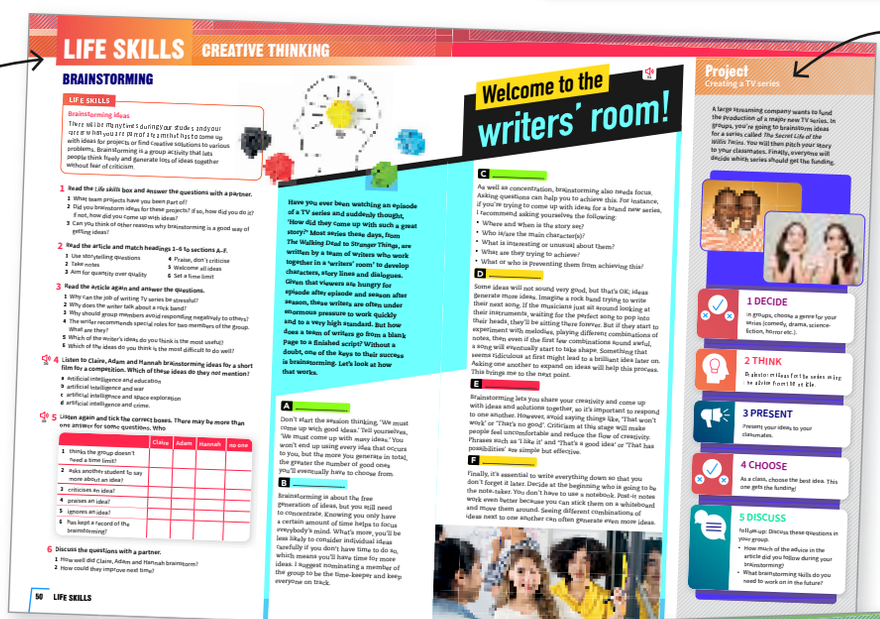
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Documentary-style videos to introduce students to the topic of the unit. Each video comes with a worksheet containing comprehension and discussion questions.

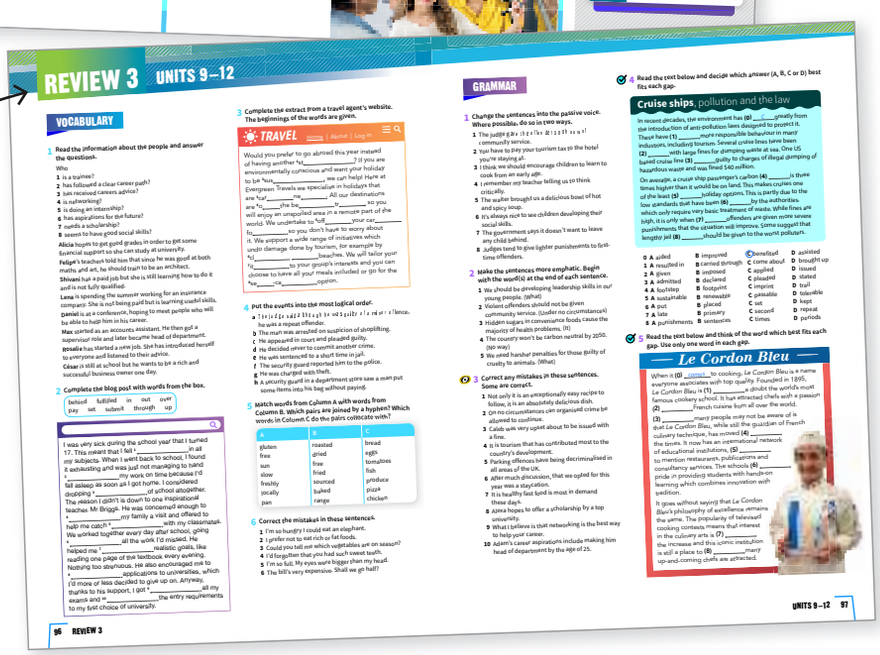
In **Prepare to speak**, students learn useful words and phrases for effective communication.

Life Skills lessons help students develop important skills for their everyday lives.



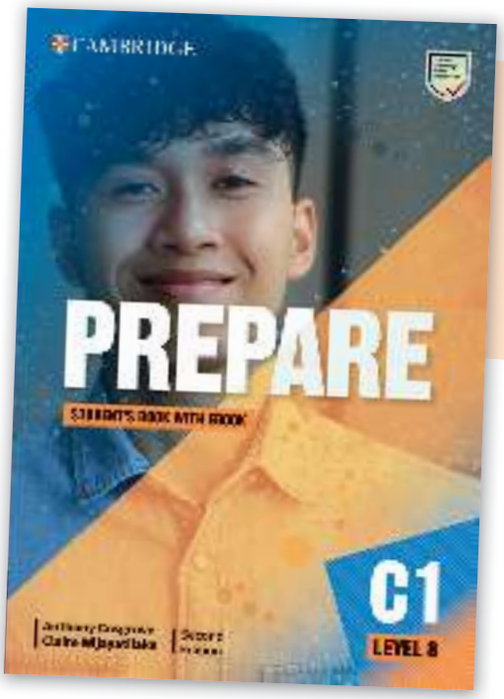
Projects in the Life Skills lessons encourage students to work together to create something fun and expand their learning.

Review pages after every four units give further practice of language, skills and exam tasks.



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COMPONENT LINE-UP



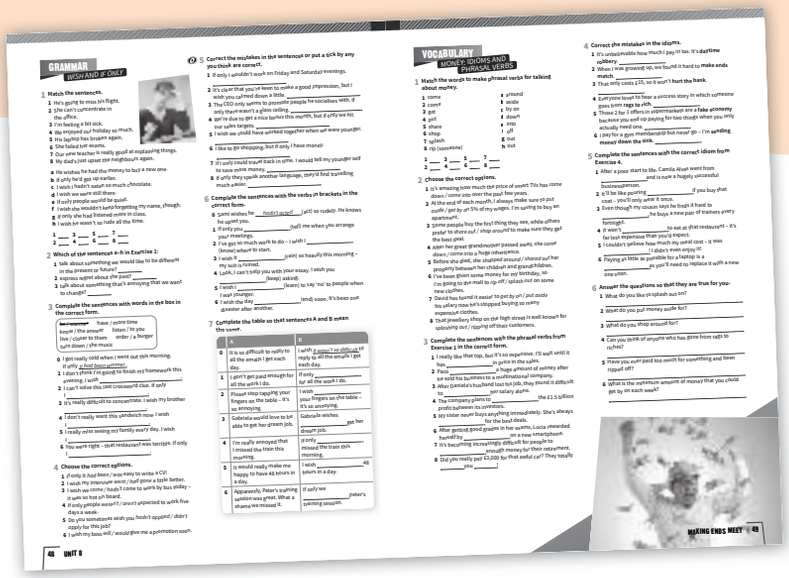
Student's Book with eBook

The Student's Book combines teen-appeal topics with preparation for the *C1 Advanced* exam. With sixteen lively core units, Reviews, Life Skills sections, a Vocabulary list, and a Grammar reference and practice section, the Student's Book has all the material you need to create interactive, personalised lessons. Full audio and extensive video to accompany the Student's Book is available for teachers online.



Workbook with Digital Pack

The Workbook gives additional practice of all the language from the Student's Book. It also provides students with comprehensive skills development work and further exposure to exam tasks. The Workbook is suitable for use both in the classroom and for homework.





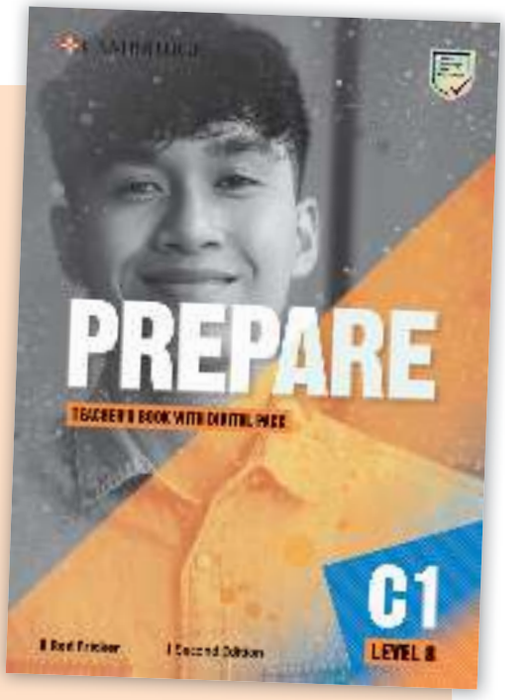
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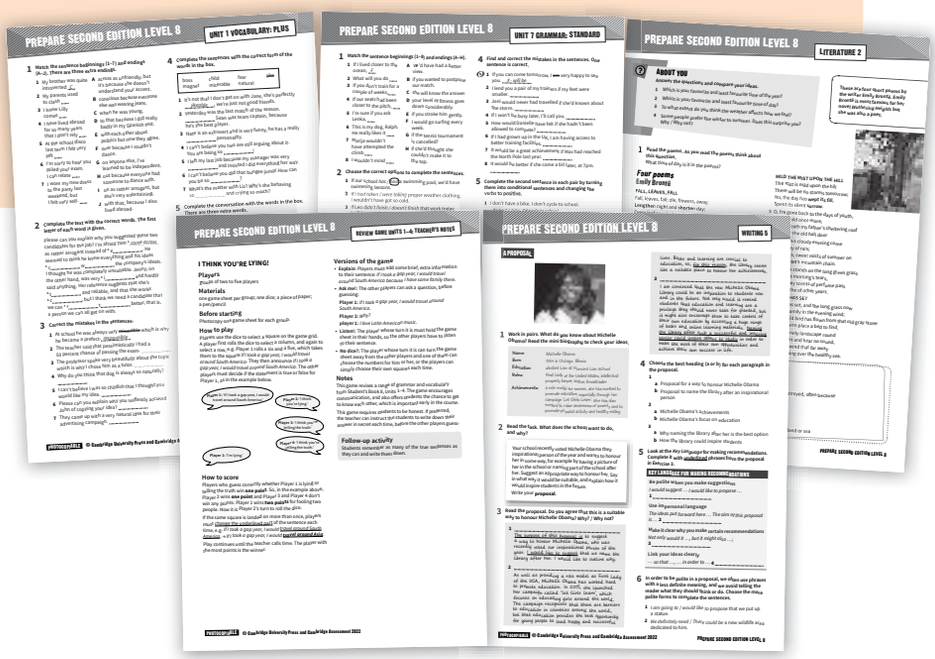
Teacher's Book with Digital Pack

The interleaved Teacher's Book contains complete teaching notes for all of the Student's Book tasks, in addition to answer keys and audioscripts. With a wealth of lesson ideas, warmers, coolers and extension tasks, the Teacher's Book helps you manage mixed-ability classes and work with fast finishers. Information panels include background information about themes, topics and cultural events. Activities which practise the *C1 Advanced* exam are clearly labelled and there is information about each exam task. Clear indications direct you to additional resources which support and extend learning.

The Teacher's Book provides access to a wide range of printable worksheets for use in class, including:

- Grammar worksheets (available at two levels of challenge: standard and plus)
- Vocabulary worksheets (available at two levels of challenge: standard and plus)
- Review Games
- Literature worksheets
- Speaking worksheets
- Writing worksheets
- Video worksheets





Learn more about the Prepare Digital Packs







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THE PREPARE EXAM JOURNEY

The *Prepare* Exam Journey combines teen-appeal topics with extensive preparation for Cambridge English Qualifications. Levels 8 and 9 of *Prepare* Second Edition take students on a two-year journey towards the *C1 Advanced* exam. This approach builds confidence every step of the way from the first experiences of exam tasks to skills development; from language discovery to understanding how English works in the real world.

LEVEL 8

Prepare Level 8 gradually introduces authentic *C1 Advanced* exam tasks, ensuring students become familiar with the exam.

- Exam tasks are discreetly labelled with the exam icon in **Level 8 Student's Book**.

7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words, including the word given.

1 I regret not listening more carefully to my parents' advice. **ATTENTION**
I should _____ my parents advised me to do.
2 The bag was full of books so I'm sure it was heavy. **HAVE**
The bag was full of books so it _____ a lot.
3 Participation in sports lessons was compulsory at my

- **Level 8 Workbook** offers further exposure to each part of the exam.

7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I'm almost certain I forgot to bring my phone charger with me from Sara's house. **BEHIND**
I think I must _____ at Sara's house.
2 I was so busy last week that watching that new TV show was impossible. **ABLE**
I _____ that new TV show because I was so busy last week.
3 We went through a lot of unnecessary worry about what was going to happen. **MUCH**
We needn't _____ about what was going to happen.

- Information for each part of the exam is included in **Level 8 Teacher's Book**.

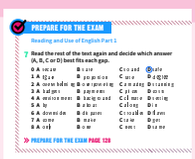
7 C1 Advanced Reading and Use of English Part 4

In this part, students are given a full sentence followed by a gapped sentence and a word written in capital letters. They have to complete the second sentence using between three and six words, including the word in capital letters, so that it has the same or a similar meaning to the first sentence. They can't change the form of the word in capital letters. In this exercise, all the sentences test past modal structures, but in the exam, a variety of grammatical structures and vocabulary items are tested.

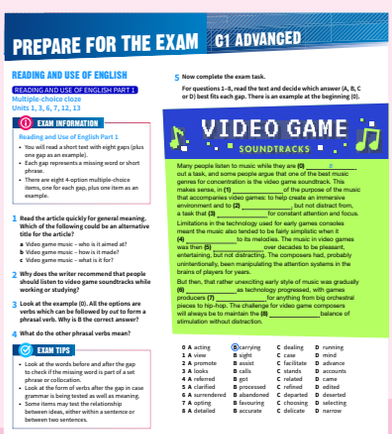
LEVEL 9

Prepare Level 9 provides complete coverage of the *C1 Advanced* exam, driving students to exam success.

- Each exam task is highlighted clearly in the *Prepare for the exam* features in **Level 9 Student's Book**.



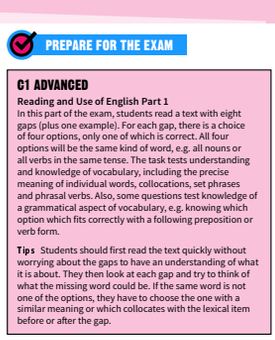
- The *Prepare for the exam* section at the end of **Level 9 Student's Book** includes further guidance and support with practice tasks.



- **Level 9 Workbook** consolidates each exam task and includes Exam Tips.



- **Level 9 Teacher's Book** details each part of the exam and suggests teaching tips for the classroom.



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C1 ADVANCED EXAM OVERVIEW

PAPER / TIMING	PART	FORMAT AND FOCUS	PRACTICE IN LEVEL 8
Reading and Use of English 1 hour 30 minutes	**Part 1** Eight 4-option multiple-choice cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on vocabulary, e.g. idioms, collocation, phrasal verbs, etc.	Student's Book pages 71, 82, 97, 127 Workbook pages 9, 21, 33, 55, 64, 93
	Part 2 Eight open cloze questions (8 marks)	A modified cloze test with eight gaps. The main focus is on awareness and control of grammar with some focus on vocabulary.	Student's Book pages 41, 67, 97, 112, 121 Workbook pages 9, 31, 45, 57, 69, 88–89, 97
	Part 3 Eight word formation questions (8 marks)	A text with eight gaps, each of which corresponds to a word. The stem of the missing word is given and must be changed to form the missing word. The focus is on vocabulary.	Student's Book pages 11, 37, 55, 107, 127 Workbook pages 7, 43, 57, 69, 81, 85, 93
	Part 4 Six key word transformation questions (12 marks)	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word. The focus is on grammar, vocabulary and collocation.	Student's Book pages 30, 37, 67, 100 Workbook pages 21, 24, 33, 45, 78, 81
	Part 5 Six four-option multiple-choice cloze questions (12 marks)	A text followed by six multiple-choice questions. The focus is on detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text organisation features.	Student's Book pages 14–15, 74–75 Workbook pages 10, 58
	Part 6 Four multiple matching questions (8 marks)	Four short texts with multiple-matching questions. Candidates must read across all of the texts to match a prompt to elements in the texts. The focus is on comparing and contrasting opinions and attitudes across texts.	Student's Book pages 28, 88 Workbook pages 22, 70
	Part 7 Six gapped text questions (12 marks)	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed. The focus is on text structure.	Student's Book pages 44–45, 104–105 Workbook pages 34–35, 82 –83
	Part 8 multiple matching questions (10 marks)	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. The focus is on detail, opinion, specific information and implication.	Student's Book pages 59, 118 Workbook pages 46, 94
Writing 1 hour 30 minutes	**Part 1** An essay (one compulsory task) 220–260 words	Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.	Student's Book pages 33, 79 Workbook pages 27, 63
	Part 2 Choice of three options 220–260 words	A situationally based writing task specified in no more than 70 words. Candidates write one of the following: email, letter, proposal, review or report.	Student's Book pages 18–19, 48–49, 62–63, 92–93, 108–109, 122–123 Workbook pages 14–15, 38–39, 50–51, 74–75, 86–87
Listening approximately 40 minutes	**Part 1** Six 2-option multiple-choice questions	A series of short unrelated extracts from exchanges between speakers. There are two multiple-choice questions per text. The focus is on feeling, attitude, opinion, purpose, function, agreement, course of action, gist and detail.	Student's Book pages 12, 72 Workbook pages 8, 56
	Part 2 Eight sentence completion questions	A monologue lasting approximately 3 minutes. Candidates are required to complete sentences with information heard on the recording. The focus is on detail, identifying specific information and stated opinion.	Student's Book pages 26, 86 Workbook pages 20, 68
	Part 3 Six-option multiple-choice questions	An interview or exchange between two speakers or more lasting approximately 4 minutes. The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	Student's Book pages 42, 102 Workbook pages 32, 80
	Part 4 Ten multiple matching questions	Five short related monologues. There are ten questions which require the selection of the correct option from a list of eight. The focus is on gist, attitude and opinion, main points, speaker purpose, feeling and interpreting context.	Student's Book pages 56, 116 Workbook pages 44, 92
Speaking 14 minutes Part 1: 2 minutes Part 2: 4 minutes Part 3: 4 minutes Part 4: 5 minutes	**Part 1** A conversation between the interlocutor and each candidate (spoken questions)	The focus is on general interactional and social language.	Student's Book pages 13, 73
	Part 2 Individual 'long turn'	In turn, the candidates are given 3 photographs and asked to talk about any 2 of them. The focus is on organising a larger unit of discourse, comparing, describing, expressing opinions and speculating.	Student's Book pages 27, 117
	Part 3 Discussion task followed by decision-making task	A two-way conversation between the candidates, who are given spoken instructions with written stimuli. The focus is on sustaining an interaction, speculating, evaluating and reaching a decision through negotiation.	Student's Book pages 43, 103
	Part 4 Discussion task	A discussion on topics related to the collaborative task (spoken questions). The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.	Student's Book page 103

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MAP OF THE BOOK

UNIT	VOCABULARY	READING	GRAMMAR
1 WHAT ARE YOU LIKE? page 8	Personality Adjective and adverb suffixes	How reliable are personality tests?	Past tense review
2 THE BIGGER THE BETTER? page 14	Cities Buildings and places: idioms	How cities grow, and why this has to change	Comparatives and superlatives
Life Skills Communication: Negotiating conflict page 20			
3 ALL IN ONE PIECE page 22	The human body Health: phrasal verbs and expressions	Is the human body really as amazing as we're led to believe?	Modals: speculation and deduction; permission, obligation and advice
4 MAKING YOUR MIND UP page 28	Making decisions Life events: verb and noun collocations Adjective and noun collocations	Gap years: what do university tutors think of them?	Modals in the past
Life Skills Critical thinking: Life decisions page 34			
Review 1 Units 1–4 page 36			
5 LOOKING AHEAD page 38	Technology and progress Adjectives and dependent prepositions Phrasal verbs	The future's here	The future
6 BLOCKBUSTERS AND BESTSELLERS page 44	Films and books Entertainment: adverb and adjective collocations; compound adjectives	The film or the book: which is better?	Gerunds and infinitives
Life Skills Creative thinking: Brainstorming page 50			
7 AGAINST ALL ODDS page 52	Challenges and achievements Noun suffixes	Beating the odds	Conditionals
8 MAKING ENDS MEET page 58	Money and wealth Money: idioms and phrasal verbs	Money matters	*Wish* and *If only*
Life Skills Work skills: Job interviews page 64			
Review 2 Units 5–8 page 66			

Key to symbols:
C1 Advanced exam task Video

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LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about personalities and friends	Personal interview		Know yourself
		Informal emails of advice	The eternal city
A talk about careers in healthcare	Speculating and describing pictures		Body of knowledge
		An essay	In two minds
An interview with two scientists about a seed bank	A discussion		The mother of invention
		A review	Once upon a time …
Five short extracts about sporting achievements and ambitions	Reacting to what people say		How to succeed
		A formal letter or email	Money, money, money

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UNIT	VOCABULARY	READING	GRAMMAR
9 EDUCATING GENERATION Z page 68	Education Education: phrasal verbs ✓ Education: verb and noun collocations	Do schools prepare you for work?	Cleft sentences
10 CRIME AND PUNISHMENT page 74	Punishment for crime Crime and punishment: collocations Crime: suffixes	✓ Broken windows: a theory of crime	Inversion
Life Skills Learning to learn: Academic note-taking page 80			
11 WORKING UP AN APPETITE page 82	Describing food: collocations Food and drink: expressions	✓ The sugar tax debate	The passive
12 GREEN TRAVEL page 88	Travel Formal and informal language Formal and informal ways of expressing quantity	✓ Green travel? Is it really possible?	Passive gerund and infinitive Passive structures with two objects
Life Skills Social responsibilities: Eating responsibly page 94			
Review 3 Units 9–12 page 96			
13 LEARNING THE LINGO page 98	Communication: phrasal verbs Adverbs	Speaking the same language	✓ Causatives
14 THE SOCIAL MEDIA GENERATION page 104	Social media marketing ✓ Negative prefixes Suffixes *-ful* and *-less*	✓ How have social media influencers changed advertising?	Reported speech
Life Skills Personal responsibilities: Online presence page 110			
15 EXPLOITED, ENDANGERED … EXTINCT page 112	✓ Wildlife conservation Adverb and adjective collocations Intensifying adverbs	✓ Protecting wildlife: what can I do?	Relative clauses
16 WHO DO YOU LOOK UP TO? page 118	Role models ✓ Dependent prepositions Phrasal prepositions	✓ Inspiring young people	Participle clauses
Life Skills Collaboration: Teamwork page 124			
Review 4 Units 13–16 page 126			
Extra activities page 128			
Vocabulary list page 136			
Grammar reference and practice page 144			

Key to symbols:
✓ *C1 Advanced* exam task ▶ Video

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LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about schools	Talking about yourself		Schools of thought
		An essay	Trouble with the law
A vlog about food photography	Giving opinions tactfully		What's cooking?
		A letter	Getting away from it all
A podcast about communication and technology	A discussion		Speaking up for languages
		A report	The age of influence
Five short extracts about animals	Comparing and describing		Why on Earth?
		A proposal	Hero worship

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1 WHAT ARE YOU LIKE?



ABOUT YOU

▶ 01 **Watch the video and then answer the questions.**

How do you think your friends would describe you?
What are your best and worst personality traits?
Are there any personality traits you would like to have?

VOCABULARY AND READING
PERSONALITY

EP **1 Read the personality test questions. Which word or phrase from the box has a similar meaning to the verbs in the test?**

depend on disagree with not be included
seem understand

PERSONALITY TEST

Say ' Yes' or 'No' to each statement.

1 You don't like being alone – you have lots of friends and hate to feel left out.
2 You accept different ideas and are willing to change your views.
3 You sometimes clash with people you don't agree with.
4 You don't like being the centre of attention and prefer not to be noticed.
5 You come across as shy and enjoy being alone.
6 People can rely on you to look after their valuables.
7 You never forget your homework and always do it carefully.
8 You can relate to other people and their problems.

2 Answer the questions in the personality test and then turn to page 128 to discover what personality characteristics you have. Compare your answers with a partner.

EP **3 Complete the sentences with a word from the box in the correct form.**

clash with come across as conscientiously
extroverted feel left out introverted
open-minded relate to rely on
self-conscious trustworthy

1 Due to difficulties in finding work, many people _____ their parents for financial support until well into their thirties.
2 Iago works _____ in class, paying great attention to detail.
3 My sisters are twins and much older than me, so I sometimes _____.
4 My mother is _____ – always chatting to everyone she meets, whereas my father is more _____. He mostly likes to listen.
5 People in my country have become more _____ in recent years. They are more willing to accept people with different beliefs.
6 The person I _____ best in my family is my grandmother – we share the same sense of humour.
7 I used to _____ my brother when we were growing up, but now we get on brilliantly.
8 Sofia _____ a bit unfriendly, but she's lovely once you get to know her.
9 Freddy is so _____ – he hates giving presentations in class.
10 It is important to find someone _____ to look after your pets when you go on holiday.

4 Discuss the questions with a partner.

1 What do you think personality tests are used for?
2 Have you ever done one?
3 How accurate do you think they are?

5 Read the article on the opposite page quickly. Which statement best summarises the writer's view?

A Personality tests are a complete waste of time.
B Some personality tests may be useful.
C Personality tests are only useful in work contexts.

6 Read the article again and match the views 1–4 to the experts.

Aurelio Da Silva Margarita Fonseka
Michael Robson Wendy Barnett

1 Companies are not very concerned about dishonesty in personality tests.
2 The Big Five Personality Traits test is better than other tests.
3 Only tests which acknowledge individual differences should be used.
4 Tests should not ask abstract questions.

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1 WHAT ARE YOU LIKE?

Unit Overview

TOPIC	Personality
VOCABULARY	Personality; Adjective and adverb suffixes
READING	How reliable are personality tests?
GRAMMAR	Past tense review
LISTENING	Three short conversations about personalities and friends
SPEAKING	Personal interview
EXAM TASKS	Reading and Use of English Part 3; Listening Part 1; Speaking Part 1

Digital Resources

Lesson Plus: Unit 1
Practice Extra: Unit 1
Test Generator: Diagnostic test; Unit test 1

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 144; TB page 264
WORKBOOK: pages 4–9
VIDEO AND VIDEO WORKSHEET: Know yourself
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1

WARMER

Put the students into groups of four. The students decide on one adjective of personality for each group member. These should be as different and as obvious as possible. Each group reads out their adjectives and the other students guess which group members each one refers to. If students use any words that you think other students might not know, elicit definitions from them and give a written record on the board.

ABOUT YOU

▶ 01 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the three questions. If they did the Warmer, they can stay in the same groups. Set a time limit of two minutes and elicit ideas and reasons why the students chose those personality traits.

VOCABULARY AND READING
PERSONALITY

1 Students work in pairs to match the words and phrases from the box to the highlighted words in the personality test. Elicit the answers and ask follow-up questions to check the meaning, for example *When might someone feel left out?* Tell students, or elicit, that for sentence 5 we could substitute the phrase *come across as* with just the word *seem* (*You seem shy*) or *seem to be* (*You seem to be shy*).

Answers

1 feel left out – not be included
3 clash with – disagree with
5 come across as – seem
6 rely on – depend on
8 relate to – understand

2 When students have finished, elicit what they found out and whether they agree or not with the results of the test. Elicit the meanings of the adjectives in the personality test results box on page 128. For each one, invite someone to say whether the adjective applies to them and why or why not, for example *I'm extroverted. I like meeting people and chatting to them.*

Answers

Students' own answers

3 Students work in pairs and look through the word box. Elicit what kind of word *conscientiously* is (*adverb*) and what its corresponding adjective is (*conscientious*). Students then check in pairs what kind of words the other words in the box are. Elicit the word types. If you want to help the students, you could tell them that only one of the words (a verb) needs changing. Students then complete the exercise alone and check answers in pairs. If they have any different answers, they explain why they chose the word they did and decide together who is correct. Elicit the answers from the class.

FAST FINISHERS

Ask fast finishers to make alternative sentences using some of the ideas in the exercise so that they are true for them. They can decide how much of the original sentences they keep, for example *1* ***Due to*** *laziness, some of my friends* ***rely on*** *me to help them with their homework. 3 I live a long way out of town, so when my friends meet up,* ***I sometimes feel left out****.* Elicit ideas when everyone has finished the exercise.

Answers

1 rely on
2 conscientiously
3 feel left out
4 extroverted; introverted
5 open-minded
6 relate to
7 clash with
8 comes across as
9 self-conscious
10 trustworthy

CONTINUED ON PAGE 18

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4 Before students discuss the questions, ask where they might find personality tests, for example online or in a magazine. Set a time limit of two minutes for students to discuss the questions in pairs and then elicit ideas from the class.

Answers

Students' own answers

BACKGROUND INFORMATION

The Big Five Personality Traits cover the following: Openness (to experience), Conscientiousness, Extroversion, Agreeableness and Neuroticism, the last covering characteristics such as anxiety and dependence amongst others. That is why it is sometimes referred to as the OCEAN model. Some people change the order and refer to it as the CANOE model. The idea of looking at certain personality traits has existed since Hippocrates identified four types of temperament. The concept of The Big Five dates back to 1961 and was given the name The Big Five in 1981. According to psychologists, once someone reaches adulthood, these traits remain fairly stable. Within each overall heading, there are subheadings, for example under Extroversion, there are subheadings Sociability and Assertiveness. Having a high score in one doesn't necessarily mean you will have a high score in the other.

Recently, a sixth personality trait has been added by some psychologists which also includes Honesty – Humility. Because a six-sided figure is called a hexagon, this model has become known as the HEXACO model, with the X referring to Extroversion and the E for Emotionality, which replaces Neuroticism, but includes the same subheadings of Anxiety, Dependence, Vulnerability, etc.

5 Give the students two to three minutes to skim-read the text. Tell them to read the first paragraph properly to see what the text is about and the last paragraph to see how the writer sums the text up. For the other paragraphs, they should read quickly and try to find information which shows an attitude towards psychological tests. Elicit what the students found out and then elicit the correct answer with reasons for their choice.

Answer

B

01 The Reading text is recorded for students to listen, read and check their answers.

6 Give the students time to read through the text carefully. While they are reading, they note the paragraphs which discuss the views of the four people mentioned in the exercise. They then read these paragraphs again more carefully and do the matching. Students then work in pairs and, with books covered, tell each other what they found out about each person, for example *Aurelio Da Silva is a lecturer in psychology who thinks strange questions don't tell us anything useful*. Elicit the answers and any words or phrases in the text which helped them to do the matching, for example *dishonesty – cheat, stretching the truth.*

MIXED ABILITY

When students have read the complete text, they can work in pairs or groups of four. In pairs, each student re-reads the sections about two of the people in Exercise 6; in groups of four, they re-read about one person each. When they have matched their person, they get together and tell each other their answer and what information in the text helped them to do the matching.

Answers

1 Wendy Barnett
2 Margarita Fonseka
3 Michael Robson
4 Aurelio Da Silva

7 Give the students one or two minutes to think of the answers to the questions alone and then put them into groups to share their answers and ideas. When they have finished, ask them to discuss their views of the text and what they think of the views of the different people mentioned. Elicit ideas and discuss the text as a class.

Possible answers

1 To show that it is difficult to predict what characteristics an employer is looking for, so 'cheating' may not help.
2 Because it may show awareness of oneself and the situation, and it doesn't necessarily mean the person is untrustworthy.
3 He was surprised by how accurate the results were, particularly that the test revealed his tendency not to listen to other people's point of view.
4 There are many factors that affect relationships – personality is just one of them.
5 No.



TALKING POINTS

Students stay in the same groups as for Exercise 7. Give a time limit of one minute for students to think of ideas alone and then ask them to share their ideas as a group. They should give reasons for their views and try to convince the other group members that their view is correct. Set a time limit and then invite groups to share their ideas and reasons with the class.

COOLER

Talk to students about psychology tests and how they use a scale of 1 (not at all true) to 5 (completely true). Write one or two statements on the board and elicit scores from different students, for example:

I am always prepared.

I start conversations.

I'm not interested in other people's problems.

Students now work in small groups and think of other statements which could help to show someone's character. They write these on a piece of paper. Students then swap statements with a different group and discuss their answers to each one. Invite groups to tell the class some of the most interesting statements they were given and how they answered them.

» ALSO REFER TO WORKBOOK PAGES 4–5

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How reliable are PERSONALITY TESTS?

01



We've all done it. Answered a few questions in an online quiz to 'reveal the secrets' of our personality. It's just a bit of fun, right? Or is there more to it? After all, some employers rely on these tests to hire staff, which means people's futures can be at stake. Here we explore the accuracy of personality tests with those who have used them and those who best understand them.

19-year-old students Jenny and Beth from London were looking for summer jobs last year. Jenny had never believed in personality tests, so was quite concerned when she had to take one before being offered an interview. 'I knew Beth was going to give false answers,' explains Jenny. 'She was very shy and self-conscious and didn't think she'd do well at interview, so the personality test was all-important. Beth thought that if she came across as too introverted, she wouldn't get selected.' Having given the answers that she thought the company wanted, she was rejected. Jenny, who had been completely honest in her responses was rejected too. 'I'm extroverted, which must have come through in my answers, so I've no idea what they were looking for,' she complains.

According to psychologist **Wendy Barnett**, it is not that hard to detect either random answering or fake responses. People used to believe that tests which rely on people defining their own personalities would be easy to cheat on, but due to sophisticated algorithms, that is no longer the case. Although people see questions in isolation, they are, in a good test, part of a set, and it is the analysis of all of a person's answers that gives insight into their true character.

Strangely enough, detecting that someone has given false answers doesn't automatically eliminate them from some selection processes. Barnett claims that employers accept that exaggerating or 'stretching the truth' can sometimes be an advantage in a business situation. The ability to 'play' the personality tests can actually demonstrate that the applicant is self-aware and conscious of the situation they are in. It is not necessarily a sign that they are not trustworthy in their day to day life.

The company that rejected Jenny and Beth will never know if they made the right decision, but what do the experts say about the reliability of such tests? Well, there is a huge difference between a professionally produced test and a quiz in a magazine. Personality researcher **Margarita Fonseka** of the Trent Institute favours the Big FIVE Personality Traits, scientifically developed over many decades. The test claims to reveal how conscientious, open-minded, calm and agreeable people are, as well as how extroverted or introverted they are.

22-year-old Anil took this test last year because he had read about it and was curious. 'All my friends had been talking about it for ages and I was feeling left out,' he says. Anil, initially doubtful about personality tests, was stunned by the accuracy of the Big FIVE. In particular, he was impressed that it provided insight into how he related to others. 'I would frequently clash with friends,' he admitted. 'I had never realised before that I had a tendency to insist I was right and didn't listen to the other person's point of view.' Anil believes that taking the test has made him more self-aware and improved his relationships.

Since doing the test, Anil has been trying to change his behaviour. But is he missing the point? According to experts, analysing your personality may be useful in deciding who you will get on well with, but this is not how friendships work in practice. Some people may be incompatible on paper but the chemistry between them just works. Personality is not everything. Shared interests and experiences count for just as much.

Aurelio Da Silva is a lecturer in psychology who doubts the accuracy of many personality tests, particularly those that ask strange questions like 'Do you identify with snakes?' 'It is nearly impossible to work out what someone's answers to such questions might mean,' Da Silva argues. However, most psychologists agree that some personality tests may be valid. **Michael Robson**, who advises companies on hiring staff, is of the view that in order to be valuable, tests must account for diversity and avoid 'putting people in boxes'. Overall, though, it seems more likely that the way a person has performed in their work or studies in the past will be a more reliable indicator than a score on a personality test.

7 Read the article again and answer the questions.

1. Why do you think the writer includes the story of what happened to Jenny and Beth?
2. Why might a candidate who 'faked' his or her answers on a personality test still be hired?
3. What surprised Anil about the results of his personality test?
4. What is the writer's view on the role of personality in relationships?
5. Does the writer agree that personality tests should be the main basis of hiring decisions?

TALKING POINTS

Would you be happy if a personality test was used as part of a selection process for a job or university course?
Do you think the results of a personality test could help in improving relationships between friends or family members?

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GRAMMAR
PAST TENSE REVIEW

1 **Read extracts from the article 1–8 and match them to uses a–h.**

1 She was very shy and **didn't think** she'd do well.
2 Jenny and Beth from London **were looking** for summer jobs last year.
3 We**'ve** all **done** it.
4 Jenny **had** never **believed** in personality tests.
5 Anil **has been trying** to change his behaviour.
6 All my friends **had been talking** about it for ages.
7 I **would** frequently **clash** with friends.
8 People **used to believe** that tests would be easy to cheat on.

a a state which existed up to a particular point in the past
b an action in progress up to a point in the past
c an action that took place at an unspecified time in the past
d an action that started in the past and continues up to the present time
e a habitual action in the past
f an action in progress at a particular time in the past
g a completed action in the past
h a state in the past

2 **Match each example in Exercise 1 to a tense or structure below.**

present perfect simple
present perfect continuous
past simple
past continuous
past perfect simple past perfect continuous
would + infinitive
used to + infinitive

» GRAMMAR REFERENCE AND PRACTICE PAGE 144

3 **Choose the correct verb form.**

1 Jan changed classes because she *hadn't* / *hasn't* been getting on very well with the other students.
2 I *used to* / *would* be quite shy but I'm much more outgoing now.
3 When my Dad got home yesterday, my brother and I *argued* / *were arguing* over what to have for dinner.
4 I've always *believed* / *been believing* you should put your family first.
5 What have you *been doing* / *done*? You're covered in mud!
6 We *were inviting* / *invited* Jaime to the party, but he didn't come.
7 When I was at primary school, I *will* / *would* always get in trouble for talking too much.
8 I wanted to help put up the decorations, but Mum *had already done* / *was already doing* it.

4 **Complete Emma's message to her friend Jessica with the correct past tense form of the verbs in brackets.**

Hi Jess
I still can't believe what [1] _____ (happen)!
Marc and I [2] _____ (have) a nice evening, talking about stuff, when he suddenly [3] _____ (drop) a bombshell.
He [4] _____ (say) he [5] _____ (have) something to tell me. He [6] _____ (think) about going abroad for a long time, and recently he [7] _____ (decide) to do it.
I [8] _____ (think) it was all talk and he would never go through with it, but now he's off to Greece!
I [9] _____ (sit) here for hours, thinking about what life will be like without him. He [10] _____ (be) my best friend for as long as I can remember.

5 **Read the rest of Emma's message and decide if statements 1–4 are true or false. Correct the false statements.**

Do you remember how Marc and I used to sit for hours in the park chatting? Marc used to be obsessed with sport and he'd sit and plan his trip to the World Cup Final. It didn't use to bother me too much, though, as we'd always get ice cream from the kiosk.
I'm going to miss him so much!



1 *used to* + infinitive can describe past habits but not past states.
2 *would* + infinitive can describe past habits but not past states.
3 The negative form of *used to* is *didn't used to*.
4 *would* can be shortened to *'d*.

6 **Read the sentences and decide if the correct past form is used. Tick the correct sentences and correct the incorrect sentences.**

1 In the 1980s, psychologists realised that many tests that were developed were not valid.
2 My grandparents would live on a farm and they would only go into town about once a month.
3 The twins were attending the local school, and doing well.
4 Ali jumped out of his seat and had shouted 'Goal!'
5 When I was born, my parents were married for 10 years.
6 The boy was totally exhausted. He's been running all morning.
7 The children didn't tell me they were going out. I was worried!

7 » WORK IN PAIRS. TURN TO PAGE 128.

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GRAMMAR
PAST TENSE REVIEW

WARMER

With books closed, put the students into pairs. Ask them to write a sentence which is in some way about the past but which doesn't use the past simple. Set a time limit of about one minute, then elicit sentences from different pairs. Elicit any corrections necessary and ask students to say which tense they used in their sentence and what the tense is used for.

1 Before the students start, elicit the difference between an action (*something you do*) and a state (*something you feel, think, etc.*). Students work in pairs to do the matching. Elicit the answers, but don't elicit the names of the structures yet.

Answers

1 g 2 f 3 c 4 a 5 d 6 b 7 e 8 h

2 Students stay in the same pairs as before. When they have done the matching, elicit the answers and then divide the class into eight groups. Each group looks at one of the structures in the box and discusses when it is used, how it is formed and any possible problems it might cause. Set a time limit of three to four minutes and then invite each group to present their structure to the class.

Answers

1 past simple
2 past continuous
3 present perfect simple
4 past perfect simple
5 present perfect continuous
6 past perfect continuous
7 *would* + infinitive
8 *used to* + infinitive

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

3 Look at the first sentence with the class. Elicit the correct answer and why it is correct. (*It is talking about something that happened before another past event.*) Students complete the exercise alone and compare answers in pairs. Elicit the answers and the reasons why they are correct. Look at sentences 2 and 7. Elicit that *used to* can be used for activities or states, whereas *would* can only be used for activities. Elicit how students would say sentence 7 with *used to*. (*I always used to get in trouble.*)

Answers

1 hadn't
2 used to
3 were arguing
4 believed
5 been doing
6 invited
7 would
8 had already done

4 Tell students to work alone. When they have finished, they discuss their answers in pairs and say why they chose those verb forms. Sometimes more than one option may be possible, depending on how the students understand the meaning. Elicit the students' answers and the reasons for them.

FAST FINISHERS

Fast finishers imagine they are Marc talking about the same events to a friend. In pairs, they have a conversation using different past forms, e.g. *'Have you told Jess you're going to Greece yet?' 'Yes, I told her last night.'* When you have elicited the answers to the exercise, invite pairs to act out their conversations in front of the class.

Answers

1 has happened
2 were having / had been having / had had
3 dropped
4 said
5 had
6 had been thinking / has been thinking
7 had decided
8 thought
9 have been sitting
10 has been

5 You may have already looked at the first two points when students did Exercises 1–3. Students discuss the statements in pairs. Elicit the answers and point out that *use to* and *used to* have the same pronunciation when spoken naturally, as the /d/ sound disappears when it combines with the /t/. As a follow-up, ask the students to rewrite the text, changing *used to* to *would* where it is possible and *would* to *used to*. Elicit the changed text and why some of the verb forms can't be changed – *would sit* is OK, as it is an action; *would be obsessed* is wrong, as we can't use *would* with a state; *he used to sit* is OK; *we always used to get* is OK.

Answers

1 False. It can describe both past habits and past states.
2 True
3 False (*didn't use to* – though native speakers do sometimes use *didn't used to*)
4 True

6 Students work alone and then compare answers in pairs. If they have any different answers, they try to decide who is correct and why. Elicit the tenses used in each sentence and, where they are wrong, why.

Answers

1 In the 1980s, psychologists realised that many tests that **had been** developed were not valid.
2 My grandparents **used to** live on a farm and they would only go into town about once a month.
3 ✓
4 Ali jumped out of his seat and **shouted** 'Goal!'
5 When I was born, my parents **had been** married for ten years.
6 The boy was totally exhausted. He**'d** / He **had** been running all morning.
7 ✓

7 Look at the questions on page 128 with the class. Give students 30 seconds to think of ideas and then put them in pairs to answer them. When students have discussed all the questions together, invite students to share interesting things they learned from their partner.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 1 – GRAMMAR – PAST TENSE REVIEW
» GRAMMAR WORKSHEET UNIT 1
» ALSO REFER TO WORKBOOK PAGE 6

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VOCABULARY
ADJECTIVE AND ADVERB SUFFIXES

02 **1** Ask students to close their books and read the instructions to them. Elicit the answers and what Lewis and Olivia said about the test.

Answer
c

02 **2** Students work in pairs to look at the beginnings of the adjectives and try to remember or guess what the words might be. Elicit any that the students think they remember and then play the recording for them to complete the answers. Elicit the words and their meanings.

Answers
1 sensible 2 optimistic 3 supportive 4 careless
5 selfish 6 narrow-minded 7 respectful 8 chatty
9 judgemental / judgmental

» AUDIOSCRIPT TB PAGE 282

3 Students stay in their pairs. When one pair has all the words, stop the activity and elicit the answers, making sure that other students note any answers they hadn't completed.

Answers
1 sense 2 optimism 3 support 4 care 5 self 6 mind
7 respect 8 chat 9 judgement / judgment

4 Look at the example with the class. Elicit what a *boss* is and what the adjective *bossy* means. Students complete the activity alone and compare answers in pairs. Elicit the answers and what kind of word the words in brackets are.

Answers
1 likeable 2 responsible 3 original 4 childish 5 realistic
6 fearless 7 bad-tempered

5 Put students into groups of three or four. Set a time limit of two minutes and then elicit ideas from different groups. Elicit the meanings of any unknown words.

Possible answers
-able: miserable, comfortable
-al: practical, natural, liberal
-ed: disappointed, excited, fascinated
-ible: invisible, terrible
-ic: pessimistic, enthusiastic, energetic
-ish: foolish, stylish, boyish
-less: hopeless, painless
-y: cheeky, angry, fussy

6 Elicit the rules for forming adverbs. (*Generally we add* -ly *to the adjective. Some adverbs have the same form as adjectives, e.g.* fast, hard.) When students have finished, check answers, but don't go into spelling rules at this stage.

Answers
1 bad-temperedly 2 happily 3 falsely 4 knowledgeably
5 beautifully 6 realistically

7 Students work in pairs to think of the rules. Elicit these and then ask students to check the spelling of their answers to Exercise 6. Elicit the spelling of each word.

Answers
1 ly 2 ily 3 ly 4 y 5 ly 6 ally

8 Write the word *house-sharing* on the board and elicit what it means. Set a strict time limit for students to read the text and find the answers.

Answers
1 Yes.
2 She had a housemate who didn't clean the house and one whose cat damaged the furniture.

9 C1 Advanced Reading and Use of English Part 3

In this part, students read a text with eight gaps (plus an example). They are given eight root words and have to complete the text with the correct form of these words. The task tests knowledge of different word forms and also an understanding of which type of word is needed to fit the grammar and meaning of the text. In the exam, adjectives, adverbs, nouns and verbs are tested.

Tips Ask students to cover the words in capitals and to try to identify exactly what sort of word is needed in each gap. Is a noun, a verb, an adjective or an adverb needed? If it's an adjective, should it be positive or negative? If it's a noun, should it be singular or plural? If it's a verb, should it be present, past or an *-ing* form?

With the words in capitals covered, look at the example gap and ask students what kind of word *enjoyable* is (*an adjective*) and what it describes (*the experience*). Students do the same in pairs for the other gaps and then uncover the words and complete the exercise. Elicit the spelling of *cheekily* and *pessimistically* to revise the spelling rules from Exercise 7.

Answers
1 foolishly 2 wonderful 3 filthy 4 cheekily 5 naturally
6 pessimistically 7 magnetic 8 selfless / unselfish

10 Give students an example before they start by writing on the board, e.g. *my sister – chatty*. Give students two or three minutes to think of words and the family members.

MIXED ABILITY
Either allow students to work in pairs to think of ideas or ask pairs of students to work alone but to only use five of the suffixes each. One student uses the first five suffixes and the other student the second five.

Answers
Students' own answers

11 Look back at your example on the board and tell the class about the person and why you chose that adjective. Students then do the same in pairs. When students have finished, elicit some of the adjectives they used and why.

Answers
Students' own answers

COOLER
Ask students to think about how their personality has changed since they were younger. They should make a sentence using *I used to be …, but now I'm …*, trying to use adjectives with the suffixes used in the lesson. Students then get into small groups to tell each other how they have changed. Elicit one or two ideas from each group.

» PRACTICE EXTRA: UNIT 1 – VOCABULARY – ADJECTIVE AND ADVERB SUFFIXES
» VOCABULARY WORKSHEET UNIT 1
» ALSO REFER TO WORKBOOK PAGE 7

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VOCABULARY
ADJECTIVE AND ADVERB SUFFIXES

02 **1** **You will hear two friends, Lewis and Olivia, discussing personality tests. Was Lewis's test**

a mainly accurate?
b mainly inaccurate?
c partly accurate and partly inaccurate?

EP **2** **Listen again and write the personality adjectives you hear. The first letters have been given to help you.**

02

0 knowledgeable
1 sen_____
2 opt_____
3 sup_____
4 car_____
5 sel_____
6 nar_____
7 res_____
8 cha_____
9 jud_____

3 **Which nouns are the adjectives in Exercise 2 formed from?**

0 knowledge
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

4 **Complete the sentences using an adjective formed from the word in brackets. Use the suffixes in the box and make spelling changes if necessary.**

-able -al -ed -ible -ic -ish -less -y

0 You're so bossy! (boss) Stop telling me what to do!
1 Robert is a very _____ (like) boy. He is always friendly and cheerful.
2 You should be more _____ (response) at your age, Ben, and look after your little sister!
3 That's a very _____ (origin) idea for a story.
4 Stop fighting! You're being really _____ (child).
5 It's just not _____ (realist) to expect everyone to like each other.
6 Molly is trying skydiving next. She is absolutely _____ (fear)!
7 What's got into you today? You're so _____ (bad temper).

5 **What other adjectives do you know with the suffixes in Exercise 4?**

EP **6** **Complete the sentences with the adverb form of the adjective in brackets.**

1 'Leave me alone, I'm busy!' shouted Adam _____. (bad-tempered)
2 Georgia smiled _____ when she read her exam results. (happy)
3 Mathilda _____ accused her brother of eating her chocolate. (false)
4 Dr Richards spoke very _____ about the psychology of personality testing. (knowledgeable)
5 Eva is only 14, but she already plays the piano _____. (beautiful)
6 Do you think that we can _____ finish the project by the end of the week? (realistic)

7 **Look at the answers to Exercise 6 and complete the rules for forming adverbs from adjectives.**

1 Adjectives ending in a consonant: add _____
2 Adjectives ending in *-y*: change *y* to _____
3 Adjectives ending in *-e*: add _____
4 Adjectives ending in *-able*, *-ible* or *-le*: change the final *e* to _____
5 Adjectives ending in *-l*: add _____
6 Adjectives ending in *-ic*: add _____

8 **Read the blog post below and answer the questions.**

1 Does the writer recommend house-sharing?
2 What problems has she had with housemates?

9 **Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**



HOUSE-SHARING

Welcome to the wonderful world of the house-share. Sharing can save money and be an **(0)** enjoyable experience, but believe me, there are lots of pitfalls. The first time I advertised for people to share my house, I **(1)** _____ expected to find people who shared my love of tidiness and order. Elena was certainly a **(2)** _____ person – if a little too chatty – but within a month the house was absolutely **(3)** _____ and I had to ask her to leave. ENJOY FOOL WONDER FILTH

The next occupant of my spare room was Nina. When she moved in, she **(4)** _____ brought her cat Macavity with her – I had told her 'no pets allowed!' At first, I didn't mind, but soon Macavity had scratched my brand new sofa, which I was furious about, **(5)** _____, so they too had to go. 'I'll never find anyone I can live with!' I said **(6)** _____. CHEEK NATURE PESSIMIST

Then I met Ida. She is great fun, with a **(7)** _____ personality. Best of all, she is one of the most caring and **(8)** _____ people I've ever met. So, stick with it! The right housemate is out there somewhere. MAGNET SELF

10 **Think of adjectives to describe your family members and close friends. Try to write one adjective for each of these suffixes.**

-able -al -ed -ful -ible -ic -ish -ive -less -y

11 **Compare your ideas with a partner.**

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LISTENING

1 **Discuss the questions with a partner.**

1 Which social media accounts do you have and why?
2 Do you tend to share lots of photos and videos?
3 Do you know anyone who exaggerates or even lies on social media?

2 **Listen to Extract 1. You hear two friends talking about a girl called Shania and her social media use. For question 1 choose the answer (A, B or C) which fits best according to what you hear.**

03

1 What does the girl suggest about Shania?
A She is being dishonest on social media.
B She has a better life now thanks to social media.
C She wants to have lots of followers on social media.

3 **Listen again and answer question 2.**

03

2 What point does the boy make about social media?
A It encourages feelings of envy among people.
B It allows people to express themselves fully.
C It highlights some enduring human characteristics.

4 **Read the part of the script relating to question 2. The words and phrases that give you the correct answer are highlighted. Underline the words and phrases that try to distract you from the correct answer.**

GIRL: It does look like that, doesn't it? I saw the photos she posted a couple of weeks ago and thought, 'Wow, she's living the dream!' But then I bumped into her in town the other day and, talking to her, I got the impression that things might not be as amazing as she's making them out to be. But that's the thing, isn't it? You can be who you want to be online and create this illusion for your thousands of followers that everything's perfect.

BOY: I don't know. I mean, it's true that people show off online and make themselves look like they're really cool, popular, happy and everything, but hasn't that always been the case? I suppose that social media has made it *easier* for people to make stuff up or exaggerate aspects of their lives or personality. But then people have boasted about their fancy clothes and big houses for centuries. With today's social networks it's just more obvious.

5 **Now listen to Extract 2. You hear two friends discussing their teacher. Answer questions 3 and 4.**

04

3 What does the boy say about his previous class?
A He enjoyed the discussions.
B He made a lot of mistakes.
C He was lacking in confidence.

4 What do they both think makes their teacher exceptional?
A She has a good sense of humour.
B She increases students' self-esteem.
C She is a similar age to the students.

6 **Now listen to Extract 3. You hear two friends discussing a friend called Adrian. Answer questions 5 and 6.**

05

5 The speakers are worried about their friend Adrian because
A he has problems with his girlfriend.
B he isn't focusing on his studies.
C he won't talk to them anymore.

6 What do the two speakers agree to do?
A let Adrian work the problem out for himself
B suggest ways of dealing with the situation to Adrian
C discuss the issue with Adrian's sister

7 **Discuss the questions with a partner.**

1 What problems can be caused by people giving a false impression of themselves on social media?
2 What qualities do you think a teacher should have?
3 Do you think the speakers in Extract 3 made the right decision regarding their friend's behaviour? What else could they have done?



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LISTENING

WARMER

Put students into pairs. The students look at the photo on page 12 and think of two sentences to describe what they can see; one using an adjective and one using an adverb, e.g. *The view is beautiful. The girl is smiling happily.* Invite students to share their ideas with the class.

1 Look at the questions with the class. Elicit or tell the class that for the first question they should imagine that someone who doesn't know them looks at their social media pages. They should then imagine what that person would think about them, e.g. *fun, wild, political, serious*. Set a time limit of about two minutes and then invite students to share their ideas as a class.

Answers

Students' own answers

03 **2** Before students listen, ask them to look at the three choices (A–C). Elicit or tell the students that they are trying to answer three questions: *Is she being dishonest? Does she have a better life now? Does she want to have lots of followers?* Only one of them will be answered 'Yes'. Play the recording and elicit the answer. Ask the students why the other two answers are wrong. (*B The girl thought that at first, but then changed her mind; C The girl mentions having thousands of followers, but doesn't say anything about Shania wanting to have lots.*)

Answer

A

03 **3** Before students listen again, they work in pairs and try to remember anything that the boy said about social media. When they have listened, elicit the answer and what he said. (*People have always wanted to make out they are cool and happy; social media just makes it more obvious.*)

Answers

C

» AUDIOSCRIPT TB PAGE 282

4 Start by looking with the class at what the girl said and how that showed that B and C were wrong in Exercise 2. Students then do the same in pairs for the boy's comments and the question in Exercise 3. Elicit the answers and how they show that A and B are incorrect. (*A He doesn't mention envy at all; B They aren't just expressing themselves but exaggerating or even making things up.*)

FAST FINISHERS

Fast finishers work in pairs. One reads what the girl says and one reads what the boy says. They then cover the audioscript and try to write a summary of the main points of each paragraph in one sentence. When they are ready, they compare ideas together. When everyone has finished the exercise, elicit some of the summaries from students.

Answers

Girl: It does look like that, doesn't it? I saw the photos she posted a couple of weeks ago and thought, 'Wow, she's living the dream!' But then I bumped into her in town the other day and, talking to her, I got the impression that things might not be as amazing as she's making them out to be. But that's the thing, isn't it? You can be who you want to be online and create this illusion for your thousands of followers that everything's perfect.
Boy: I don't know. I mean, it's true that people show off online and make themselves look like they're really cool, popular, happy and everything, but hasn't that always been the case? I suppose that social media has made it *easier* for people to make stuff up or exaggerate aspects of their lives or personality. But then people have boasted about their fancy clothes and big houses for centuries. With today's social networks, it's just more obvious.

04 **5** **C1 Advanced Listening Part 1**

In this part, students listen to three unrelated dialogues and each one is followed by two multiple-choice questions. The questions test the students' ability to listen for specific detail, purpose, attitudes, opinions, the gist of an argument or point of agreement.

Tips The two questions for each extract have different focuses, for example identifying feeling, attitude, opinion, gist, detail, etc. Information necessary to answer question 2 may sometimes occur before some information necessary to answer question 1. This is especially the case when question 2 is a gist or global question. Therefore, it is essential that students read the questions and options carefully before they start listening so they know what they should be listening out for.

Students work in pairs. Give them o ne minute to look at the questions and options to make sure they know what they are listening out for. When students have listened, they compare answers in pairs and what they remember from the listening. They then listen again to complete or check their answers. Elicit the answers and reasons for them.

Answers

3 C 4 B

» AUDIOSCRIPT TB PAGE 282

05 **6** This time students work as if in an exam. Give them 30 seconds to read through the two questions before they listen. Play the recording twice and then elicit the answers. If students have different answers, ask them to explain why they chose their answer. If necessary, play the recording a third time to confirm the correct answers.

Answers

5 B 6 C

» AUDIOSCRIPT TB PAGE 282

7 Set a time limit of two to three minutes for students to discuss the questions in pairs. When they have finished, put pairs together in groups of four to share their ideas. Invite different groups to tell the class what they thought about one of the questions.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 8

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SPEAKING
PERSONAL INTERVIEW

1 You could go through the questions with the class, eliciting whether they are past or present from a different student each time. Ask students to imagine they are in a speaking exam. Ask which questions they would most like to answer and which they would find difficult. Elicit ideas and reasons for their answers. Point out that they don't have to tell the truth. For example, if they were asked question i about the film, they shouldn't sit there trying to think of the last film they saw, but instead choose a film they can easily talk about.

Answers
a past b present c past d past e present f present
g present h past i past j present

06 **2** Before students listen, ask them to work in pairs. They note down one word that they would expect to hear for each question, e.g. *a birthday, b sports, c beach*. When they have listened to the recordings, elicit the answers and then ask students how many of their words they heard.

Answers
Hugo – questions c and e; Teresa – questions h and d

06 **3** Students discuss their answers in pairs. Elicit the answers and then ask the students what advice they would give Hugo about speaking exams, e.g. *Try to give as much detail as possible, don't just give short answers, give reasons for your answers*.

Answers
1 Hugo – no, Teresa – yes
2 Hugo – no, Teresa – yes
3 Hugo – because he had not expanded his answers

4 When the students have found all the examples, elicit the tenses or structures used and re-elicit when the past simple can be replaced by *used to* and *would* and when it can't.

Answers
I suppose it would be my grandmother, since she's always been there for me. She'd look after us while our parents were working. Not only that, but she taught us good values like working hard and being polite. Plus we actually used to have a great time with her. To be honest, she could be strict, but she had a good sense of humour. She's definitely had the strongest impact on me.

06 **5** Students read through the *Prepare to speak* box in pairs and discuss what the missing words could be. Elicit some ideas before playing the recording. When students have listened again, elicit the answers. Look at the first point again. Invite one student to ask one of the questions from Exercise 1 and then ask another student to respond with the first way of asking for clarification. The first student then has to repeat the question. Now do the same with two different students, but this time the second student responds with the second way of asking for clarification (*What do you mean exactly?*). Now the first student has to try to rephrase the question they asked to make it simpler.

Answers
1 catch that 2 another 3 only 4 suppose 5 must
6 absolute

» AUDIOSCRIPT TB PAGE 282

6 Re-elicit the extra information that Teresa gave in her two answers and then look at question a in Exercise 1 with the class. Elicit an idea of what the special occasion could have been and write this on the board, e.g. *My grandfather's birthday*. Now invite someone to ask you question a and reply *Yes, my grandfather's birthday.* Elicit from the class what extra information you could give (e.g. *Who came? Where was it? What did you do? How did your grandfather feel?*). Students now work alone and think about the other questions in the same way. Set a time limit of about three minutes and tell them not to write, just to think.

MIXED ABILITY
Weaker students can work in pairs: one student looks at the odd questions (a, c, e, g, i) and one looks at the even questions (b, d, f, h, j). They can also make notes about what additional information they can mention, but make it clear that they shouldn't try to script their answers. The notes should only be used to remind them about what they want to say.

Answers
Students' own answers

7 C1 Advanced Speaking Part 1

In this part, students are asked one or two questions about themselves to help them relax and then more detailed questions about free time, studies, future plans, experiences, daily routine and so on. They are expected to give relevant answers which add further information, such as details or reasons.

Tips Students should try to take every opportunity to practise their social English to get used to answering questions similar to these. In the exam, it would be good if they could imagine that they are chatting to someone socially, so that they give responses that will make a good impression on the other person.

Tell students to take turns asking and answering each question. They should time each other and try to keep talking for 20 seconds if possible. When students have finished, invite different students to answer one question each in front of the class.

Answers
Students' own answers

COOLER
Students work in groups of three. They first each write two similar questions to those in Exercise 1 but on different topics. They mustn't let the other two students see the questions. They then take it in turns to play the examiner. The student playing the examiner asks one of their questions to each of the other students, who has to answer without knowing in advance what the questions are going to be. When all three students have played the role of examiner, elicit some of the questions asked and any interesting answers the students heard.

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SPEAKING
PERSONAL INTERVIEW



1 **Look at the questions. Which are about the present and which are about the past? Write *present* or *past* for each.**

a Have you celebrated any special occasions recently? (What happened?)
b What kind of activities do you enjoy doing with your friends in your spare time?
c What has been your most memorable holiday?
d What did you like most about your primary school? (Why?)
e How important is it to spend time with your family? (Why?)
f What is your favourite way to communicate with friends? (Why?)
g What do you like most about the place where you live?
h Who has influenced you most in your life? (Why?)
i What was the last film you watched? (What did you think of it?)
j Do you ever wish you were famous? (Why? / Why not?)

06 **2** **Listen to two students, Hugo and Teresa, each answering two of the questions in Exercise 1. Which questions do they answer?**


Hugo


Teresa

06 **3** **Listen again and answer the questions.**

1 Did the students expand their answers appropriately?
2 Did they use a range of tenses?
3 Who did the examiner ask follow-up questions to? Why?

4 **Read Teresa's first answer and underline the different past tense forms she uses.**

I suppose it would be my grandmother, since she's always been there for me. She'd look after us while our parents were working. Not only that, but she taught us good values like working hard and being polite. Plus we actually used to have a great time with her. To be honest, she could be strict, but she had a good sense of humour. She's definitely had the strongest impact on me.



06 **5** **Look at the *Prepare to speak* box. Listen again and complete the expressions.**

PREPARE TO SPEAK

Personal interview

Asking for clarification

Sorry, I didn't [1] _____. Could you say it again, please?
What do you mean exactly?

Adding additional information

…, too.
And [2] _____ thing is …,
Not [3] _____ that, but …
Plus, …
Besides, …
…, especially …

Giving and explaining opinions

I'd rather …
I [4] _____ it would be …
To be honest, …
… definitely …
I [5] _____ say …
For one thing, …
But the [6] _____ best thing …

6 **Look at the questions in Exercise 1. Think about how you could answer each question. What additional information could you add to each answer?**

7 **Work with a partner. Ask and answer the questions in Exercise 1 using phrases from the *Prepare to speak* box.**

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2 THE BIGGER THE BETTER?

ABOUT YOU

▶ 02 **Watch the video and then answer the questions.**
What kind of things do you think cause some cities in the world to grow so quickly?
What are the advantages and disadvantages of living in very large cities?
Should cities have some areas where cars are banned? Why? / Why not?

VOCABULARY AND READING

CITIES

EP **1 Read what five young people say about the places where they live. Who mentions**

1 tall buildings?
2 areas with trees or plants?
3 a residential area of a city?
4 ways to travel from one part of the city to another?
5 dirty and crowded parts of a city?
6 large numbers of people living in a small area?
7 something that keeps traffic away from a city centre?
8 the uncontrolled growth of a city away from its centre?
9 buildings that are neglected and in very poor condition?
10 areas where people can go on foot but not in vehicles?



ANDY, 16, SINGAPORE

Nearly 6 million people live in Singapore, a country that measures just 50 kilometres across, so it's very densely populated. Having said that, there are plenty of green spaces, where you can even go mountain biking and trekking.

IGOR, 19, RUSSIA

I live with my family on the top floor of one of the high-rise blocks close to Moscow's outer ring road, so we have an amazing view out over the city.

BEATRIZ, 18, BRAZIL

My parents grew up in slums, where people were squashed into derelict and unsafe buildings, but the area has really improved and now it's become a popular residential area, which I'm happy to call home.

HANNAH, 17, USA

Los Angeles, where I've moved to from the UK, is famous for its urban sprawl, and it's true the houses go on and on for miles. But on a good day, I can drive to the centre from the suburb where I live in about 50 minutes, so it's not too bad.

LANA, 15, SLOVENIA

There are really efficient transport links between where I live in Ljubljana and the centre of the city, which is largely pedestrianised these days, making it both clean and safe.

2 Complete the questions with a word or phrase from Exercise 1.

1 Does your town have good, affordable _____ to help you get around?
2 Apart from the view from the top, what are the advantages of living in a _____ building?
3 How suitable are the _____ in your town for football, jogging or just hanging out with friends?
4 Is it preferable to live in a city centre or out in a _____?
5 Would you describe your town as _____, or are the buildings spread out over a large area?
6 Are there any _____ buildings in your town? What do you think should happen to them?
7 Does your town have a _____ to help traffic avoid the centre?
8 If you ran a shop or a café, would you want the street your business was on to become _____? Why? / Why not?
9 Is it necessarily a bad thing if a town's _____ takes over the surrounding countryside as it grows?
10 Some people say that, despite the poverty, there is a strong community spirit among residents who live in _____.

3 With a partner, ask and answer the questions in Exercise 2.

4 Quickly read the article on the opposite page to identify the places in the photographs. Which other places are mentioned in the text? Is the writer's opinion about the growth of these places generally positive or negative?

5 Read the first paragraph in more detail and answer the question below with a partner. Identify the parts of the text which gave you the answer.

1 What does Barcelona indicate about densely populated cities, according to the writer?
A They can be found anywhere in the world.
B There is optimum opportunity for social contact in them.
C A high quality of life is perfectly possible in them.
D Well-organised public transport is essential for them to work.

6 For questions 2–6, choose the answer (A, B, C or D) which you think fits best according to the text.

2 What does the writer say about city growth in the second paragraph?
A It is likely to threaten food supplies.
B Attempts to measure it may be very inaccurate.
C It sometimes leads to uninteresting architecture.
D Parks and woodland will disappear.

3 According to the writer, what cause of urban sprawl is specific to the United States?
A increased prosperity among the working-class
B high crime rates in inner cities
C restrictive construction regulations
D a demand for increased living space

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2 THE BIGGER THE BETTER?

Unit Overview

TOPIC	Where you live
VOCABULARY	Cities; Buildings and places: idioms
READING	How cities grow, and why this has to change
GRAMMAR	Comparatives and superlatives
WRITING	Informal emails of advice
EXAM TASKS	Reading and Use of English Part 5; Writing Part 2 (informal emails of advice)

Digital Resources

Lesson Plus: Unit 2
Practice Extra: Unit 2
Test Generator: Unit test 2

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 145; TB page 264
WORKBOOK: pages 10–15
VIDEO AND VIDEO WORKSHEET: The eternal city
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 2; Vocabulary worksheet Unit 2

WARMER

With books closed, tell students that you are going to say the alphabet slowly to yourself. When someone shouts *stop*, tell them the letter you had reached (avoid difficult letters such as J, X and Q). In pairs, students have 30 seconds to write as many cities as they can starting with that letter. Repeat with a different letter, then tell students to choose one of the cities they wrote and to write a sentence about it which doesn't include its name or country, e.g. *This city is famous for its canals and a house in which a girl hid for over two years* (*Amsterdam*). Elicit some of the sentences for other students to guess the cities.

ABOUT YOU

▶ 02 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the three questions. Set a time limit of three minutes and then discuss the questions with the class.

VOCABULARY AND READING

CITIES

1 Put students into pairs. Tell them to cover the text and to look at the ten points in Exercise 1. Students guess what words they will find in the texts which mean the same as the words in the questions, e.g. *1 skyscrapers, 2 parks*. Students then do the matching. You may want to tell them that there is more than one person for some of the points. Elicit the answers and the words in blue that linked to each one.

Answers

1 Igor
2 Andy
3 Hannah and Beatriz
4 Lana
5 Beatriz
6 Andy
7 Igor
8 Hannah
9 Beatriz
10 Lana

Words used:

1 high-rise
2 green spaces
3 suburb; slums
4 transport links
5 slums
6 densely populated
7 ring road
8 urban sprawl
9 derelict
10 pedestrianised

2 Look at the first sentence with the class. Without looking at the text, the students try to remember or think of the correct word or phrase. Students then do the exercise alone and compare answers in pairs.

Answers

1 transport links
2 high-rise
3 green spaces
4 suburb
5 densely populated
6 derelict
7 ring road
8 pedestrianised
9 urban sprawl
10 slums

3 Look at the first question with the class. Elicit what they learned in the speaking section from Unit 1 (that they should expand on answers and give more detail). Elicit the sort of things they could say in answer to question 1, e.g. *There are buses which run from 5am to midnight. Tickets aren't cheap, but you can get a monthly pass. There are train and bus links to other cities.* Tell the students to do the same for the other questions; one student asks the odd-numbered questions and the other asks the even-numbered questions. At the end, invite different students to answer one of the questions each in front of the class.

Answers

Students' own answers

4 Look at the two photos with the class and elicit what they can see. If they know either of the places, ask them not to shout these out. Set a time limit of about two minutes for students to scan the text for the places mentioned and to try to decide on the writer's opinion. Elicit the answers and any evidence from the text to justify their views on the writer's opinion.

Answers

Photos: Barcelona (Spain) – positive (*proud to call the city home*); Seoul (South Korea) – positive (*successfully avoided urban sprawl, greener*)
Also mentioned in text: Brasilia, Shanghai (Pudong area); Atlanta (USA) – negative (an example of urban sprawl); Addis Ababa (Ethiopia) – positive (*remarkable achievement, ecological benefit*)

CONTINUED ON PAGE 30

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BACKGROUND INFORMATION

Pudong is a new area of Shanghai. It covers 120,000 square kilometres and has a population of over four million. It is situated near the mouth of the Yangtze River and, until recently, was a rural area of rice fields. It has now become a symbol of China's modernisation. It has a new international airport and a modern underground system including magnetic levitation trains. Its most famous landmark is the Oriental Pearl Tower, and Shanghai is often called the Pearl of the Orient, meaning a place of outstanding beauty.

Addis Ababa has been called the Dubai of Africa because of its rapid growth. The African Union has its headquarters in the city and the population has grown to over three million, more than double the population in 1984. It is estimated that 85% of travel within the city is done on foot, bike or public transport and only 15% by private car.

5 C1 Advanced Reading and Use of English Part 5

In this part, students read a long text and answer six four-option multiple-choice questions. The questions test understanding of details and main ideas, opinions and attitudes that are expressed, ideas that are implied, and the writer's overall view, purpose or attitude across the whole text. Some questions may test the ability to deduce the meaning of specific words or phrases from the context, as well as understanding of features of text organisation, such as reference words and the use of examples.

Tips The questions follow the same order as the information in the text. Students should use scanning skills to find the parts of the text where the information can be found and then read that section of text more carefully to decide which option is correct. Some questions clearly indicate which paragraphs they refer to (e.g. question 2 in Exercise 6).

Look at the question with the class and elicit the key words in the question (*… Barcelona indicate …*). Elicit that this means that the example of Barcelona must tell us something about densely populated cities around the world. When students think they have found the correct answer, allow them to compare answers in pairs to make sure they agree. If they don't agree, they should work together to decide who is correct.

FAST FINISHERS

Ask students to find reasons why the other three options are wrong. When all the students have finished, elicit what they think are the correct answers. If anyone has chosen one of the wrong options, the other students explain why it is wrong. (*A The writer mentions other cities, but Barcelona doesn't indicate that they can be found anywhere else;*
B People in Barcelona meet at café tables, but the writer only mentions this as an aspect of Barcelona, not all large cities;
D Barcelona has excellent public transport, but the writer doesn't say this is essential for a large city.)

Answer

C (The writer says that residents are proud to call the city their home, the city has a first-class public transport system, visitors are charmed by the pedestrianised streets and people sit in squares. These all indicate that a high quality of life is possible in a densely populated city.)

07 The Reading text is recorded for students to listen, read and check their answers.

6 Give students one minute to read through the remaining five questions so they know what they are looking for. While the students are reading the text, they should mark where the information for each question can be found. When they have read the whole text, they then go back to these sections to decide on the correct answers. They should be able to identify why the other options are not correct, which will enable them to be sure they have made the right choice. Elicit the answers and the reasons for them.

MIXED ABILITY

Tell students to work in pairs. They should cover the options for each question and work together to try to think of their own answer to the question, e.g. *2 They are growing over a large area; they are covering food-growing areas.* They then look at the four options together and see if any of them are similar to their own answers. This method of tackling multiple-choice readings can sometimes be helpful for students who become confused by the different options.

Answers

2 A 3 C 4 D 5 A 6 B

TALKING POINTS

Students work in small groups. Give a time limit of one minute for students to think of ideas alone and then ask them to share their ideas as a group. Students should give reasons for their views and examples if they can, for example for the second question. Set a time limit and then invite groups to share their ideas and reasons with the class.

COOLER

Students look at the texts in Exercise 1 and think of a similar short description that they could write about their own town. Set a time limit of about two minutes and then put students into small groups to share their ideas. Invite groups to read out the most interesting description that their group wrote.

ALSO REFER TO WORKBOOK PAGES 10–11

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HOW CITIES GROW, AND WHY THIS HAS TO CHANGE

07



I have just spent two days in Barcelona, one of the most densely populated urban settlements on Earth. There are 103 road intersections per square kilometre – high compared with Brasilia's 41, or Shanghai's Pudong area, which has no more than 17. And despite this high density, residents are proud to call the city home, walking or cycling short distances to work, or using the city's first-class public transport network. Visitors are charmed by the maze of pedestrianised streets that thread their way through the assortment of four to seven-storey buildings constructed over the centuries, leading to squares where people sit at café tables under the shade of large trees.

But Barcelona is the exception, rather than the rule. The dominant trend now is actually for cities to spread outwards into the surrounding countryside, rather than to become more and more densely populated. This has disturbing consequences. The total area occupied by all the cement, concrete, asphalt and green spaces of all the world's urban areas is roughly 1.5 million square kilometres. As the global urban population is expected to grow by some 50% over the next thirty years, a not unreasonable expectation is that the area occupied by the world's cities will increase by the same amount. And as by far the most productive farmland is typically located close to where the bulk of the produce is consumed, it is these areas which, rather than increasing their harvest yield to feed growing populations, will be replaced by concrete. This is simply not sustainable.

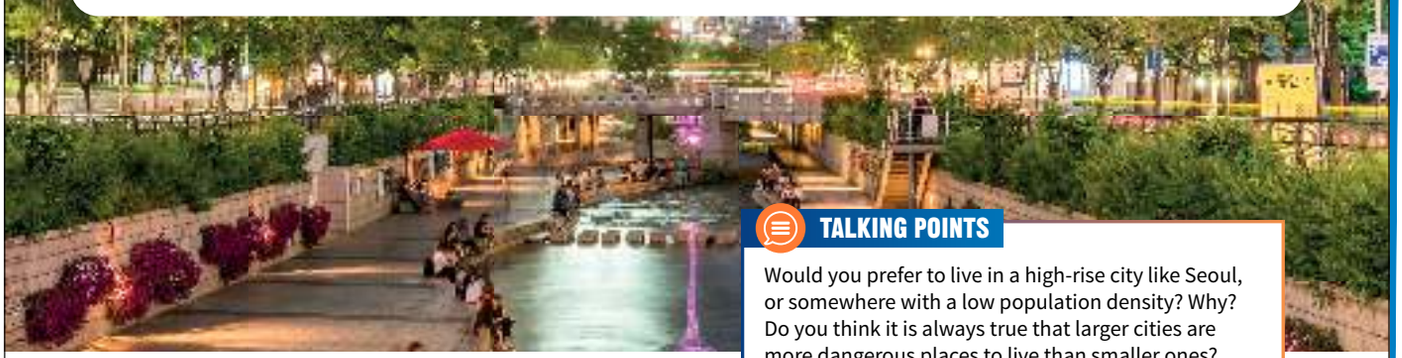
Urban sprawl is particularly common in North American cities, such as Atlanta. Economic growth is often cited as the principal cause of this. However, the attraction of cheaper land in suburban areas, which allows for larger and larger properties, plays an equally significant role, with many citizens keen to escape the congestion, crime, and noise of the city. Many of those involved in urban development, however, claim that planning laws which limit an area to one particular use such as residential, commercial or institutional, are a major reason for urban spread in the States since they discourage the development of walkable communities because homes have to be built away from shops, schools, and employment areas. Other countries, where more diverse land use is permitted, don't have this additional influence. With urban sprawl being blamed for increased energy use, pollution, and a decline in community cohesion, legislation needs to change sooner rather than later.

But this kind of destructive urban spread is not inevitable. Take one of Africa's most exciting cities, the Ethiopian capital Addis Ababa, where urbanisation is occurring more quickly than anyone thought possible. Government investment has transformed the city into a vast building site. Towering cranes are silhouetted against the African sky as the skeletons of high-rise buildings emerge in the urban core. And with funds and expertise brought in by Chinese companies, a light-rail system has been built that runs across the city, a remarkable achievement in a place where 80% of the population live in slums. This enables residents to commute easily from their high-density apartment blocks that have been shooting up across the city, and it has the added ecological benefit of lessening people's reliance on the car and thus reducing their individual footprint.

55 56 57 61

Even urban areas designed very much with cars in mind are being transformed. Perhaps the megacity that has most successfully avoided urban sprawl is Seoul, South Korea. When the mayor decided to dismantle an eight-lane highway that used to run through the centre, he said, 'Seoul is for people, not cars.' In its place is a new canal and pedestrianised walkway. No alternative road was built, and although it may seem counterintuitive, this does seem to have prompted people to abandon their cars in favour of much greener modes of mass transit. This in turn has made further government investment in transport links more viable.

The world's urban population will continue to grow. The more it grows, the more homes we will need. Housing large numbers of people in multi-centred, low-carbon, high-density cities must be a global commitment.



TALKING POINTS

Would you prefer to live in a high-rise city like Seoul, or somewhere with a low population density? Why? Do you think it is always true that larger cities are more dangerous places to live than smaller ones?

4 Which word or phrase suggests the high speed of change in Addis Ababa?

A emerge *(line 55)*
B brought in *(line 56)*
C runs *(line 57)*
D shooting up *(line 61)*

5 The removal of the highway in Seoul demonstrates

A a surprising way to reduce vehicle numbers.
B a method of lowering the cost of public transport.
C how politicians do not always fulfil their promises.
D that attempts to minimise traffic do not always succeed.

6 An idea recurring in the text is that cities of the future

A must encourage cleaner forms of transport.
B will need to develop infrastructure and avoid covering too large an area.
C may become difficult to live in if their populations become too high.
D should discourage people from building sub-standard housing and from driving.

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GRAMMAR
COMPARATIVES AND SUPERLATIVES

1 Look at sentences 1–6 and find examples of the structures in the box. Some sentences have more than one example.

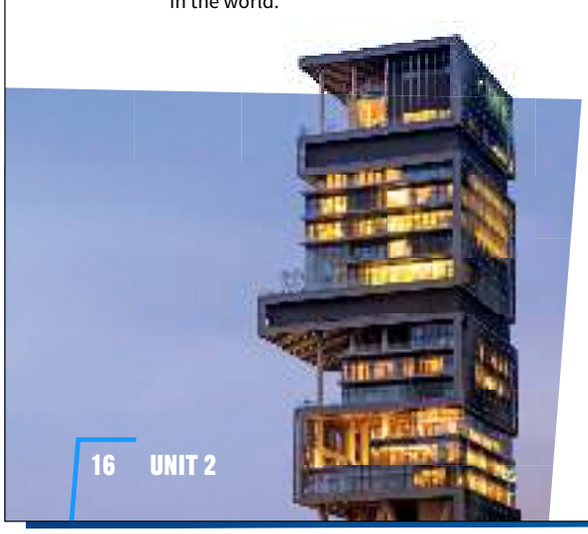
comparative adjective
comparative adverb
qualifier used with comparatives
superlative adjective
qualifier used with superlatives
superlative adverb
double comparative adjective (with *and*)
double comparative adverb (with *the*)

1 By far the most productive farmland is typically located close to cities.
2 Cheaper land in suburban areas allows for larger and larger properties.
3 Urbanisation is occurring even more quickly than anyone thought possible.
4 Perhaps the megacity that has most successfully avoided urban sprawl is Seoul.
5 People are abandoning their cars in favour of much greener modes of mass transit.
6 The more the population grows, the more homes we will need.

» GRAMMAR REFERENCE AND PRACTICE PAGE 145

2 Put the word in capitals into a suitable comparative or superlative form, adding another word or an ending if necessary.

1 Jack's family have got _____ flat I've ever seen. **AMAZING**
2 I noticed that the streets were _____ than usual, probably because everyone was at home watching the match on TV. **CROWDED**
3 The historic building I've visited _____ is Chatsworth House, in central England. I was there just last month. **RECENT**
4 The town's new ring road was constructed far _____ than anyone expected. **QUICK**
5 The Pencil Museum in Keswick, England sounds like it will be _____ museum in the world, but my young cousins loved it. **INTERESTING**
6 The multi-storey house of telecoms magnate Mukesh Ambani is by far _____ private residence in the world. **LARGE**



3 Choose the correct word or phrase to modify the comparatives and superlatives. Then decide which statements are true.

1 The Pyramid of Khafre at Giza was *far* / *by far* the tallest building in the world for 3,800 years.
2 A concrete beam can be made *incredibly* / *considerably* stronger if steel rods are placed inside it.
3 On its completion in 2019, the Tianjin CTF Finance Centre became *easily* / *substantially* the world's tallest skyscraper.
4 Adding solar panels to your home can make your energy bills *significantly* / *largely* lower.
5 In the UK, it's often *substantially* / *by far* more expensive to buy an old home than a new one.

4 Complete the sentences with the most suitable double comparative phrase from the box.

busier and busier
less and less efficiently
less and less frequently
louder and louder
more and more polluted

1 As we got closer to the nightclub, we could hear the music getting _____.
2 My parents decided to replace their boiler because it'd been working _____ and costing too much.
3 The growth of budget airlines has made tourist hotspots like Venice become _____ in recent years.
4 Cuts to public transport mean that trains are running _____ nowadays.
5 Air quality monitoring has shown that the city centre is becoming _____.

5 Complete the sentences so that the meaning is the same.

1 If you live further from the centre, your journey takes longer.
The further you live from the centre, the _____.
2 English gets easier when you use it more.
The _____, the easier it gets.
3 The chance of having a traffic accident increases if you're travelling quickly.
The quicker _____ you are to have an accident.
4 I get sleepier and sleepier when I stay up late.
The later _____ I get.
5 When the metro gets more crowded, I use it less frequently.
The _____ the metro gets, _____ I use it.

6 Correct any mistakes in these sentences. One is correct.

1 The building was actually completed quicklier than expected.
2 The city is more crowded during the weekends it is in the week.
3 Istanbul has far the largest population of any city in Turkey.
4 The cities currently growing the most rapidly are located in Asia and Africa.
5 The more insulation a building has inside its walls and roof, it will be warmer.
6 Simon's behaviour is becoming more and also more juvenile as he gets older.

7 » WORK IN PAIRS. TURN TO PAGE 128.

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GRAMMAR
COMPARATIVES AND SUPERLATIVES

WARMER

Think of a city, e.g. Miami. Ask students to guess the city and use a comparison to give them a clue, for example if they guess London, say *My city is warmer than London*. Keep going with a different comparative adjective each time until students guess correctly. You can use geographical clues to help, e.g. *My city is further south than New York,* or *more* + noun, e.g. *There are more Cubans in my city than in Los Angeles*. Students then choose a city in pairs and join up with a second pair to do the same thing.

1 Look at the first sentence with the class. Ask if *most productive* is a comparative or superlative (*superlative*) and if it is an adjective or adverb (*an adjective describing farmland*). That gives them one structure from the box (*superlative adjective*). Elicit what *by far* means (*a lot more*) and ask if they know what kind of phrase this is. Elicit or tell them it is a qualifier and elicit the second structure from the box that this is an example of (*qualifier used with superlatives*). Students then complete the exercise in pairs.

Answers

1 *by far* – qualifier used with superlatives; *the most productive* – superlative adjective
2 *larger and larger* – double comparative adjective (with *and*)
3 *even* – qualifier used with comparatives; *more quickly* – comparative adverb
4 *most successfully* – superlative adverb
5 *much* – qualifier used with comparatives; *greener* – comparative adjective
6 *The more … the more* – double comparative adverb (with *the*)

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

2 Students work in pairs. Elicit the answers and what the adjectives or adverbs are describing (*amazing – flat; crowded – streets; recently – visited; quickly – constructed; interesting – museum; large – residence*). When looking at 2 and 5, ask the students how they knew whether to use *more* or *less* and *the most* or *the least*.

Answers

1 the most amazing
2 less crowded
3 (the) most recently
4 more quickly / quicker
5 the least interesting
6 the largest

3 Students do the exercise alone and compare answers in pairs. Elicit the answers and have a class vote on whether each statement is true or false. (*1 is false, as the Pyramid of Khufu or Great Pyramid is actually taller, although the Pyramid of Khafre looks taller because it is built on higher ground; 3 is false, as the Burj Khalifa in Dubai has been the tallest since 2010.*)

Answers

1 by far (false)
2 considerably (true)
3 easily (false)
4 significantly (true)
5 substantially (true)

4 Students work alone. When they have finished, elicit other things that could be described with the same phrases, e.g. *The students were getting louder and louder during the lesson*. Students work in pairs and share their ideas with the class.

Answers

1 louder and louder
2 less and less efficiently
3 busier and busier
4 less and less frequently
5 more and more polluted

5 Before students look at the exercise, ask them to look at sentence 6 of Exercise 1 again. Elicit how else we could complete the stem: *The more the population grows, …* Elicit that all the endings start either *the* + *more* + noun or *the* + comparative adjective. Students then look at Exercise 5. Tell them that all the sentences follow the same form. Elicit the answers when the students have finished.

FAST FINISHERS

Fast finishers think of different ways of completing the gapped sentences so that they use the same structure but have a different meaning, e.g. *The further you live from the centre, the cheaper houses become / the cleaner the air is.* When all the students have finished the exercise, invite them to share their ideas with the class.

Answers

1 longer your journey takes
2 more you use English
3 you're travelling, the more likely
4 I stay up, the sleepier
5 more crowded; the less frequently

6 Look at the first sentence with the students. Ask if it is correct and, if not, why not. (*The comparatives of* -ly *adverbs are formed by using* more + *adverb.*) Elicit the correct form and then ask students to complete the exercise in pairs.

Answers

1 The building was actually completed **quicker / more quickly** than expected.
2 The city is more crowded during the weekends **than** it is in the week.
3 Istanbul has **by** far the largest population of any city in Turkey.
4 *correct*
5 The more insulation a building has inside its walls and roof, **the warmer it will be**.
6 Simon's behaviour is becoming more **and more** juvenile as he gets older.

7 Look at the first sentence stem on page 128 with the students. Give them some examples of how you could finish the sentence, e.g. *The older I get, the wiser I get. The older I get, the more my knees hurt.* Set a time limit of two or three minutes for students to complete the sentences. When students have discussed their ideas in pairs, tell them to choose the best endings and write these on a piece of paper, but not in the same order. They then swap with a different pair and have to guess which sentence beginning matches each of their endings. The students get together in groups of four to tell each other their guesses and see if they are correct.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 2 – GRAMMAR – COMPARATIVES AND SUPERLATIVES
» GRAMMAR WORKSHEET: UNIT 2
» ALSO REFER TO WORKBOOK PAGE 12

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VOCABULARY
BUILDINGS AND PLACES: IDIOMS

08 **1** Students look through the six situations before they listen. Elicit what they might hear, e.g. *a – someone in a queue and someone else goes in front of them*. When they have listened, elicit the answers and then divide the class into six groups (a–f). Each group discusses what they can remember from the conversation with their group's letter. Set a time limit of about one to two minutes and then invite each group to tell the class what they remember.

Answers

a Conversation 3
b Conversation 4
c Conversation 5
d Conversation 2
e Conversation 1
f Conversation 6

08 **2** If you used the follow-up activity in Exercise 1, students could stay in the same groups to try to make the idioms. When they have listened, they decide the meaning of the idiom in their conversation using the context to help them. Elicit the idioms and their meanings.

Answers

hit a brick wall: come up against something that prevents you doing something
break the glass ceiling: get beyond a point which usually prevents certain groups of people, especially women and minority groups, from getting a more important position (often in a work situation)
hit the roof: become extremely angry
go to town (on something): put a lot of effort and enthusiasm into doing or making something, usually by spending a lot of time or money
feel at home: feel comfortable and relaxed
burn your bridges: do something which makes it impossible for you to go back to the situation you were in before

» AUDIOSCRIPT TB PAGES 282–283

3 Look at the first text with the class. When they have read it, students cover it. Elicit what happened to Rose and then elicit the idiom which best describes her (*break a glass ceiling*). Ask in what way she has done this (to be successful in a previously male-dominated profession). Students then complete the exercise alone. Elicit the answers and why those idioms refer to the situation in each text.

MIXED ABILITY

Put students into pairs or groups of three. They divide the texts between them. When they have read their texts and done the matching, they get together to tell each other what their texts were about and which idioms they think match them. If they have used one idiom more than once, they look at the relevant texts and try to decide who is correct and which idiom matches the other text.

Answers

1 Samantha
2 Sho
3 Joe
4 Tina
5 Mario
6 Rose

4 Put students into groups of three if possible. They work together to identify the three people and then work alone to write advice for one person each. When they have finished, they tell each other their advice and comment on each other's ideas. Invite groups to share their advice with the class.

Answers

Joe, Samantha and Tina are the three with problems.
Students' own answers

5 Students read through the text. When they have finished, they cover the text and, in pairs, discuss what the situation is. They then work together to think of good advice to give Rupert. When they are ready, change the pairs. One student in each pair plays the role of Rupert and explains their problem. The other student gives advice. Invite students who played Rupert to tell the class what advice they were given and whether they think it was useful or not.

Answers

Rupert moved into a flat with people he didn't know and signed a contract. Now he wants to move out, but he doesn't want to lose the money he has already paid.

6 Students work alone. Elicit the answers and discuss whether the students have similar idioms in their own language. Follow up by asking students to work in pairs and try to use the idioms in different sentences. Elicit ideas from different pairs.

Answers

1 a 2 b 3 b 4 a

7 Tell students to look at page 128 and elicit which idiom from page 17 fits sentence 1. Ask students if they know what they could do to avoid losing their work. (*Programs such as Word automatically save work and, when you next switch on the computer and use the program, it should ask you if you want to return to that version.*) Students then complete the exercise alone and compare answers in pairs. Elicit the answers and what the sentences mean if it isn't obvious. Set a time limit of about four minutes for students to discuss the questions. When they have finished, invite students to share their ideas in each case.

Answers

1 going down the drain
2 break the glass ceiling
3 feel at home
4 got on like a house on fire
5 go to town
6 set in stone
7 a roof over their head
8 burned your bridges

COOLER

Students work in pairs or small groups. They choose one of the idioms from the lesson and decide on a situation which could illustrate it, similar to the texts in Exercise 3. They write their own situation. Invite groups to read out their situation and ask other groups to guess the idiom that matches it.

» PRACTICE EXTRA: UNIT 2 – VOCABULARY – BUILDINGS AND PLACES: IDIOMS
» VOCABULARY WORKSHEET: UNIT 2
» ALSO REFER TO WORKBOOK PAGE 13

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VOCABULARY
BUILDINGS AND PLACES: IDIOMS

08 **1** **Listen to six conversations. Which conversation is about**

a getting very angry?
b doing something to a high standard by spending lots of money?
c feeling confident and comfortable?
d overcoming prejudice which stops someone from advancing in their career?
e meeting an obstacle and being unable to decide what to do?
f making it impossible to go back to a situation which existed before?

EP 08 **2** **Match the words to make the idioms you heard. Then listen again and check. Try to work out the meaning of each idiom.**

hit	your bridges	.....
break	at home	.....
hit	to town	.....
go	the glass ceiling	.....
feel	the roof	.....
burn	a brick wall	.....

3 **Read the information about the six people below, then answer the questions.**

1 Who has hit a brick wall?
2 Who is really going to town?
3 Who has burned their bridges?
4 Who might be about to hit the roof?
5 Who feels at home in their new role?
6 Who has managed to break a glass ceiling?

4 **Which three people most need help and advice? What advice would you give them?**

EP **5** **Read Rupert's post. What's his problem, and what would you suggest?**

THE HOUSING BLOG

A safe space where you can share any accommodation issues you have with our community of users

Hi,

A few months ago, I had to move out of the place where I was living. I desperately needed **a roof over my head** because I didn't want to move back in with my parents. So I was pleased when I found a flatshare with three guys, and moved in that very day. The others have known each other for ages and **get on like a house on fire**. But I feel left out, and I'd like to move out. I signed a contract with them for a year, but I'm not sure if it's **set in stone** or whether I can give notice and move out early. I don't want all the money I've paid in advance to **go down the drain** because I'll need it back to find another place. Any suggestions?

Rupert

6 **Choose the correct definition of the idioms in Rupert's post.**

1 a roof over your head
a a place to live **b** a top-floor flat

2 get on like a house on fire
a argue loudly **b** have a great relationship

3 set in stone
a old-fashioned **b** impossible to change

4 go down the drain
a be wasted **b** be spent on bills

7 » **WORK IN PAIRS. TURN TO PAGE 128.**



When **Rose** started work with an engineering firm, she was the only female employee. But her career took off, and she has become the first female managing director of the company.



Mario used to be his team's top goal scorer. Now aged 33 he's started to lack the speed to keep up with younger players. But rather than quit, he's started playing as goalkeeper, which involves less running. And you know what? He absolutely loves it!

Sho and his fiancée are planning their wedding. Sho has decided to have several costumes made at a cost of several thousand dollars for both of them to wear during the wedding. It's the most important day of his life and he wants everything to be perfect.



Samantha is writing her first novel, but the story is getting very complicated and she can't work out how it's going to end. She's run out of ideas.





Joe was offered a new job by a rival company, but he turned it down because the salary was too low. He's now been made redundant by his current employer but thinks it's too late to try to get the position with the other firm.



Tina's brother borrowed her new phone without asking, and when she got it back, the screen was smashed.

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WRITING

INFORMAL EMAILS OF ADVICE



1 **Read the extracts from the beginning and end of emails written to friends in other countries. Which ones sound suitably friendly and which ones don't? How could the unfriendly ones be improved?**

Opening an email

1 Hi Dave,
Great to hear from you – it's brilliant that you're coming to Mumbai.

2 Dear Frankie,
There are loads of cool places to hang out in Brisbane.

3 Dear Joanne,
Thank you for your email. I am delighted to hear of your plans to relocate to Moscow in the near future.

4 Hi Lucinda,
Moving to Porto, then? Nice one! Best town in the world, by the way!

Closing an email

5 I trust the suggestions outlined above will enable you to get the most out of your time visiting London.

6 Anyway, I'm sure that whatever you do, you'll have an amazing time when you come to Milan.

7 All being well, we'll meet up before long, and I'll be happy to show you some of the coolest places to hang out in Warsaw!

8 That's all I have to say about visiting São Paolo.

2 **Would the following phrases be more suitable for opening or closing an email to a friend? Write *O* or *C*.**

1 Say 'hi' to your parents from me.
2 Haven't heard from you in ages!
3 Anyway, looking forward to catching up properly soon.
4 Thanks for getting back in touch.
5 Don't forget to bring waterproof clothing, just in case!
6 It was a lovely surprise to get your email.
7 I was thinking about you just the other day!
8 And next time we meet, we'll be on holiday! Can't wait!

3 **Some of the phrases in these messages to friends are too formal. Replace them with an informal phrase from the box.**

catch them in the next day or two loads of us
really amazing time ~~Shame you couldn't~~ try and get us
've got to let you know well worth going to

Hi Jake, how's it going? ~~It was disappointing that you were unable to~~ *Shame you couldn't* get to the gig the other evening. There were a substantial number of people there, and we all had a most delightful evening. The band were unbelievable, and you should definitely try and attend a performance when they play again! I'll endeavour to purchase tickets next time.

Hi Marta, I wish to inform you about this new shop that's just opened on Howarth Avenue. They have some amazing stuff – easily the best in town, I'd say! The prices are pretty reasonable too. It's advisable to visit it, so what about us going together after school in the near future? Love, Sandrine XX

4 **Which of these versions of the same sentence would be acceptable in an informal mail?**

1 **a** It's fantastic news that you're coming to Jakarta!
b Fantastic news that you're coming to Jakarta!
c Fantastic that you're coming to Jakarta!
d Fantastic coming to Jakarta!

2 **a** I'm not sure if I'll still be here though, as I'm hoping to go and study in Salamanca.
b Not sure if I'll still be here though, as I'm hoping to go and study in Salamanca.
c Not sure if I'll still be here though, as hoping to go and study in Salamanca.
d I'm not sure I'll still be here though, as I'm hoping to go and study in Salamanca.

3 **a** Anyway, I'll speak to you soon.
b Anyway, I'll speak soon.
c Anyway, speak soon.
d Anyway, speak.

4 **a** I'm looking forward to seeing you soon.
b I'm looking forward to soon.
c Looking forward to seeing you soon.
d Look forward to seeing you soon.

5 **Complete the *Prepare to write* box with phrases from Exercises 1–4.**

PREPARE TO WRITE

An informal email

- When you are writing a message such as an email to a friend, remember to sound friendly.
- Start the email with a comment addressed to your reader, such as (*It was*) [1] _____.
- Use informal language, such as [2] _____ *for getting in touch*.
- End the email with a friendly comment about what you expect to happen next, such as [3] _____.
- Consider using ellipsis (missing out words), e.g. [4] _____ *to seeing you soon*.

6 **Discuss the questions with a partner.**

1 Moving home is thought to be one of life's most stressful experiences. Why do you think this is?
2 What do you think a family from another country would find easiest and hardest about moving to your town or city?
3 How easy would it be to make friends when you move to a new place, and what are the best ways of doing this?

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WRITING
INFORMAL EMAILS OF ADVICE

WARMER

Put students into small groups. Ask them to think about the last time they sent an email to a friend or family member – not a text or a social media message. They tell each other who they wrote to and why. If they can't remember writing any, ask if they ever receive emails and, if so, to tell the other students about one they have had. When they have all shared their ideas, invite students to say how often they write emails and when they last sent one.

1 Students look at Exercise 1 alone. When they have identified the extracts they think don't sound friendly, they work in pairs to improve them.

Answers

1 This sounds friendly and appropriate.
2 This sounds fairly friendly, but it lacks an introductory comment, and *Dear* is a little formal for an email to a friend.
3 The use of formal language sounds distant and unfriendly.
4 This sounds friendly, but the very short sentences make it more suited to a short message than a full email.
5 This is too formal in a message to a friend, which makes it seem slightly unfriendly.
6 This sounds friendly and appropriate.
7 This sounds friendly and appropriate.
8 This isn't very friendly. It suggests a reluctance to communicate.

2 Students work alone and then compare ideas in pairs. Go through the phrases one by one and ask the students if they have ever written anything similar in their emails or texts (in their own language). For each phrase, elicit any alternative phrases they could use, e.g. *1 Say hello to your family. Remember me to your family. 2 I haven't heard from you since January. It's been a long time since I heard from you.*

Answers

1C 2O 3C 4O 5C 6O 7O 8C

3 Look through the phrases in the box. Elicit what they mean. Students then work alone and compare ideas in pairs. Elicit the answers and ask which of the words in the box, if any, had a different meaning to what they expected. (*They may have thought of the literal meaning of* to catch*, as in* to catch a ball*, rather than the meaning in the text* to go to see them while you can.) Discuss how important it is when writing to get the style of language correct as well as being grammatically correct. In emails, idioms, phrasal verbs and colloquial expressions are more important than words such as *substantial* and *endeavour.*

FAST FINISHERS

Students try to use the informal phrases in the box in different contexts, e.g. *I saw a great programme on TV last night. You should try to catch it next time it's on.* When everyone has finished, elicit some of the sentences that students wrote.

MIXED ABILITY

Put weaker students into pairs. They look at one of the two emails and try to rewrite it with the correct phrases. They then get together with a different pair which looked at the other message. They tell each other how they rewrote their text and check to make sure that between them they used all the phrases in the box and only once each.

Answers

Hi Jake, how's it going? ~~It was disappointing that you were unable to~~ *Shame you couldn't* get to the gig the other evening. There were ~~a substantial number of people~~ *loads of us* there, and we all had a ~~most delightful evening~~ *really amazing time*. The band were unbelievable, and you should definitely try and ~~attend a performance~~ *catch them* when they play again! I'll ~~endeavour to purchase~~ *try and get us* tickets next time.
Hi Marta, I ~~wish to inform you~~ *'ve got to let you know* about this new shop that's just opened on Howarth Avenue. They have some amazing stuff – easily the best in town, I'd say! The prices are pretty reasonable too. It's ~~advisable to visit it~~ *well worth going to*, so what about us going together after school ~~in the near future~~ *in the next day or two*? Love, Sandrine XX

4 Look at the first question with the class. For each option, elicit whether it is acceptable or not and why. Tell students that more than one answer can be chosen. Elicit that in question 1, option d is unacceptable and ask why (It has been shortened so much that it is unclear whether the writer is pleased their friend is coming to Jakarta or whether the writer is pleased to be going to Jakarta themselves). Students look at the other sentences alone. Elicit ideas and reasons for them. (In 2c, *hoping* on its own is a little unclear. It is probably the writer who is hoping, but it is best to add *I'm* to clarify. In 3b, it is unclear who the person will speak to; 3d sounds like an order for the other person to carry out. In 4b, we don't know what the writer is looking forward to doing.)

Answers

The following are acceptable: 1 a, b, c 2 a, b, d 3 a, c 4 a, c, d

5 Look at the *Prepare to write* box with the class. Ask students how many of the tips are also true of different forms of writing, e.g. *In a text to someone I often send texts to, I don't bother to start with a friendly comment.* When students have finished, elicit the answers.

Possible answers

1 great to hear from you
2 Thanks
3 Anyway, I'll speak to you soon.
4 Looking forward

6 Put students into groups of three. Each student looks at a different question. Set a time limit of about a minute for them to think of ideas. Student 1 starts by giving their opinions about question 1. The other two students then give their opinions about the same question. The students repeat the process for the other two questions, a different student leading the conversation each time. When students have finished, discuss each question as a class. If any students' families have moved home and / or moved town, ask them to tell the class how they felt.

Answers

Students' own answers

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BACKGROUND INFORMATION

In Polish, the letters *sz-* are pronounced as *sh-* in English. *Cz-* is pronounced *ch-* and *yr* is pronounced *ur*, so the word *Szczyrk* is actually pronounced *shchurk*. Szczyrk is a small resort town in the mountains south-west of Kraków. It has about 40km of ski runs and 27 ski lifts, as well as routes for cross-country skiing.

7 Ask the class to read the first email and elicit why the friend is writing and what questions they want answers to (what the city is like for a newcomer; suggestions for making friends). When students have completed the email, elicit the answers and ask what the missing words are in each phrase, e.g. *1* ***It was / It's*** *great to hear from you.* Follow up by asking students to cover the email. In pairs, they discuss what they learned about Kraków from the email, e.g. *gorgeous architecture, big student population*.

Answers

1 Great to hear from you.
2 New jobs here
3 No wonder really,
4 plenty of English speakers
5 An international one presumably
6 One tip for you
7 no idea why, though
8 Might just be
9 Anyway, fantastic news
10 Looking forward to

All the phrases feature ellipsis (words omitted).

8 Elicit the meaning of *pay someone a compliment* and *exaggeration*. When students have found the examples, ask them to find an example of an idiom (*a piece of cake*) and what it means (*very easy*). Ask students if they know what *ex-pats* are (*expatriate* – a person who is temporarily or permanently living in a country other than their native one).

Answers

1 paying Jason compliments – *Great to hear from you; Brilliant that you're coming to live in Kraków; Anyway, fantastic news that you're coming!*
2 asking questions / checking details – *New jobs here, I guess? An international one presumably, with the teaching in English, right? And why not come out with some of my friends …?*
3 using exclamation marks – *… gorgeous architecture of the Old Town! … it'll be a piece of cake for you! Anyway, fantastic news that you're coming! Looking forward to seeing you soon!*
4 exaggeration – *… millions of students from overseas. … it'll be a piece of cake for you!*

9 Tell students to work alone or in pairs to find the advice and do the matching. Elicit what the sentences are (see *Answers* below). Point out that the use of *do* before a positive imperative adds emphasis; it isn't needed.

Answers

a (*I think you'll feel more at home here if you start learning the language.*)
c (*(do) take the initiative*)
d (*don't let that put you off*)
e (*… why not come out with some of my friends …?*)

10 Put students into pairs and set a time limit of about four minutes for them to discuss the four quotations. When they have finished, ask the class who agreed or disagreed with each one and invite students to give reasons for their ideas.

Answers

Students' own answers

11 C1 Advanced Writing Part 2: Informal emails of advice

In this part, students have a range of possible task types to choose from, e.g. an email, a letter, a proposal, a report, a review. They have a word limit of 220–260 words. Each task gives students a clear context of why they are writing, the topic and the target reader. It is important that they use a suitable style of language for the task they choose to write.

Tips If writing an email, students should read the task carefully and note who they are writing to, why and what specific questions the other person has asked. They should take some time to note ideas and useful language before they start writing and identify which functions they're being asked to produce for the task, e.g. suggesting / advising / giving information / expressing agreement / offering sympathy or to do something, etc. This specific task is giving advice with supporting detail / reasons.

Students have 45 minutes for each writing task in the exam, which includes planning time. Tell them that they shouldn't rush their writing. They could even allow themselves 15 minutes to plan, note down vocabulary and organise their ideas. If they do this effectively, it will make their writing much easier to do well. The students could do the writing in class or at home. Whichever you decide, set some time during the lesson for them to plan their email. Before they start planning, put them into pairs. One of them reads out the task as if it were their own problem. The other student then gives them advice. This will give them more ideas for their emails later on.

Model answer

Hi Oscar,
Great to hear from you. Thanks for bringing me up to date with all your news.
That's a big step, moving out of your family home. I totally get that you're undecided, and I think you're right to talk it over with a few people and get their take on what you should do. If I was in your shoes, I'd be feeling and doing exactly the same.
I suppose it all depends on the relationship you have with your friends. If you all get on like a house on fire now, when you're hanging out with them during the day, would that still be the case if you were in the same flat as them 24/7? I think you need to know what they're like to be with non-stop. There'd be nothing more annoying than moving in with someone, and then finding that they never want to tidy up or contribute to bills, or that they play music loud at night when you're trying to get to sleep.
Know what I reckon you should do? How about this: why not arrange for the lot of you to go away on a trip that involves being together without a break? Like a camping trip! And do this before you commit yourself and sign a contract. If you come back from the trip knowing you don't want to move in with your friends, you'll have done yourself a favour. And you won't be burning your bridges, because you can still remain friends, even if you don't become flatmates.
Hope that helps!
All the best,
Luisa

COOLER

Students work alone. They think of something they could ask advice about, similar to the ideas in the task in Exercises 7 or 11 – it doesn't have to be a real problem. Students then get into groups of four. They take it in turns to ask the other students for advice and tell them which of the structures in Exercise 9 they should use, e.g. *Give me advice using a negative imperative.* Each of the other students should use a different structure. When all three students have given advice, a different student repeats the process until they have all received three pieces of advice. Invite students to say what their question was and what the best advice was.

» ALSO REFER TO WORKBOOK PAGES 14–15

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7 **Read this task and complete Tomek's answer with the phrases in the box. What do all the phrases have in common?**

You have received this email from a friend overseas.

> … and so, for various reasons, my family have decided to move to your city, where I'll be starting a new school next year. What's your city like for a newcomer from another country, like me? And what can you suggest I do in order to make friends and settle in?

Write your **email** in reply.

An international one presumably
Anyway, fantastic news Great to hear from you
Looking forward to Might just be New jobs here
no idea why, though No wonder really,
One tip for you plenty of English speakers

Hi Jason,

[1] _____. Brilliant that you're coming to live in Kraków with your parents. [2] _____, I guess? Anyway, you can fill me in on all that once you're here.

As for what it's going to be like, well, Kraków's one of those places that people from all over the world are drawn to, whether to visit or live in. [3] _____ considering the gorgeous architecture of the Old Town! Plus, it's got a massive student population, and that includes millions of students from overseas. So [4] _____, which means you'll probably find it quite easy to make friends with other ex-pats, including those at your school. [5] _____, with the teaching in English, right? [6] _____ – do take the initiative and suggest exchanging phone numbers with people, even if you don't know them all that well.

Also, I think you'll feel more at home here if you start learning the language. People often say Polish is a difficult language to learn – [7] _____, as it's no harder than English really. [8] _____ because people feel intimidated when they see all the consonants in words like 'Szczyrk', but don't let that put you off, it'll be a piece of cake for you!

And why not come out with some of my friends who speak English? Once you get to know a few people, you'll feel at home.

[9] _____ that you're coming!
[10] _____ seeing you soon!

Tomek



8 **Find examples of the following strategies used in Tomek's email to create a friendly tone.**

1 paying Jason compliments
2 asking questions / checking details
3 using exclamation marks
4 exaggeration

9 **Which of the following ways of giving advice are used in Tomek's email?**

a first conditional
b second conditional
c positive imperative
d negative imperative
e *Why not* + infinitive
f *You might want to …*
g *You could consider -ing*
h *How about -ing?*
i *What I'd do is …*

10 **Discuss the following quotations, saying whether you agree with them and why.**

1 'I'd have the time of my life if I moved into a flat with a few of my mates.'
2 'It's best to live at home until you get married.'
3 'The whole point of moving out of home is to gain independence, and so it makes more sense to live on your own than to share a flat with friends.'
4 'The cost of renting a flat is so high that moving out of the family home is simply unaffordable for most young people.'



11 **Read this task and reply to the email.**

You have received this email from a friend overseas.

> … I'm thinking of moving out of my family home and into an apartment with my university friends, but I'm not sure if it'd be a wise move. What would you do? And how should I decide whether it's the right thing to do?

Write your **email** in reply.

- Use friendly language.
- Consider using ellipsis.
- Use a range of different structures to give advice.
- Make your email friendly and interactive.
- End some sentences with exclamation marks and question marks.
- Make sure that you answer any questions in your friend's email.

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LIFE SKILLS COMMUNICATION

NEGOTIATING CONFLICT



LIFE SKILLS

Dealing with conflict

Throughout our lives, we may find ourselves in conflict with friends, family or others. In order to maintain and deepen good relationships, it's important to be able to resolve conflicts in a way that is calm, respectful and acceptable to both sides. Learning how to negotiate conflict constructively can help us to do this.

1 Read three situations where people are in conflict. With a partner, answer the question in bold at the end of each one.

A James is getting angry with his friends Tom and Mark because they keep dictating what to do at the weekend. Tom and Mark think they have to take the initiative because James only ever wants to hang out at home and watch TV, which can get tedious. The situation is making everyone frustrated.

How can the three boys avoid falling out permanently?

B Adam and his sister Lucy both have to help with the household chores as their parents work long hours. Adam thinks he should do less because he's revising for his final exams and doesn't have much time. Lucy thinks she should do less because she's training for an important basketball tournament and isn't at home very much. This is causing them to quarrel.

How can they resolve the issue?

C Alesha and her brother Jamal share a laptop to do their school projects, but they each think they should have priority. What's more, Alesha knows Jamal often plays games instead of doing schoolwork, while Jamal is sure Alesha wastes time chatting with her friends online. They are both getting angry but neither has said anything yet.

How should they deal with the problem?

2 Have you experienced anything similar? If so, how did you deal with the conflict?

3 Read the article about negotiating conflict constructively. Does it mention any of your ideas from Exercise 1?

4 Read the text again. In your own words, why should you avoid doing these things when you're in conflict with someone?

1 losing your temper with the other person
2 interrupting the other person
3 mentioning something that the other person did or said before
4 using phrases like 'hate' or 'can't stand'
5 trying to get exactly what you want

09 **5 Listen to two conversations. Which conversation is from one of the situations in Exercise 1?**

09 **6 Listen again. Based on the advice in the article**

1 what did Petra and Tamsin do right?
2 what did Adam and Lucy do wrong?

WE CAN WORK IT OUT

10

We've all had arguments with people we care about, sometimes about important issues, but also over things that later seem trivial. We've all been in situations where we feel the other person doesn't understand our point of view. Conflict is a part of life, and conflict with friends or siblings is especially common during our teenage years. It can make us feel uncomfortable, let down, isolated, or even unloved. If we don't handle conflict well, it can damage the relationship we have with the other person, sometimes permanently. On the other hand, if we work together to resolve the issue in a healthy way, it can strengthen that relationship by increasing our understanding of one another and building mutual trust. What, then, are the key strategies for negotiating conflict constructively?

1 TALK, BUT DON'T SHOUT

When conflict arises, it's important not to ignore it. Unless you confront it, things will only get worse, especially if both sides feel angry about the situation but don't say anything. More than likely, one of you will eventually snap, but remember: conflict can never be resolved by shouting. Instead, find a good time and a quiet spot to sit down with the other person and say, *'Listen, can we talk about …'* That way, you start a conversation rather than an argument.



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LIFE SKILLS

Overview

TOPIC	Communication: Negotiating conflict
VOCABULARY	Conflict: quarrel, lose one's temper, interrupt, make matters worse, argument, ignore, snap; Negotiating conflict: find a solution, find a middle ground, handle conflict, resolve the issue, build mutual trust, acknowledge how someone feels, diplomatic language, (seek) compromise
READING	We can work it out
PROJECT	Role play: resolving conflict In the project stage, the students create a role-play dialogue and act it out in front of another pair.

BACKGROUND INFORMATION

There are other models about resolving conflict. The Thomas–Kilmann Model identifies five different ways of dealing with conflict rather than five tips to use. These are:

1. avoiding – doing or saying nothing at all and hoping things will go back to normal.
2. accommodating – trying to make the other person happy, even if it makes our own position worse or fails to address our own feelings.
3. compromise – trying to come up with something that will satisfy everyone, even if not completely.
4. competing – the opposite of accommodating. It aims to resolve the problem in our favour, even if others are left feeling unhappy.
5. collaborating – trying to find a solution that will completely resolve the problem for everyone. It is like compromising, but trying to find an even better outcome.

You could discuss these different approaches when the students look at the Life skills box and ask which they usually adopt and why.

WARMER

With books closed, put the students into pairs. Ask them to think of a time they have had an argument with someone at home or at school. When the students are ready, they tell each other their arguments, explain what it was about, why it happened and how it finished. Students then choose one of the two arguments and work together to make a dialogue – one of them playing themselves. Allow the students to practise their dialogues in pairs and then invite them to act them out in front of the class.

LIFE SKILLS

Dealing with conflict

Look at the Life skills box with the class. Ask students how good or bad they think they are at resolving conflicts without losing their temper. Elicit examples of when they have done this and ask whether it depends on who the conflict is with. You could also ask students to think of times when they have helped to resolve someone else's conflict, e.g. if two friends are arguing with each other.

1 Ask students to read the first situation only. When they have read it, elicit what the problem is and then set a time limit of one or two minutes for students to discuss the situation and their ideas. Invite students to share their ideas with the class and, if there are differences of opinion, ask students to try to persuade each other that their idea is better.

Repeat the process with the other two situations so that the class are all working at the same speed. When they have finished, ask the class which they think is the most difficult problem to solve and why.

Answers
Students' own answers

2 If you did the Warmer, ask the students to try to think of different situations to talk about here. Put them into small groups of three or four. First allow students to think alone about their own conflicts and then ask them to take turns to tell each other what happened. Other group members should ask questions to find out more details where appropriate. Invite groups to tell the class about one of the situations and ask how well they think the person who had the problem dealt with it.

Answers
Students' own answers

3 Set quite a strict time limit for students to read the text to encourage them to skim-read it. When they have finished, they discuss in pairs what each paragraph was about and whether they followed the suggestions made in the text in their own conflict situations or in their suggestions for the situations in Exercise 1. Ask students to cover the text and read out each heading in turn, eliciting what the writer said in each paragraph, e.g. *1 You have to talk about the problem, but do it quietly and calmly.*

MIXED ABILITY

Put students into groups of five. Each student reads one of the paragraphs (1–5) from the text to see what it is about. They then tell each other what they read and discuss which of these they did or didn't do when they had their own conflict situation.

Answers
Students' own answers

CONTINUED ON PAGE 42

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10 The Reading text is recorded for students to listen, read and check their answers.

4 Tell students read the text carefully and to mark the sections of the text in which the answers to the questions can be found. Sometimes they will find the same key word in the text as in the questions (e.g. *interrupt* in sentence 2). Sometimes the students will have to find words and phrases in the text which paraphrase the key words in the questions. When students have read the whole text, they can look back at the sections where the answers to the questions were given and make sure they understand what the text says. They then cover the text and write the answers to the questions without looking at it, so that they use their own words as much as possible. Elicit the answers and also the key words in the text which helped them to find the answers, e.g. *1 losing your temper – shouting; 3 mentioning – bring something up, before – past experiences; 5 trying to get exactly what you want – getting your own way completely*. Note that sentences 2 and 4 both contain the key words from the text: *2 interrupt(ing)*; *4 hate, can't stand*.

FAST FINISHERS

Ask fast finishers to look at the text to find useful collocations and other topic vocabulary, e.g. in the introduction: *seem trivial, our point of view, handle conflict (well/badly), damage a relationship, resolve an issue, build mutual trust*. When everyone has finished, elicit some of the vocabulary items and their meanings.

Possible answers

1 Conflict can't be solved by shouting.
2 You won't understand their point of view.
3 It's unfair; you'll probably end up insulting one another.
4 They can create more anger.
5 The conflict will continue or you'll end up falling out.

09 **5** Put the students into groups. Give each group a letter: A, B or C. The groups look at the situation with their letter in Exercise 1. They think of key words they might hear in the conversation which aren't written in the situation, e.g. *A forcing me, stay in, boring.*

Elicit words from the groups and write them on the board. When they listen to the recording, they note down any of the words on the board that they hear, as well as listening for what the problem in the other conversation was. (One girl posts photos of her friend online without asking. The other girl didn't realise it was a problem.)

Answer

Conversation 2 (Situation B)

09 **6** When students have listened again, put them in pairs to discuss their opinions of the way the people dealt with the conflict. Elicit ideas from different students and ask them what they would be most annoyed about if they were Lucy or Adam, e.g. *The worst thing would be him trying to copy my voice!*

Answers

1 They talked but didn't shout. Tamsin listened actively. Petra used moderate language and they sought compromise.
2 They handled the situation badly, lost their temper, interrupted. Adam mentioned something Lucy did before; they used *hate* and *can't stand*.

» AUDIOSCRIPT TB PAGE 283

PROJECT *Role play: resolving conflict*

Look at the project stages with the class. Make sure they read the introduction carefully, so that they realise that their role play should show a positive example of resolving conflict, not a negative one. To keep them working at a similar speed, ask them to look at stage 1 first and set a time limit of about one minute for the students to agree on a situation to role-play. Students then move on to stage 2. This time, set a time limit of about two or three minutes. Faster students can think of more ideas rather than moving on to the next stage. For stage 3, tell the students to spend about five minutes planning the dialogue and then one or two minutes practising it, first while looking at their notes and then trying to do it without looking. Students shouldn't write out the whole dialogue, just notes.

Look at stages 4 and 5 at the same time with the students. The listeners can share the tasks: one listening out for phrases from the article and the other listening for the extra details. When they have finished, invite one or two pairs to act out their dialogues for the class.

PROJECT EXTENSION

Either play the recording of Adam and Lucy again or give students a copy of the transcript. Ask them to listen for or find all the things they did wrong. Elicit what they might say if they were a friend of Adam and Lucy and heard them arguing, e.g. Lucy: 'You're not going out anywhere.' *Hey, Lucy, that's a bit rude. You know why Adam isn't going out.* They might even agree with one of them sometimes, e.g. Adam: 'I took him out on Monday, Tuesday and on Wednesday.' *He's got a point, Lucy. It is your turn really.* Students now create a dialogue in which they handle the conflict badly. When they have finished, they practise it together as before.

This time, when one pair act out their dialogue, the second pair listen as if they were friends and can interrupt the conversation to give advice or comment on what the other pair are saying. When the students have finished, ask if the friends' advice was helpful or made the situation even worse.

COOLER

Look at situation A in Exercise 1 with the class and elicit one piece of advice that the students could give to either James or his friends, e.g. *James – explain why you don't really want to go out; Tom and Mark – leave James at home and go out together.* Put students into groups of three or four. They think of a different situation and write a short description like the ones in Exercise 1. When they are ready, the groups pass their problems to the group on their left. Students read the problem and write one piece of advice. The students then pass it on to the left again. The next group has to write a different piece of advice. Continue until the situations return to the group who wrote them. They read the advice and say which they think was the best and worst.

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2 LISTEN ACTIVELY

When you're describing how you feel or saying what you'd like to happen, you want the other person to listen to you. In the same way, when the other person is talking, it's important not to interrupt but to pay attention, otherwise you'll never understand their point of view. You should also acknowledge how they feel, even if *you* feel very differently. Phrases such as *'I didn't realise that was how you felt'* or *'I understand what you're saying'* can be really effective here.

3 KEEP TO THE CURRENT SITUATION

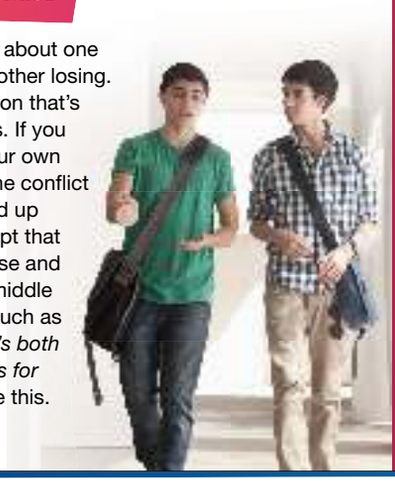
It might not be the first time you and your friend or your brother or sister have been in conflict. If that's the case, it can be tempting to bring up past experiences or other issues you might be having. However, this is unfair and will only make matters worse. In fact, you may well end up saying nasty things you'll regret. If that starts to happen, saying something like *'Hold on, let's just focus on …'* can help you stick to the issue at hand.

4 USE MODERATE LANGUAGE

You might be furious with the other person, but how you express that anger can make a big difference. Rather than telling them you can't stand the way they treat you or hate the things they're doing, which will simply create more anger, use more diplomatic language such as *'I'd prefer it if you did/didn't …'* and *'Could you try (not) to …'* What's more, don't forget to explain why you feel the way you do. Unexplained anger can be confusing and distressing for the other person.

5 SEEK COMPROMISE

Negotiating conflict isn't about one person winning and the other losing. It's about finding a solution that's acceptable to both sides. If you both insist on getting your own way completely, either the conflict will continue or you'll end up falling out. Instead, accept that you'll need to compromise and work together to find a middle ground. Using phrases such as *'Why don't we …?'*, *'Let's both try to …'* and *'That works for me'* will help you achieve this.



Project

Role play: resolving conflict

In pairs, role-play a situation where two people are in conflict. Use the advice and the phrases in the article to try to resolve it in a way that is acceptable to everyone.

1 DECIDE

Choose one of the situations in Exercise 1 or think of a different situation.

2 THINK

Add some details to make it more interesting. For example:

A This weekend is the birthday of one of the boys.
B One of the siblings is much untidier than the other.
C Both siblings have an important end of year project to hand in next week.

3 PLAN

Plan and rehearse what you're going to say. Make sure you include some of the phrases in italics from the article.

4 PRESENT

Present your role play to another pair.

5 FEEDBACK

Listen to the role play of the other pair and give feedback. Did the speakers

- resolve the conflict well?
- use phrases from the article?
- add details to make it more interesting?

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3 ALL IN ONE PIECE

ABOUT YOU

▶ 03 **Watch the video and answer the questions.**
Is it important to know about health and the body, or should this just be left to medical professionals?
Would you be interested in working in healthcare? Why? / Why not?
What do you consider to be the single greatest danger to people's health?

VOCABULARY AND READING

THE HUMAN BODY

EP **1 Read these statements about the body and check the meaning of the words. Then decide if the statements are true or false.**



The AMAZING HUMAN BODY – fact or myth?

1. Adults inhale and exhale an average of 80,000 times per day.
2. Putting too much food in the mouth can cause a person to choke, which can sometimes be fatal.
3. It's possible for people to control a robotic limb using their brain and muscles.
4. In humans, the right lung is bigger than the left because of the space taken up by the heart.
5. An average person produces around 100 millilitres of sweat per hour during exercise.
6. When you wear headphones, the number of germs (viruses and bacteria) in your ear increases by 700 times.
7. Your spine gets shorter while you are asleep.
8. People who sleep less than seven hours a night are less likely to become poorly than those who sleep more.
9. Sitting with crossed legs for a prolonged period can make them feel numb because their blood flow is restricted.
10. There are approximately 6,000 kilometres of nerves in the human body.
11. The joint you're most likely to injure playing sport is your knee.
12. Children who are left-handed may find it more difficult to learn to write.

2 Complete the questions with words from Exercise 1.

1 Is it possible to _____ on your tongue?
2 Roughly what proportion of the air you _____ is oxygen? And in the air that you _____?
3 Where is the _____ which you can press in order to prevent a sneeze?
4 Which would you expect to contain more _____ – a mobile phone or a toilet seat?
5 Are there more species of vertebrates (i.e. those that have a _____) or invertebrates in the world?
6 Do you think people who are physically active get _____ less frequently than those who don't?
7 Do you ever get _____ on the palms of your hands when you're nervous?
8 Have you ever felt part of your body going _____? What might have caused this?
9 Is it true that the axolotl can regrow any of its _____ and even its eyes if it loses them? And do you think it will ever be possible for people to do this?
10 What proportion of the population are _____?
11 Most human _____, such as the shoulder, allow movement, but some don't. Whereabouts in the body are the ones that don't?
12 What else do we use our _____ for apart from breathing?

3 Answer the questions in Exercise 2 with a partner.

4 Read the article opposite quickly and identify the points which photos A–C are illustrating.

5 Read the article again and answer the questions.

1 What does the writer say about the human body in the first paragraph?
A It's less impressive than people think.
B It has evolved more quickly than people think.
C It can keep going for longer than people think.

2 The writer argues that the 'funny bone'
A should be renamed.
B is poorly protected.
C may be in the wrong place.

3 What point does Lucy Brantwood make about the shape of the human spine?
A It is not suited to walking on two legs.
B It caused our ancestors a lot of pain.
C It is superior to the spine of other species.

4 Why does the writer compare humans to whales in the last paragraph?
A Humans and whales have both devised unique methods of communication.
B Whales have adapted to their environment in similar ways to humans.
C Whales avoid a problem that humans experience.

5 What is the author's main purpose in the article?
A to discuss some flaws of the human body in a light-hearted way
B to offer practical suggestions for when something goes wrong with your body
C to argue that medical professionals have failed to explain some common symptoms

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3 ALL IN ONE PIECE

Unit Overview

TOPIC	Body and health
VOCABULARY	The human body; Health: phrasal verbs and expressions
READING	Is the human body really as amazing as we're led to believe?
GRAMMAR	Modals: speculation and deduction; Modals: permission, obligation and advice
LISTENING	A talk about careers in healthcare
SPEAKING	Speculating and describing pictures
EXAM TASKS	Listening Part 2; Speaking Part 2

Digital Resources

Lesson Plus: Unit 3
Practice Extra: Unit 3
Test Generator: Unit test 3

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 146; TB page 264
WORKBOOK: pages 16–21
VIDEO AND VIDEO WORKSHEET: Body of knowledge
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 3; Vocabulary worksheet Unit 3

WARMER

With books closed, tell the students you are going to say something about the human body and they have to guess what you are talking about. Say *It pumps blood around our body.* Elicit the word *heart* and then put students into groups of three or four. They make a similar sentence about something to do with the body. Invite groups to read out their sentences for other groups to guess their word.

ABOUT YOU

▶ 03 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the three questions. If they did the Warmer, they can stay in the same groups. Set a time limit of two or three minutes and elicit ideas and reasons why the students answered as they did. Ask the class what first-aid training they have had and whether it has ever come in useful.

VOCABULARY AND READING
THE HUMAN BODY

1 Students work in pairs. They read through the sentences and discuss the blue words. They look up any words they aren't sure of to check their ideas. When students have discussed all the sentences, elicit the meanings of the words and their ideas and give them the correct answers where the sentences are false.

Answers

1 false (about 20,000 times)
2 true
3 true
4 true
5 false (about 1 litre)
6 true
7 false (It gets longer. Your spine gets shorter during the day due to compression and returns to its full length while you sleep.)
8 false
9 true
10 false (60 kilometres)
11 true
12 true

2 Write *axolotl* on the board and ask if anyone knows what it is and why it is unusual. (*It is a kind of salamander, but looks like a fish.*) Look at the first sentence with the class. Elicit what kind of word is needed (*a verb*) and the verbs in Exercise 1 (*choke, inhale, exhale*). Re-elicit the meanings of all three words and then ask for the answer. Students complete the activity alone or in pairs and then elicit the answers.

FAST FINISHERS

Ask fast finishers to look at question 7. Elicit what the palm of the hand is. Students then list other parts of the body that they think other students might not know. After checking answers to the activity, invite fast finishers to test the other students about the parts of the body they wrote. If no-one knows, they show them the part of the body and write the word on the board for other students to make a note of.

Answers

1 choke 2 inhale; exhale 3 nerve 4 germs 5 spine 6 poorly
7 sweat 8 numb 9 limbs 10 left-handed 11 joints 12 lungs

3 As a class, look again at the first sentence and see if students think it is possible or not. They can then work in small groups to discuss the remaining questions. Set a time limit of about four minutes and then go through each question with the class, asking for their opinions and reasons. Follow up by asking the students if they know any other interesting facts about the human body or its functions.

Answers

1 yes
2 20% (and 15% of the air exhaled is oxygen)
3 below the nose
4 a mobile phone
5 invertebrates
6 yes
7 Students' own answers
8 Students' own answers (There are many possible causes. Putting pressure on a nerve is a common cause.)
9 Yes, it is true; Students' own answers
10 about 10%
11 in the skull
12 for speaking and singing

CONTINUED ON PAGE 46

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4 Before students read the text, they work in groups of three and describe one of the photos each. Elicit some ideas about what the photos show and then set a time limit of one or two minutes for students to find where they are mentioned in the text and what it was saying about them.

Answers

photo A – curved human spine, which is responsible for the back problems many people experience
photo B – person choking, due to the openings to the windpipe and foodpipe being close together
photo C – funny bone, easily hurt because of the positioning of sensitive nerves

BACKGROUND INFORMATION

Although the vast majority of people are right- or left-handed, about 1% of the population are ambidextrous; in other words, they can use their right and left hands equally well. Some people have one hand stronger than the other, but it isn't always the same hand. For example, they may write with the right hand, but eat with their knife in their left hand. A tiny minority of people have no dominant hand, but instead of having two equally strong hands have two equally weak ones.

For many years in the Middle Ages, left-handedness was associated with witchcraft. The Latin for *left* is *sinistra* and from this we get the adjective *sinister*. As a result, left-handed people were forced to use their right hand and became ambidextrous as a result.

The origin of the term *funny bone* is not known exactly. It could be simply because the sensation you get when you hit your elbow is strange, but it could also be because the actual bone in your upper arm is called the *humerus*, which is very similar to the word *humorous*, meaning 'funny'. Its use can be dated back to at least 1867.

11 The Reading text is recorded for students to listen, read and check their answers.

5 Although this isn't an exam task, it is very similar to Reading and Use of English Part 5 in which there are six questions with four options (A–D) each. The technique for answering the questions here will be the same, i.e. finding the section of text in which question is answered and then reading this carefully to find the correct answer and to understand why the other options are wrong. When the students have finished, they compare answers in pairs. Elicit the correct answers and the information in the text which helped them to decide.

MIXED ABILITY

Students work in groups of four and each choose one of the first four questions. They read the corresponding paragraph (paragraph 1 for question 1, etc.) and answer their question. When they are ready, they tell each other their answer and show the other students the information in the text which helped them. They then work together to think about the answer to the final question and to find evidence for this.

Answers

1 A (*the view of the body as some sort of perfect well-oiled machine is a myth; evolution doesn't produce perfection; it's a less than perfect picture*)
2 B (*the only thing separating this sensitive nerve from the sharp edge of your table is a thin layer of skin and fat*)
3 A (*But then humans stood up and started walking around on two legs instead of four. So now the lower spine curves forward, and the upper spine curves in the opposite way*)
4 C (*Whales breathe through their blowholes on the top of their head, whereas they feed as we do, via the mouth.*)
5 A (humorous examples: *Clearly, a bit of rewiring is needed here; we just need to return to all fours; But perhaps we could communicate through song as whales do*)

TALKING POINTS

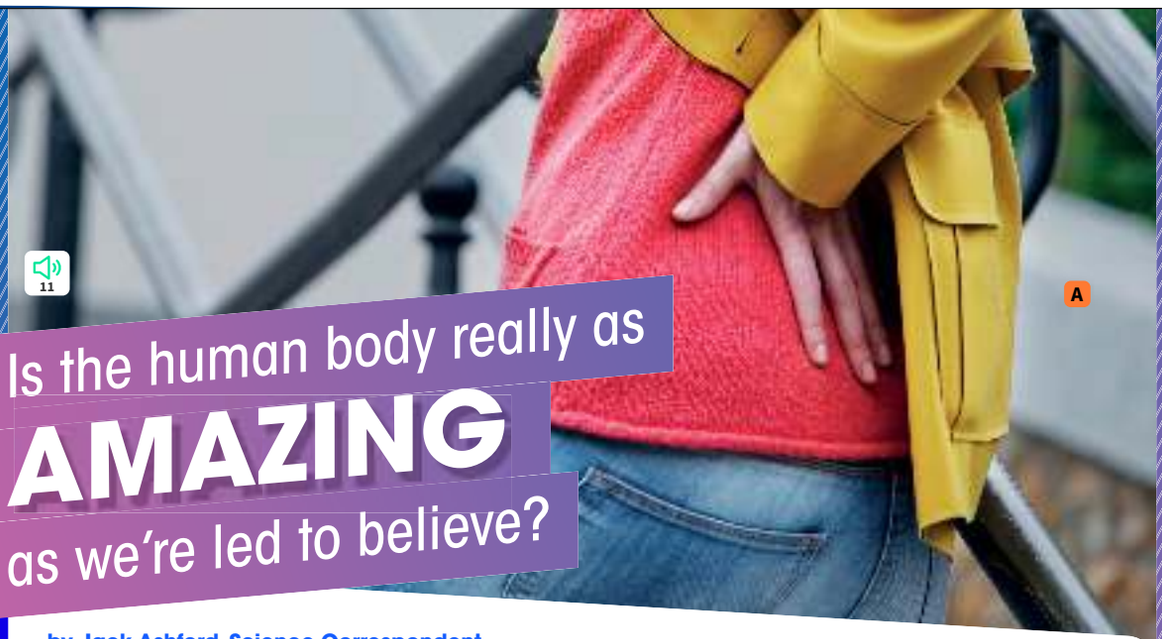
Before students start, write *camel* on the board. Elicit how the camel is suited to the desert and write any ideas students have on the board, e.g. *The hump stores fat, which can be used as a source of food and water; it has wide feet which don't sink in the soft sand; the hair in its ears and its long eyelashes keep out the sand; it can also close its nostrils.* Put students into small groups to discuss the three questions. Set a time limit of about two to three minutes and then discuss the questions with the class. As they are talking, note the creatures they mention on the board. Elicit more if necessary, so that there is one animal for each group. If students can access the internet during the lesson, allow them to find out some facts about that animal and how well it is adapted to its environment. Set a time limit and then invite each group to present their findings to the class.

COOLER

Read out a sentence to the class: *This creature looks like a fish, but has legs and it can grow back missing limbs.* Elicit that it is an axolotl. Students then work in pairs or small groups to describe a different creature. When they are ready, invite each group to read out their descriptions to see if the other students can guess what it is.

ALSO REFER TO WORKBOOK PAGES 16–17

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11

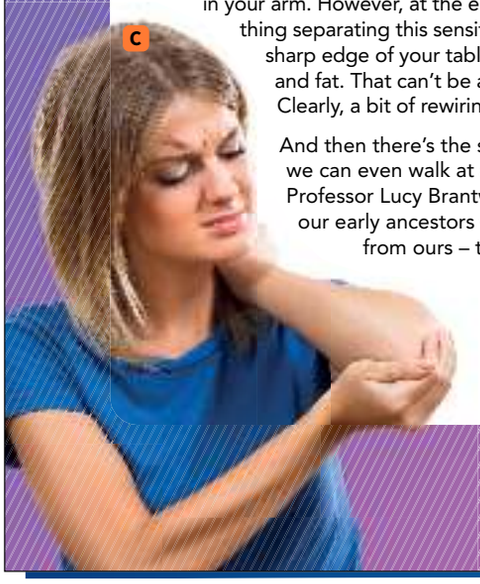
A

Is the human body really as AMAZING as we're led to believe?

by Jack Ashford, Science Correspondent

We're frequently told what an incredibly sophisticated piece of equipment the human body is. It can do anything: it can heal itself, it can fight germs, regulate temperature by sweating, and with good maintenance, it can last up to as much as a century, as we all know. But the view of the body as some sort of perfect well-oiled machine is a myth. In fact, I'll go further, and say it's nonsense. We've ended up in the shape we're in through gradual evolution over millions of years. And evolution doesn't produce perfection, it simply helps the species to adapt in order to survive in the environment it has to endure. With this in mind, I surveyed anatomists, medics and biologists to get a view on the general state of the human body. And believe me, it's a less than perfect picture.

For a start, do we really need to be right- or left-handed? Couldn't we have two hands that both work equally well? The same goes for feet – just think how many more goals would be scored if footballers could use both of them equally well! And do you know where your so-called 'funny bone' is? It's that spot just above your elbow that, if hit by mistake, sends a weird painful sensation shooting through your arm, and can leave the whole limb feeling numb for several minutes. In fact, it's not a bone at all, but rather the ulnar nerve that runs from your neck all the way down to your hand. For almost all of its length it's surrounded by the bones and muscles in your arm. However, at the elbow joint, the only thing separating this sensitive nerve from the sharp edge of your table is a thin layer of skin and fat. That can't be a good idea, can it? Clearly, a bit of rewiring is needed here.



C

And then there's the spine. It's a wonder we can even walk at all, according to Professor Lucy Brantwood. The posture of our early ancestors was radically different from ours – they walked on all fours. So their spine was arched in shape, in order to withstand the weight of the lungs and other organs below. But then humans stood up and started walking around on two legs instead of four. So now the lower spine curves forward, and the upper spine curves the opposite way, putting tremendous pressure on the spine overall. It's no wonder then that some 80% of adults experience back pain. 'Think of your dog on the other hand,' says Brantwood. 'Its spine is one single curve. That's a great system. Simple, strong and pain-free.' Surely there must be a solution to humanity's problem of chronic back pain? Well there is – we just need to return to all fours.



B

While some parts of the body are left vulnerable, others seem to be in the wrong place. Your foodpipe (which takes food and liquid from your throat to your stomach when you swallow) opens into the same place as your windpipe (which leads air between your throat and lungs when you inhale and exhale). To stop food going down the wrong way into the windpipe, there's a little flap called the epiglottis. This should move to cover the opening to the windpipe whenever food is swallowed, but sometimes it isn't quick enough. When you are talking or laughing while eating, there is a chance that food may slip into the windpipe, causing you to choke. Here it's interesting to compare humans with our fellow mammals, whales, who might be able to teach us a thing or two. Whales breathe through their blowholes on the top of their head, whereas they feed as we do, via the mouth. So all we'd have to do is follow their example by moving our windpipe into our nose, and away from the foodpipe. Sure, we'd lose the ability to talk. But perhaps we could communicate through song as whales do …

TALKING POINTS

Which creatures do you think are especially well adapted to their environment?
What other parts of the human body could you argue are badly designed?
How do you think the human body might continue to evolve in the future?

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GRAMMAR
MODALS: SPECULATION AND DEDUCTION

1 **Match extracts 1–3 to explanations i–iii.**

1 There is a chance that food may slip into the windpipe.
2 Surely there must be a solution to humanity's problem of chronic back pain?
3 That can't be a good idea, can it?

i a suggestion about what is probably true
ii a suggestion that something isn't true
iii something that is possible

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

2 **Complete sentences 1–7 with endings a–g. Then decide which explanation in Exercise 1 applies to the modal verb in each sentence.**

1 Life expectancy in Japan is very high,
2 If you have a very high temperature, seek medical advice,
3 Don't look up your symptoms on the internet
4 It's worth getting dental check-ups,
5 Some people find they get tired very easily,
6 Minor symptoms might be the first sign of a serious illness,
7 Painkillers sold in supermarkets can't really be effective,

a since it could indicate that you have an infection.
b as you could have a problem with your mouth that you're unaware of.
c or you'll think you must have a terrible disease!
d so it's worth making an appointment to see the doctor.
e which may be caused by a lack of vitamins.
f and it is thought that the population's fish-based diet must be contributing to this.
g because they're too cheap to be good quality.

3 **With a partner, say which of the statements in Exercise 2 you agree with, and why.**

MODALS: PERMISSION, OBLIGATION AND ADVICE

4 **Look at the signs from a hospital. Why do you think it's important to follow each piece of advice?**

1 You **cannot** bring hot food into the hospital. Thank you.

2 Remember! To stay healthy you **should** cut down on fatty foods.

3 VISITORS TO THE HOSPITAL **DON'T HAVE TO** MAKE AN APPOINTMENT.

4 You **must not** enter the hospital as a visitor if you think you are ill.

5 All visitors **must** wash their hands before visiting patients.

6 Up to three visitors **may** visit an in-patient at any one time.

7 All children **need to** be accompanied by an adult.

8 REMEMBER! WE ALL **OUGHT TO** EXERCISE AT LEAST THREE TIMES A WEEK!

5 **Match the modal verbs in Exercise 4 to functions a–e.**

a giving advice
b saying what is allowed
c saying what is prohibited
d saying what people are obliged to do
e saying what is not necessary

» GRAMMAR REFERENCE AND PRACTICE PAGE 146

6 » TURN TO PAGE 128.

7 **Scan the responses below to identify which two posts in Exercise 6 they are replies to. Ignore the gaps.**

A First of all, it's obvious that you are highly motivated, so good on you! I'm sure your employer [1] _____ that in you – in fact, it [2] _____ why you got the job in the first place. But I just wonder whether you [3] _____ an obsession with work. You [4] _____ things in perspective, and remember that you [5] _____ that you have a decent work–life balance. At the end of the day, it's just a job, and you [6] _____ it rule your life.

B I understand that you feel that using your device [7] _____ you feel drowsy, and this is why you use it at bedtime. But it [8] _____ the case that your device is actually doing the opposite, because of the blue light, which [9] _____ it more difficult for you to get to sleep. If you want to get to sleep quicker, I really do think that you [10] _____ screens from your bedroom altogether. Good luck!

8 **Complete the responses in Exercise 7 with the verb phrases in the box. Use each phrase only once.**

could be | may even explain | may make | might actually have | must ensure | must recognise | need to keep | ought to help | should get rid of | shouldn't let

9 **Correct the mistakes in these sentences.**

1 You mustn't join an expensive gym if you want to keep fit. You can work out at home.
2 By law, employers ought to make sure that their workplace is safe for everyone.
3 If taking a shower gives your skin a rash, you can be allergic to your soap, shampoo or shower gel.
4 You really could take these pills if you want the infection to clear up.
5 If you have a headache, you ought to be dehydrated.
6 He mustn't have broken his arm in the accident. He's back at work already.

10 » WORK IN PAIRS. TURN TO PAGE 129.

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GRAMMAR
MODALS: SPECULATION AND DEDUCTION

WARMER

Ask four students to pretend there is something wrong with them and they are at the doctor's. They shouldn't say what the problem is. Line up four chairs and ask them to come and sit down one at a time. The other students say what they think is wrong. If anyone uses a modal of speculation, write their initials on the board. At the end, elicit the sentences from those whose initials you wrote down.

1 Elicit the answers from the whole class. Remind students that when using modals of speculation, the opposite of *must* is *can't*, not *mustn't*.

Answers
1 iii 2 i 3 ii

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

2 Elicit which ending matches 1. (*It has to be a reason why the Japanese live so long.*) Both e and f fit grammatically, but e doesn't make sense, as vitamins are good for us and increase life expectancy. Students complete the exercise alone. Elicit the answers and the other two modals which can be used to talk about something which is possible (*could, might*).

Answers
1 f (explanation i) 2 a (explanation iii) 3 c (explanation i)
4 b (explanation iii) 5 e (explanation iii) 6 d (explanation iii)
7 g (explanation ii)

3 Look at the first statement with the class. Ask why a fish-based diet is good for us. Elicit that the sentence is probably true. Students work in pairs and do the same for the other sentences. Elicit their ideas and reasons for them.

Answers
Students' own answers

MODALS: PERMISSION, OBLIGATION AND ADVICE

4 Students look at the signs in pairs and discuss each one. Set a time limit of about three minutes and elicit ideas.

Answers
Students' own answers

5 Look at the functions with the class and elicit the meanings of *allowed*, *prohibited* and *obliged*. Students do the matching alone and compare answers in pairs. Elicit the answers from the class.

FAST FINISHERS

Fast finishers think of different ways to give the same information as in the eight signs, e.g. *1 You mustn't …* When everyone has finished the exercise, elicit the answers and then invite fast finishers to share their alternative forms.

Answers
1 c 2 a 3 e 4 c 5 d 6 b 7 d 8 a

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

6 Elicit the meanings of the three words before students read the posts on page 128. Elicit what they might expect to read about for each word, e.g. *stress – exam; fatigue – overwork; insomnia – lying awake*. Elicit the answers and then ask students to summarise what each person talked about.

Answers
1 Lorena 2 Nico 3 Olivia

7 Re-elicit each person's problems (*Olivia – can't sleep; Nico – lots of activities and work; Lorena – worrying about work*). Set a very short time limit for students to scan the responses. Elicit the answers and key words which helped students to decide (*1 highly motivated, employer, work–life balance; 2 drowsy, bedtime, sleep*).

Answers
A Lorena's post B Olivia's post

8 Students work in pairs. They cover the word box and think together what the missing phrases could be. They then uncover the box and complete the gaps. Elicit the answers and any alternative ideas the students had. For homework, you could tell students to write a response to the other post in Exercise 6 (Nico's), using some of the modal verbs on this page.

Answers
1 must recognise 2 may even explain 3 might actually have
4 need to keep 5 must ensure 6 shouldn't let 7 ought to help
8 could be 9 may make 10 should get rid of

9 Students work alone and then compare answers in pairs. Sometimes more than one answer is possible, so if they have different answers, they should discuss together whether they are both correct. Elicit the answers.

Answers
1 You **don't need to / don't have to** join an expensive gym if you want to keep fit.
2 By law, employers **must / have to** make sure that their workplace is safe for everyone.
3 If taking a shower gives your skin a rash, you **could / might / may** be allergic to your soap, shampoo or shower gel.
4 You really **should / ought to** take these pills if you want the infection to clear up.
5 If you have a headache, you **might / may / could** be dehydrated.
6 He **can't** have broken his arm in the accident. He's back at work already.

10 Look at the exercise on page 129 with the class. Put students into pairs and tell them to look at the first photo together. They think of what the problem might be and what advice to give. Elicit ideas from the class. Then tell students to look at one of the other two photos each. This time, they each work alone on their picture. Allow them a few seconds to think about what to say and then they tell their partner their ideas. Invite two students to share their ideas with the class.

Possible answers
A He might have a cold, so he should / ought to / needs to take some medicine and rest.
B He could be injured. He needs to be checked by a doctor. He ought not to / shouldn't play for the rest of the game.
C She might have a high-sugar diet. She ought not to eat so many doughnuts. She should eat more fruit instead.

» PRACTICE EXTRA: UNIT 3 – GRAMMAR – MODALS: SPECULATION AND DEDUCTION; PERMISSION, OBLIGATION AND ADVICE
» GRAMMAR WORKSHEET: UNIT 3
» ALSO REFER TO WORKBOOK PAGE 18

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VOCABULARY
HEALTH: PHRASAL VERBS AND EXPRESSIONS

12 **1** Before students look at the exercise, ask them to describe what they can see in the photo and what they think the situation is. Elicit ideas and ask students how often they feel like this in the evening. Students look at the four questions in pairs and discuss what the speakers might say, e.g. *The person in photo a has been working too hard and hasn't had enough sleep*. Invite different pairs to share their ideas with the class before playing the recording. Elicit the answers and then invite students to tell the class what they can remember about each situation.

Answers

a Speaker 3
b Speaker 1
c Speaker 2
d Speaker 4

12 **2** Look at the instructions with the students to be sure they know what to do. Students work in pairs to look at the gapped sentences so that they know what they are listening for. When they have listened to the recording, they compare answers in pairs. Tell them not to worry about the meanings yet.

Answers

1 blacked
2 round
3 out
4 broke
5 passed
6 off
7 out
8 off
9 nod
10 away

» AUDIOSCRIPT TB PAGES 283–284

3 Look at the first sentence with the class and elicit the correct definition. Students then work in pairs to discuss the other sentences. When students have finished, elicit the answers and ask them to think of situations when they could use the phrasal verbs, e.g. *1 After I had given blood, I suddenly felt weak and blacked out.* Invite students to share their ideas with the class.

Answers

1 a 2 b 3 b 4 a 5 a 6 a 7 b 8 a 9 b 10 a

4 Students stay in their pairs. Look at the first question with the class and elicit what sort of information they could give to make their answer more interesting, e.g. where it was, what was happening beforehand, how other people reacted, what happened after they came round. Tell the students to try to speak for one minute for each question. Invite four students to tell the class their answers to one of the questions.

Answers

Students' own answers

5 Look at the first sentence with the class. Tell them to ignore the words *a wink* and see if they can do the matching. Elicit their answer and why they chose that response. (*It can be difficult to sleep if you are worried about something.*) Students work in pairs to do the rest of the matching and guess the meanings of the expressions in blue. Elicit the answers and students' ideas about the meanings. Have a class vote on whether students are feeling as right as rain or under the weather.

Answers

1 c 2 a 3 d 4 b 5 e 6 f
Meanings: *not sleep a wink* = not sleep at all; *be all in one piece* = be unharmed; *under the weather* = not feeling very well; *as right as rain* = very well; *on the mend* = getting better; *a cause for concern* = something to be worried about

6 Students work in pairs. First they read through all the sentences together to see if they can identify the three which contain mistakes. They then work together to rewrite the sentences. When the students have finished, elicit the sentences which were incorrect and why, and then invite students to give their alternative sentences.

MIXED ABILITY

You could tell weaker students which three sentences are wrong, so that they can ignore the other three sentences and try to rewrite the wrong ones. Alternatively, ask them just to identify which sentences are wrong and why, without asking them to rewrite them. They can then rewrite them when they listen to the feedback from other students.

Answers

1 correct
2 incorrect – The phrase is used in negative sentences to describe difficulty sleeping (e.g. *I hardly slept a wink / I couldn't sleep a wink*). Another phrase is needed, e.g. *I decided to have a nap / I decided to have a sleep*.
3 incorrect – *Right as rain* means 'in good health', so the sentence doesn't make sense. *Under the weather* would be better.
4 correct
5 incorrect – *Under the weather* is a non-technical term meaning 'not feeling very well', and not something a hospital would test for. *There's something wrong with me* would be better.
6 correct

7 Ask the students to look at the first question and elicit ways it could be finished, e.g. *when you are tired / when the weather is bad / when you are unfit*. Students then work alone on the other questions. Some students could work in pairs if necessary, as long as they both write down the completed questions and are then placed in different groups. When students have asked and answered the questions, invite each group to share one or two of their questions and responses with the class.

Answers

Students' own answers

COOLER

Put students into small groups. They have to make short dialogues in which they use at least one of the modal forms from the grammar section and one of the phrases from the vocabulary section. Write an example on the board, e.g.

A: Kathy looks pale.

B: She must be under the weather.

C: Don't get too close. She might have a cold and pass it on to us.

Set a time limit of two or three minutes and then ask each group to act out their dialogue in front of the class.

» PRACTICE EXTRA: UNIT 3 – VOCABULARY – HEALTH: PHRASAL VERBS AND EXPRESSIONS

» VOCABULARY WORKSHEET: UNIT 3

» ALSO REFER TO WORKBOOK PAGE 19

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VOCABULARY
HEALTH: PHRASAL VERBS AND EXPRESSIONS

12

1 You will hear four people talking about their health. Which person

a is feeling exhausted?
b lost consciousness unexpectedly?
c had thought they might be seriously ill?
d has concerns over how their condition affects others?

EP 12

2 Listen again. Complete the extracts by writing one word in each gap. Ignore phrases A and B for now.

Speaker 1

1 I went to sit down in a chair, then just _____ out.
a became unconscious **b** began feeling tired

2 When I came _____, the first thing I was aware of was my mum standing over me …
a changed my mind **b** became conscious

3 And I freaked _____. I was like, what was that, am I OK?
a was surprised **b** panicked

Speaker 2

4 I just _____ out in a sweat.
a started sweating suddenly **b** became hot enough to sweat

5 She'd probably _____ something on to me.
a given me an illness **b** explained something to me

6 I managed to fight it _____ really effectively.
a resist an illness **b** identify an illness

Speaker 3

7 I think my body's telling me I overdid it. I'm absolutely burned _____.
a too hot **b** exhausted

8 So I'm going to go and sleep it _____ and get up again in a couple of hours.
a sleep in order to feel better **b** go to sleep earlier than usual

Speaker 4

9 And I have these episodes where I'm sitting with someone and then I just _____ off.
a start feeling ill **b** fall asleep

10 I mean one minute I'm fine, and then suddenly I look as though I've passed _____!
a died **b** fallen asleep

3 Choose the correct definition, a or b, for each of the phrasal verbs in Exercise 2.

4 Ask and answer the questions with a partner.

1 Do you know anyone who's blacked out, and if so, how long was it before they came round?
2 When you feel poorly, is it better to take medication, or just sleep it off?
3 Have you ever felt burned out? When?
4 Have you or has anyone you know ever nodded off at a really inappropriate moment?



EP

5 Match statements 1–6 to responses a–f. Then work out the meaning of the expressions.

1 I didn't sleep a wink last night.
2 How are you feeling this morning?
3 I heard your dad had a kidney infection. How is he now?
4 Rosa fell off her mountain bike, but she's all in one piece.
5 Apparently there's a bug in school that's spreading quickly.
6 Are you OK? You look a bit under the weather.

a I'm as right as rain! In fact, I've never felt better!
b She's lucky – she could have been badly injured.
c Why ever not? Is something worrying you?
d He's definitely on the mend, and feeling better than he was.
e Oh dear, that's a cause for concern. I hope you don't catch it.
f I am, actually. I've got a sore throat and a headache. I'll be alright in a day or two.

6 The phrasal verbs and expressions in three of these sentences are used incorrectly. Identify the sentences and suggest how they could be corrected.

1 The increasing amount of graffiti in some areas is a cause for concern for the city authorities.
2 I was drowsy, so I decided to sleep a wink before lunch.
3 I'm feeling right as rain this morning; I must be coming down with something.
4 He's got some cuts and bruises after the accident, but he's all in one piece.
5 The hospital are going to do some tests to confirm whether or not I'm under the weather.
6 Duncan is recuperating at home after an operation, and he's definitely on the mend now.

7 Complete the questions with your own ideas. Then ask and answer them in small groups.

1 Do you think it's harder for your body to fight off an infection when …
2 How freaked out would your classmates be if …?
3 Would you say it's a cause for concern that …?
4 After not sleeping a wink all night, do you think you …?
5 Have you ever felt right as rain one minute, but then …?
6 Do you think that the best thing to do when you're feeling under the weather is to …?
7 If you broke out in a fever before an exam, would you …?
8 If you thought that you had passed on an illness to someone, would you …?

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LISTENING

1 **Discuss the questions with a partner.**

1 Have you ever been given any advice about your future career choice, and if so, what was it?
2 At what age should young people begin considering their future choice of career, and how should they go about doing this?



2 **Read the email Katrina has received and answer the questions.**

Dear Katrina,

I can't believe it's already seven years since you left us at Moorbrook High School and went on to medical school – doesn't time fly? Now that you've got a few months as a junior hospital doctor under your belt, I wanted to ask you a favour. A lot of our pupils here have expressed an interest in embarking on higher education courses in medicine. So I was wondering if you might be willing to come and give a talk to the Year 12 and 13 students about what it's actually like to study medicine and work as a doctor. Knowing you, I'm sure you'll tell it like it really is, which I know the students would appreciate!

Perhaps I could give you a call so we can discuss the details?

Best wishes,

Pippa (There's no need to call me Mrs Shantington any more!)

1 How do Pippa and Katrina know each other?
2 What does Pippa want Katrina to do?
3 Why does Pippa think Katrina would be suitable for this?

3 **Make a list of the advantages and disadvantages of being a doctor.**

13 **4** **Now listen to Katrina's talk to the pupils at Moorbrook High School. Does she mention any of your ideas from Exercise 3?**

5 **Look at the task in Exercise 6 and identify what kind of word (e.g. singular noun phrase, verb phrase) could go in each gap. Suggest one possible word or phrase which could complete each sentence.**

6 **Listen again. You will hear a young doctor called Katrina Davis speaking to a group of school students about careers in healthcare. For questions 1–8, complete the sentences with a word or short phrase.**

13

1 Katrina suggests working for a _____ as an alternative to jobs in healthcare.
2 Katrina recommends that the students attend _____ to learn about different areas of work.
3 Katrina uses the word '_____' to describe the way she intends to talk about working in healthcare.
4 Many medical professionals report that they have a worse _____ than most people.
5 When discussing doctors' earnings, Katrina says that _____ is an issue for most newly qualified doctors.
6 Katrina considers _____ to be the hardest part of her job.
7 Katrina believes that _____ is the most important quality that doctors should demonstrate.
8 Working in healthcare provides doctors with plenty of opportunities for more _____ as part of their career development.

13 **7** **For question 6, Katrina mentions two disadvantages and two advantages of working in medicine. Which of the highlighted phrases is the correct answer to question 6? Underline the words in the question and the words in the script that lead you to the correct answer.**

Do be prepared for the ups and downs. You'll experience burnout – working nights is standard for junior doctors, so you soon accept tiredness as an inevitable part of the job. But you bounce back quickly enough. What's tougher than anything else, especially after spending time with a patient, is breaking bad news, and some colleagues say it never gets easier. But then there's nothing better than the satisfaction of seeing a very ill patient recover, and the gratitude of their family.

8 **Does Katrina's advice make you more likely or less likely to consider studying medicine, or does it not make any difference?**

9 **In groups, discuss what factors you would consider the most important when choosing your future career.**



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LISTENING

WARMER

Put students into pairs. They describe the woman in the photo at the top of page 26 and then use modals of speculation to make sentences about her, e.g. *She must be a doctor, she's got a stethoscope around her neck.* Set a time limit of about two minutes and then elicit sentences from different pairs.

1 Look at the questions with the class. Elicit that the word *career* is usually used to talk about jobs which need special training and which have the chance of progression so that you aren't doing the same job all the time. Students work in small groups. Set a time limit of two to three minutes to answer both questions and then invite groups to share their ideas with the class.

Answers

Students' own answers

2 Ask the students to cover the questions and read the email. The students then discuss in pairs what they remember from the email. They then uncover the questions and try to answer them without looking at the email. They can finally re-read the email to check or complete their answers. Elicit the answers and ask the students what Katrina would say in reply.

Answers

1 They know each other from school. (Katrina was a pupil, and Pippa was a member of staff.)
2 She wants her to come to the school and give a talk to pupils about what it's like to work as a doctor.
3 Pippa thinks that Katrina will be honest.

3 Students work alone and then compare ideas in pairs or small groups. They work together to try to agree on the biggest advantage and disadvantage. Invite one group to share their ideas and discuss these as a class.

Answers

Students' own answers

13 **4** When students have listened, invite different pairs to say which of the class's ideas were mentioned and if there were any other ideas that weren't mentioned.

Answers

Students' own answers
Ideas mentioned: Advantages: salary, the satisfaction of seeing a very ill patient recover and the gratitude of their family, very rewarding; Disadvantages: work–life balance is dreadful, you'd need to first borrow in order to fund your medical tuition, you'll experience burnout – working nights, tiredness, breaking bad news

5 Look at the first sentence in Exercise 6 with the class. Ask what kind of word is needed (*noun*). Students guess what the word could be. They then work in pairs to do the same for the other sentences. Elicit the other word types and students' guesses.

FAST FINISHERS

Fast finishers try to give even more details about each missing word or phrase. For example, for question 1: *This is a company or organisation; it begins with a consonant (a …); it isn't in the healthcare sector.*

Answers

1 noun 2 noun 3 adjective or adverb 4 noun 5 noun
6 noun 7 adjective of character 8 noun (plural or uncountable)
Students' own answers

13 **6** **C1 Advanced Listening Part 2**

In this part, students listen to a monologue which contains specific information and stated opinion in the style of a talk, lecture or broadcast. The words needed in the gaps are the same as those used in the talk, but the words that the students can see in the sentences are different to those in the recording. Therefore, students need to listen out for paraphrases of the words in the gapped sentences.

Tips By reading through the gapped sentences before they listen, the students will understand what they have to listen out for and will be prepared for the listening. They should also try to think of synonyms for the key words in the sentences, e.g. *1 suggests – Why don't you, How about*.

This time, students work as if in an exam. Give them 30 seconds to read through the gapped sentences once more before they listen. Play the recording twice and then elicit the answers. You could photocopy the audioscript or share it on the whiteboard so that students can see how the gapped sentences and the words said differ.

Answers

1 charity 2 open days 3 realistic 4 work–life balance
5 repaying the debt 6 breaking bad news 7 honesty
8 training

13 **7** Students read the part of the script and find the answer to question 6 (*breaking bad news*). They then underline the words in the question and the words in the script that helped them find the answer.

Answers

Question: 'the hardest part'
Script: 'What's tougher than anything else'

» AUDIOSCRIPT TB PAGE 284

8 Students think alone for a few seconds and then discuss their ideas in small groups. Have a class vote on whether students would be more or less likely to consider medicine, or whether what Katrina says would have no effect on their decision. Invite students to say why.

Answers

Students' own answers

9 Elicit one or two ideas from the class and write these on the board, and then set a time limit of about three minutes for students to discuss their ideas in groups. When the time is up, set a further 30 seconds for each group to decide on the most important factor. Elicit these, with reasons for their choices.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 20

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SPEAKING
SPECULATING AND DESCRIBING PICTURES

1 Students work in pairs to discuss the four statements. They can join up with another pair to compare their ideas. Discuss each statement as a class, encouraging them to give full reasons for their opinions.

Answers
Students' own answers

14 **2** Before students listen, ask them to work in groups of three. They each describe one of the photos. Elicit key words for each photo, e.g. *A exercise ball, gym*. When students have listened, elicit which photos Paola talked about and whether they heard any of the key words. Discuss why she chose the two photos with the whole class.

Answers
Paola talks about photos A and C. She seems to have chosen them because she can link them to her own experience. She works out, and so chose photo A, which shows a woman working out with a trainer. Her grandfather is looked after by a carer, which is similar to the situation shown in photo C.

3 You could play the recording again before students discuss the questions. Students make notes about each question as they listen and then discuss their ideas in pairs. Invite pairs to share their ideas with the class and ask them to evaluate Paola's performance as excellent, good, poor or terrible. Elicit reasons for students' ideas.

Answers
1 Yes.
2 Yes.
3 Separately.
4 No. She answers the first question fully about both pictures. She answers the second question about the carer with reference to her grandfather. It sounds as though she is starting to address the second question about the personal trainer when the examiner says 'Thank you.' Although one aspect of the question wasn't fully addressed, this is unlikely to affect her score.

4 Look at the *Prepare to speak* box with the class. When the students have matched the headings to the groups of phrases, look at the first sentence with the class and elicit how it could be used to describe one of the photos or the activities in them, e.g. *It's certainly the case that a personal trainer can identify what exercises would be good for you personally.* Students do the same for some of the other sentence stems in the box. Invite students to share one of their sentences with the class.

Answers
1 Certainty
2 Probability
3 Possibility
4 Doubt / Lack of certainty

14 **5** When students have listened, elicit the phrases used and how Paola completed the sentences. (*I don't have a clue what the blue thing is; I suppose that she must be using it to teach …; Judging by their smiles, it's pretty clear that they're both enjoying the session; I'm sure they can't be in it for the money; … they must surely have a sense of achievement*.)

MIXED ABILITY
Put weaker students into groups of three or four. They each look at one or two of the groups of words and listen out for the phrases in their group. If there are three students, one student can look at groups 3 and 4. The strongest of the four students can look at group 2.

Answers
I don't have a clue what …
I suppose that she must …
Judging by …, it's pretty clear that …
I'm sure they can't …
They must surely …

» AUDIOSCRIPT TB PAGE 284

6 C1 Advanced Speaking Part 2

In this part, students are given three photos and asked a question. Students have to choose two of the photos to compare, describe, speculate about and express opinions on. They have one minute in which to do this. It is important that students listen carefully to the question and don't just describe what they can see in the photos. The second student will also be asked for their opinions when their partner has finished. This is a very short response, but will show if they have been paying attention and thinking about the task while the other student was talking.

Tips Students should use modals of speculation to discuss what they think is happening in the photos, as well as phrases such as *looks like, seems as if,* etc. Students aren't expected to know the name of every vocabulary item shown in the photos, but they are expected to be able to describe it and explain what it looks like or is used for, as Paola did for the blue ball.

For this task, allow students to look at the *Prepare to speak* box while they are talking. Tell the class that you will tell them when one minute has passed; the speaker should then try to finish the task in the next ten seconds. When both students have answered their question, ask students if their partner did what they were asked to do and if they did this within a minute.

Answers
Students' own answers

7 Put students into pairs and give each student a letter: A or B. Tell the students to look at the photos on page 129. Student A should cover the second question in the box and Student B should cover the first question. Student A starts by playing the role of examiner. They ask their question and Student B has to answer it. Student A should note down interesting points which their partner makes. They then swap roles. When they have all finished, invite students to share any interesting ideas their partners had.

COOLER
Students work in pairs. One student keeps their book open to page 27 so that they can see the *Prepare to speak* box. The other student turns to page 25. The students look together at the photo on page 25 and discuss what they think it shows and why. They then try to make sentences about the photo and the boy's problem using the phrases in the *Prepare to speak* box. Set a time limit of about four minutes and then elicit ideas from the class. If the students speculated about the picture at the start of the vocabulary lesson, ask them if they felt that they were now able to discuss it better than before and, if so, how they felt their use of different expressions of speculation had improved.

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SPEAKING

SPECULATING AND DESCRIBING PICTURES

1 **With a partner, say if you agree or disagree with these statements and say why.**

1 Life's too short to worry about health; it's more important to have fun.
2 Regular exercise is the best thing for both your physical and mental wellbeing.
3 People should be free to make their own choices, not lectured about nutritious diets and active lifestyles.
4 People don't have to spend money to keep fit.

14 **2** **Listen to Paola doing an exam task. Which two of the three photos does she talk about, and why did she choose them?**







3 **Discuss the questions with a partner.**

1 Do you think that Paola understands what she has been asked to do?
2 Is everything Paola says relevant to the task?
3 Does she talk about the pictures separately or together?
4 Do you feel that she answers both questions fully about both pictures?

4 **Put the headings in the correct place in the *Prepare to speak* box.**

Certainty Doubt / Lack of certainty
Possibility Probability

PREPARE TO SPEAK

Speculating

1 .....
It's certainly the case that …
What's happening is that …
Judging by …, it's pretty clear that …

2 .....
I'm (pretty) sure they can't …
I suppose that he/she must …
As far as I can tell, …
They must surely …
It looks as though …
It seems to be the case that …

3 .....
One interpretation is that …
What might be happening is that …

4 .....
I don't have a clue what/why/whether …
It's hard to say where/what/why …

14 **5** **Listen again. Which of the phrases from the *Prepare to speak* box does Paola use?**

6 **With a partner, take turns to do the same task. Use a different pair of pictures. Use some of the phrases from the *Prepare to speak* box.**

- What might the people who are working find rewarding about their jobs?
- In what ways do they make a difference to the lives of the people they help?

7 » WORK IN PAIRS. TURN TO PAGE 129.

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4 MAKING YOUR MIND UP



ABOUT YOU

▶ 04 **Watch the video and then answer the questions.**
What important decisions have you had to make recently?
How did you make them?
Who do you ask for advice before making a decision?

VOCABULARY AND READING

MAKING DECISIONS

EP **1 Read the conversation and match the phrases to the meanings, A or B.**

Lucas: I'm still undecided about what course to do at college. I'd made up my mind to do architecture, but as the time to decide gets closer, I'm in two minds about it.
Ava: What are you unsure about?
Lucas: Well, I do love the subject but I'm in doubt about whether I've actually got the commitment to study it for five years.
Ava: Why don't you seek advice from someone? Do you know any architects?
Lucas: Apart from my mum, you mean? Yes, several. I guess I could have a chat to them and think through whether it's right for me.
Ava: Yes, and then you can do the traditional decision-making thing of weighing up the pros and cons. And at the same time, you can consider your other options. Just take a piece of paper and brainstorm ideas about your interests, skills and all that kind of thing. That usually helps me come to a decision.
Lucas: Good idea. And whatever I decide, it's not the end of the world. If I'm not happy with my choice, I can always reconsider it later.

A Phrases meaning 'not decided'	B Activities in the decision-making process

2 Find and correct eight mistakes in this extract from a blog.

For the whole of last year, I was in a few minds about taking a gap year. I sought advise from my teachers and parents, but I really couldn't make my mind. I was indecided about whether it would do my university application more harm than good. I was also on doubt about whether it would leave me in debt. As I'd been taught at school, I brainstormed ideas and weighed up the cons and pros. They seemed to be about equal, so I spent a lot of time thinking all my options. Finally, I came to the decision. I'm planning a gap year, but I still have time to reconsider if necessary. I'd advise anyone thinking about a gap year to consider all their options carefully. If you're still unsure about it, I'd say be brave and go for it!

3 Discuss the questions with a partner.

1 Is it common for young people in your country to take a gap year?
2 Do you know anyone who has taken a gap year?
3 What are the pros and cons of gap years?
4 How would you make up your mind about whether to do a gap year?

4 Read the four paragraphs opposite, in which university admissions tutors give their views on taking a gap year. What is each tutor's view?

- more in favour of gap years
- for or against depending on the individual
- more against gap years

5 Look at question 1. Identify the key words in the question.

1 Which tutor has a different view from the others on the value of the poorly paid work some students do on a gap year?

6 The views of tutors A–D relating to poorly paid work are highlighted in the paragraphs opposite. Which tutor has a different view from the others? In what way does their opinion differ?

7 Now read questions 2–4 and highlight all parts of the paragraphs which may be relevant. Then use your highlighted text to answer the questions.

Which tutor
2 has a similar view to B on the type of student who will benefit most from a gap year?
3 shares A's opinion on the importance for students of planning what they are going to do in a gap year?
4 has a different view from C about how a gap year should be funded?

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4 MAKING YOUR MIND UP

Unit Overview

TOPIC	Making decisions
VOCABULARY	Making decisions; Life events: verb and noun collocations; adjective and noun collocations
READING	Gap years: what do university tutors think of them?
GRAMMAR	Modals in the past
WRITING	An essay
EXAM TASKS	Reading and Use of English Part 6; Reading and Use of English Part 4; Writing Part 1

Digital Resources

Lesson Plus: Unit 4
Practice Extra: Unit 4
Test Generator: Unit test 4

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 264
WORKBOOK: pages 22–27
VIDEO AND VIDEO WORKSHEET: In two minds
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 4; Vocabulary worksheet Unit 4

WARMER

With books closed, write the word *think* in the middle of the board. Draw lines from the word in different directions. Elicit a different verb which is used to talk about a certain kind of thinking. Write *worry* at the end of one of the lines as an example. Students then work in small groups to brainstorm other words for different ways of thinking (e.g. *imagine, consider, remember, wonder, daydream, wish, realise, hope, concentrate*). Set a time limit of two minutes and then ask different groups to add verbs on the board.

ABOUT YOU

▶ 04 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four. The students take it in turns to tell the others about their decisions. Elicit the most interesting decision from each group and ask the students if they think they made the right decision or not.

VOCABULARY AND READING
MAKING DECISIONS

1 Look at the first thing that Lucas says and elicit where the three highlighted phrases should go and why. Students then work in pairs to≠ complete the table using the base forms of the verbs, e.g. *be undecided about*. Elicit the answers and ask students to work in pairs to make sentences that are true for themselves using some of the phrases, e.g. *I'm undecided about what to wear to the party.* Invite students to share some of their ideas.

Answers

A Phrases meaning 'not decided'
be undecided about
be in two minds about
be unsure about
be in doubt about

B Activities in the decision-making process
make up your mind
seek advice
think through
weigh up the pros and cons
consider your options
brainstorm ideas
come to a decision
reconsider

2 Tell students to read through the text quickly, ignoring the mistakes. Elicit what a *gap year* is (*a year, usually between school and university, in which people work, travel or combine the two*). Ask students to find the first mistake (*I was in a few minds*) and what the sentence should be (*I was in two minds*). Students then work alone or in pairs. Elicit the errors first and then the correct form of each. When you have finished, ask the students to cover the text and ask *What is the past form of 'to seek'?* (*sought*) *What is the noun from 'to advise'?* (*advice*)

MIXED ABILITY

Ask stronger students to cover Exercise 1 and their answers to it. Allow weaker students to use the highlighted phrases in Exercise 1 to help them find and correct the errors. When stronger students have completed the activity, they uncover Exercise 1 to check their answers.

Answers

For the whole of last year, I was in **two** minds about taking a gap year. I sought **advice** from my teachers and parents, but I really couldn't make my mind **up** / make **up** my mind. I was **undecided** about whether it would do my university application more harm than good. I was also **in** doubt about whether it would leave me in debt. As I'd been taught at school, I brainstormed ideas and weighed up the **pros and cons**. They seemed to be about equal, so I spent a lot of time thinking **through** all my options. Finally, I came to **a** decision. I'm planning a gap year, but I still have time to reconsider if necessary. I'd advise anyone thinking about a gap year to consider all their options carefully. If you're still unsure about it, I'd say be brave and go for it!

CONTINUED ON PAGE 58

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3 Look at the first question with the class and elicit ideas and reasons why it is or isn't common. Set a time limit of two or three minutes for students to discuss the other questions in pairs and then elicit ideas from the class.

Answers
Students' own answers

15 The Reading text is recorded for students to listen, read and check their answers.

4 When students have read the texts, elicit the answers and ask the students what the four tutors said which helped the students decide: *A not worth it if you do a low-skilled job, good if you do a job in a field useful for your career; B good if you are unsure about what you want to study, as you can see if you enjoy working in certain careers, not worth it to work in a minimum-wage job; C good, but you should do something positive for yourself and the community – even unskilled work can teach you good lessons; D lots of people end up not going to university at all.*

Answers
Tutors A and B – for or against depending on the individual
Tutor C – more in favour
Tutor D – more against

5 You could do this with the whole class, eliciting ideas and asking other students to agree or disagree with reasons for their choice. Encourage them to underline as few key words as possible that still make sense (see *Answers* below).

Answers
Key words: a different view, others, value of poorly paid work

6 C1 Advanced Reading and Use of English Part 6

In Part 6, students read four short texts on a common theme. The texts are often extracts from longer texts and are written by four different writers. There are four questions about the texts, and to answer them, students need to read across all the texts. Each question requires students to find opinions or attitudes regarding a particular idea in the texts, and to decide whether the opinions and attitudes expressed are similar or different.

Tips Students should read each question carefully and then read Text A, highlighting the sections of the text that relate to each question; writing the relevant question numbers next to each of these highlighted sections can be helpful. Students should then decide what writer A's opinion or attitude is on each question. They should then do the same for texts B, C and D, and decide whether the opinions and attitudes expressed are similar or different.

Ask the students to find each person's opinions in the highlighted section of each text. Elicit what each one says: *A won't help their future; B may not be very beneficial; C can give them valuable skills and life lessons; D remained in low-wage employment without going to university*. Ask the class which they think is different to the others and why. (*C – She is positive, whereas the others are negative.*)

Answer
Tutor C is the only tutor with a positive opinion of low-paid work.

7 Tell students to start by looking at the questions and saying how these are different to the one in Exercise 5. (*In Exercise 5, they were looking for someone whose opinions were different to everyone else's. Here, they are given one person and asked to find another person with the same or different opinion.)* Students underline the key words in each question and then read the texts to find the relevant information in each one.

When students have finished, elicit the key words in the questions, the correct answers and what was said which showed these were the right answers:

2 Key words: type of student. B talks about medical students having a gap year in a hospital to make sure it is the right career for them. A says if you have a specific career goal in mind, a gap year could help you make up your mind.

3 Key words: importance, planning. A says unless you work out everything in advance, you could waste time and money. D says they should sit down and brainstorm ideas about what they can do during the year.

4 Key word: funded. C says accept parental support if it's an option or generate income themselves. A says only do it if you can finance it through work or savings.

FAST FINISHERS

Ask students to think about which tutor's advice they would most appreciate getting if they were thinking about doing a gap year and why. When everyone has finished the exercise, invite one or two fast finishers to say who they think gives the most useful advice and why.

Answers
2 A 3 D 4 A

TALKING POINTS

Students work in small groups. Give a time limit of one minute for students to think about the first two questions alone and then ask them to share their ideas as a group. Students should give reasons for their ideas. When they have all spoken, invite each group to share the best idea for a gap year with the class. Students then discuss the final question as a class. Start with a class vote on the question and then invite students to give reasons for their opinion.

COOLER

Students work in pairs. One student has decided to take a gap year and is telling one of their parents. The student playing the parent listens to the idea and asks questions about studies, money, safety, etc. They also give their own opinions on the idea and, if they don't like it, explain what they think their child should do. Allow students to swap roles if they are enjoying the activity.

ALSO REFER TO WORKBOOK PAGES 22–23

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GAP YEARS:

what do university tutors think of them?



If you are undecided whether or not to take a gap year, ask yourself 'If I went straight to university, would I always be in doubt about whether I should have had a year out?' Having said that, I'd also say that all students should think through their decision carefully and only do the gap year if they can finance it through work or savings. Unless you work everything out in advance, you could end up wasting time and money. I've seen bright young people fritter away their precious gap year doing a low-skilled low-waged job which won't help their future. But if you have a specific career goal in mind, a gap year in that field could help you make your mind up one way or the other. If it's not for you, better to discover sooner rather than later.



When students come to me seeking advice about gap years, I avoid telling them what they should do as there are so many variables. A student who is unsure about a subject like medicine, for example, would do well to spend a year volunteering in a hospital. They will experience all sides of their chosen career and can really weigh up the pros and cons and decide whether it is right for them. Working in a minimum-wage job, on the other hand, may not be very beneficial in the long run. It also depends on finance. I read one article that said parents were generally supportive of gap years, and those who could afford to helped to fund them, which is great. That's probably because the vast majority of students – 86%, according to one study – feel that their gap year made them more employable.



I think most students are in two minds about doing a gap year at some point, which is a good thing. It means they are taking their futures seriously and considering all their options. It's the ones who come to a decision too easily that I'd be more worried about. I'm broadly in favour of gap years, mainly because I had to go straight from school to university. However, a few conditions must be met. The main one is that it must make a positive contribution both to the individual and the community. It's fine to accept parental support and volunteer if that is an option. If not, students will need to generate income for themselves. Young people tend to be idealistic and want to spend their gap year building schools in developing countries. However, working at a local cafe or shop can also give them valuable skills and life lessons even if the wages are far from impressive.



When a student tells me they intend to take a gap year, my first reaction is to suggest they reconsider. I even told my own children they couldn't do one. Some people argue gap years are good for those doing vocational courses. The evidence is far from conclusive, but students who are determined to take a break from their studies should sit down and brainstorm ideas about what they could do during the year and how it would help their future career. They should consider also what they will live off; will they earn their own keep or rely on their parents? It's been said that 66% of students who have done a gap year take their studies more seriously than those who haven't, though in my view this can't have been a serious piece of research. I know many people who took 'a gap year', found low-wage employment and remained there without ever going to university. Where are they in the statistics?

TALKING POINTS

If you took a gap year, how would you spend it?
Would you prefer to go on an organised gap year or plan it yourself?
Should parents fund gap years if they can?

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GRAMMAR
MODALS IN THE PAST

1 Read extracts 1–5 from the article and choose the option, a or b, with the closest meaning.

1 You'll always be in doubt about whether you **should have had** a year out.
- **a** You didn't take a gap year and may regret it.
- **b** You were advised to have a gap year but didn't.

2 Parents were generally supportive of gap years, and those who **could afford to** helped to fund them.
- **a** Parents who had the ability to pay for the gap year did so.
- **b** Parents who supported gap years helped to pay for them.

3 … though this **can't have been** a serious piece of research.
- **a** Serious research was not really possible at that time.
- **b** The writer strongly believes the research was not serious.

4 I **had to go** straight from school to university.
- **a** I decided to go straight from school to university.
- **b** I had no choice about going straight from school to university.

5 I even told my own children they **couldn't do** one.
- **a** His children didn't have the ability to do a gap year.
- **b** He didn't give his children permission to do a gap year.

2 Match the modals in Exercise 1 to five of the functions in the box. There is one function you do not need.

(lack of) ability	advice	(lack of) obligation
(lack of) permission	regret	speculation/deduction

3 Which of the functions in Exercise 2 do these examples belong to?

1 I **needn't have worried** about my daughter's gap year. She had a great time in the end.
2 I **wasn't allowed to take** a gap year, so I was keen to encourage my son to take one.
3 Theo **was able to fund** his gap year by taking fruit-picking jobs in different countries.
4 You **ought to have made** a better plan. You wouldn't have wasted so much time.
5 Lorena got a place in Pompeu Fabra University in Barcelona. She **must have got** very good exam results.
6 I **didn't need** a visa for my trip as I was only travelling around Europe.
7 Mark's started planning his gap year. He **might have booked** his flight by now.

» GRAMMAR REFERENCE AND PRACTICE PAGE 147

4 Choose the correct option.

1 At my school, we *must have* / *had to* study Biology.
2 Amanda was a clever child – by the time she was two, she *could talk* / *could have talked* perfectly.
3 That restaurant has gone out of business already. There *couldn't be* / *can't have been* enough customers.
4 I'm not sure, but I think I *might have* / *must have* made a mistake in my calculations.
5 We *might* / *ought to* have made a reservation – I didn't realise it would be so busy.
6 I *mustn't* / *wasn't allowed to* go to sleepovers when I was a child.

5 Complete the sentence with an appropriate modal, which may be in the negative form.

1 We _____ have rushed. The meeting started half an hour late.
2 You _____ to have had some coaching. You would have done better in the match if you had.
3 Unfortunately, Jack _____ get on the same flight as us, so he'll arrive a bit later.
4 Ashley's gloves aren't in the house or car. She _____ have lost them somewhere else.
5 My parents said you _____ come on holiday with our family! I'm so excited!
6 Sorry I'm late. I _____ to finish an essay.
7 You _____ have won the competition. You'll never know because you didn't enter.
8 We didn't _____ to take our own towels to the pool. They were supplied by the hotel.

6 Correct any mistakes in these sentences. One is correct.

1 When we were at school, we must choose our subjects at the age of 14.
2 We couldn't have dropped maths as it was compulsory.
3 Laura must tell Kevin about the accident because nobody else knew about it.
4 Tim couldn't moved that heavy box – he was there alone.
5 I might have be rich if I'd studied law.
6 You shouldn't have done that. It's not right!
7 You may seen the message. It was marked as read.
8 When I was a child, I allowed to stay up late at weekends.

7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words, including the word given.

1 I regret not listening more carefully to my parents' advice. **ATTENTION**
I should _____ my parents advised me to do.
2 The bag was full of books so I'm sure it was heavy. **HAVE**
The bag was full of books so it _____ a lot.
3 Participation in sports lessons was compulsory at my school. **HAD**
We _____ part in sports lessons at my school.
4 Ruby doesn't like sweet things, so there's no way she ate all the chocolate. **BEEN**
Ruby doesn't like sweet things, so it _____ who ate all the chocolate.
5 The art gallery refused to allow us to take photos of the exhibits. **GET**
We _____ to photograph the exhibits in the art gallery.
6 I managed to finish my painting in time for the exhibition. **ABLE**
I _____ my painting finished in time for the exhibition.

8 » WORK IN PAIRS. TURN TO PAGE 129.



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GRAMMAR
MODALS IN THE PAST

WARMER

Tell students to think of a time when they made a wrong decision. Allow them one minute to think about what it was, then put them into groups of four. They take turns to tell each other what the situation was, what they decided to do and why it was a bad decision. Invite each group to tell the class one of their stories. Make a note of any past modals used. When they have looked at Exercise 1, re-elicit any of the modals from Exercise 1 that they used in their stories.

1 Look at the first sentence with the class. Elicit the correct choice. Students do the exercise alone or in pairs. To extend the activity, ask the students to think about something they didn't do and are still not sure if they should have done, something they can't afford to do, something they are sure can't have happened and something they couldn't do in the recent past because they weren't allowed to.

Answers
1 a 2 a 3 b 4 b 5 b

2 Look at the box with the students and elicit the meaning of each word, e.g. *ability* talks about things you are able to do because you know how to. When the students have done the matching, elicit the answers.

Answers
1 regret 2 ability 3 speculation / deduction 4 obligation
5 lack of permission

3 Students do the exercise alone and compare answers in pairs. Elicit the answers and the difference between sentences 1 and 6. (*In sentence 1, the person did worry, but it wasn't necessary. In sentence 6, the person didn't get a visa because it wasn't necessary.*)

Answers
1 lack of obligation 2 lack of permission 3 ability 4 advice
5 speculation / deduction 6 lack of obligation
7 speculation / deduction

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

4 Look at the first sentence with the class. Elicit what function the sentence matches to (*obligation*). Elicit the correct answer. Students complete the exercise alone. Elicit the answers and the functions used in each sentence.

Answers
1 had to (obligation)
2 could talk (ability)
3 can't have been (speculation / deduction)
4 might have (speculation / deduction)
5 ought to (regret)
6 wasn't allowed to (lack of permission)

5 Look at the first sentence. Ask the class if they think the people rushed to get there on time or knew it was going to start late so didn't hurry. (*Probably they rushed to get there on time and then found out it was late.*) Elicit the missing word (*needn't*). Students then complete the exercise alone and compare answers in pairs.

FAST FINISHERS

Ask fast finishers to look at question 6 and to use the same modal form to think of as many excuses for being late for school as they can, e.g. *I'm sorry, I had to take the dog for a walk*. When everyone has finished the exercise, invite students to share their ideas with the class.

Answers
1 needn't 2 ought 3 couldn't / wasn't able to 4 must
5 can / could 6 had 7 might / may / could 8 have / need

6 Look at the first sentence with the students. Ask if it is correct and, if not, why not. (*We can't use* must *to talk about a past obligation.*) When students have finished, elicit the answers and what is wrong with the sentences as they are written.

Answers
1 When we were at school, we **had to** choose our subjects at the age of 14.
2 We couldn't **drop** maths, as it was compulsory.
3 Laura must **have told** Kevin about the accident because nobody else knew about it.
4 Tim couldn't **have** moved that heavy box – he was there alone.
5 I might have **been** rich if I'd studied law.
6 *correct*
7 You **must have** seen the message. It was marked as read.
8 When I was a child, I **was** allowed to stay up late at weekends.

7 C1 Advanced Reading and Use of English Part 4

In this part, students are given a full sentence followed by a gapped sentence and a word written in capital letters. They have to complete the second sentence using between three and six words, including the word in capital letters, so that it has the same or a similar meaning to the first sentence. They can't change the form of the word in capital letters. In this exercise, all the sentences test past modal structures, but in the exam, a variety of grammatical structures and vocabulary items are tested.

Tips For marking, each answer is divided into two parts, and one mark is given for each part answered correctly, e.g. question 1: *have paid* = one mark; *more attention to what* = one mark.

Look at the first sentence with the students. Elicit what they have to think about here (*forming a past modal of advice and a phrase which includes the word* attention*, which means 'to listen carefully'*). Students complete the exercise alone and then compare answers in pairs. Elicit the answers and tell students what they need to have correct for each mark in each answer (see *Answers* below).

Answers
1 have paid | more ATTENTION to what
2 must HAVE | weighed
3 HAD to | take
4 can't / cannot / couldn't / could not have BEEN | her / Ruby
5 didn't / did not | GET permission OR couldn't / could not | GET permission OR were unable to | GET permission OR weren't / were not able to | GET permission OR failed to | GET permission
6 was ABLE to | get

8 Ask the students to look at the questions on page 129. Give them two minutes to read through the questions alone and think about what they could say. When they are ready to talk, tell them that they should try to talk for 30 seconds on each point. Invite students to tell the class something interesting they learned about their partner.

Answers
Students' own answers

» PRACTICE EXTRA: UNIT 4 – GRAMMAR – MODALS IN THE PAST
» GRAMMAR WORKSHEET: UNIT 4
» ALSO REFER TO WORKBOOK PAGE 24

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VOCABULARY
LIFE EVENTS: VERB AND NOUN COLLOCATIONS

1 Before asking students about the question in the exercise, ask them to speculate about the relationship between the two people in the photo, where they are and how they are feeling. Students then work in pairs to discuss what they think is happening and why. Set a time limit of about one minute and then ask the class if they think the people are moving home. When you elicit answers, encourage students to use modals of speculation, e.g. *No, they can't be moving home, the woman in the green isn't carrying anything.* Elicit what students think and why.

Answer
A girl is leaving home and moving into university accommodation.

16 **2** Look at the two questions with the class before they listen to the recording and elicit predictions, e.g. *1 What sort of accommodation to choose; 2 Encourages them to find out details of what different courses include.* When students have listened, elicit the advice and anything else interesting they remember hearing.

Answers
1 Whether to resit exams; whether to go to university, apply for jobs or take a gap year.
2 Discuss your options openly. Don't put pressure on the student to choose a specific path.

16 **3** Look at the first gap and elicit the correct words from the boxes and then the correct form of the verb. Ask students how they know which form to use. (*The sentence uses the present perfect continuous.*) Point out that not all sentences require one verb and one noun. They may only need one word, two verbs together or two verbs and a noun. Allow students to work in pairs and, when they have listened to the recording again, elicit the answers. Elicit the meanings of some of the words or phrases which students might not know, e.g. *apprenticeships*, *career path*, *resit exams*.

MIXED ABILITY
Put weaker students into small groups. Give them the following information: gaps 2, 3, 8 and 9 only require words from the first box, but they will have to think about the correct form; gaps 6 and 10 only require words from the second box; gaps 1, 4, 5 and 7 require a combination of words from each box. Students work together to complete the gaps.

Answers
1 taking exams
2 pass; fail
3 resit; applying for
4 grades; get into
5 accept; place; take
6 path
7 leaving; step
8 Graduating
9 follow
10 apprenticeships

» AUDIOSCRIPT TB PAGE 284

4 Look at the first sentence with the class. Ask if you can leave all these things (*yes*). Then ask why one of them is wrong. (*job* – It is a singular countable noun, so would need an article *a* or possessive adjective *your* to be grammatically correct.) Students complete the exercise in pairs. Elicit the answers and why the words are wrong.

Answers
1 job
2 a scholarship
3 a university
4 an exam
5 sat (possible, but the least likely)
6 a gap year
7 a step
8 a job

ADJECTIVE AND NOUN COLLOCATIONS

17 **5** When students have listened, elicit the answers and then ask students to work in pairs and imagine that Darren is their friend. They discuss Darren's decision and why he made it. They also give their opinions about it. When they have finished, elicit what the decision was and whether they think it was a good idea or not.

Answers
1 take a gap year, then work
2 his uncle's advice, money

17 **6** Students read through the text in pairs and predict some of the missing words. They should only write them if they are completely sure they are correct. When they have listened, elicit the answers and point out that while some of the words could be used in different gaps (*big change*, *big decision*, *big influence*), other words only collocate with one of the nouns in the text, e.g. *mixed feelings, the deciding factor, a clear understanding*.

Answers
1 major 2 mixed 3 immediate 4 big 5 strong 6 vital
7 deciding 8 clear

» AUDIOSCRIPT TB PAGE 284

7 Students work alone. When they have finished, they compare answers in pairs. Elicit the answers and the differences in meanings, if any, between the possible adjectives in each sentence. (*In sentence 1,* strong feelings *and* mixed feelings *are very different in meaning:* strong feelings *means you are sure,* mixed feelings *mean you aren't. In sentences 2 to 4, the two possible adjectives mean the same thing. In sentence 5, the adjectives have similar meanings, but the* immediate *future is closer to now than the* near *future.*)

Answers
1 big 2 strong 3 strong 4 deciding 5 clear

8 Tell students to look at page 129. Set a time limit of four minutes for the four questions and then discuss the questions as a class.

Answers
Students' own answers

COOLER
Students work in small groups and look at the photo at the top of pages 20–21. Set a time limit of two to three minutes for students to speculate about what they think has happened. Students should use some of the modals from the Grammar section on page 30. When they have discussed the situation, invite different groups to share their ideas.

» PRACTICE EXTRA: UNIT 4 – VOCABULARY – LIFE EVENTS: VERB AND NOUN COLLOCATIONS; ADJECTIVE AND NOUN COLLOCATIONS
» VOCABULARY WORKSHEET: UNIT 4
» ALSO REFER TO WORKBOOK PAGE 25

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VOCABULARY

LIFE EVENTS: VERB AND NOUN COLLOCATIONS



1 **What life event do you think is happening in the photo?**

16 **2** **You will hear part of a radio programme in which a psychologist gives advice to the families of students who have recently done their exams. Answer the questions.**

1 What decisions facing young people does she mention?
2 What advice does she give to the families of school leavers?

EP 16 **3** **Complete the extracts from the recording with a verb and/or a noun from the boxes in the correct form. Each word may be used only once. Then listen again and check.**

Verbs	**Nouns**
accept apply for fail follow get into graduate leave pass resit take (x2)	apprenticeships exams grades path place step

1 Thousands of students have been _____ _____ in the last few weeks.
2 … whether they _____ or _____ their exams, it's time for all of them to make some vital decisions.
3 … they'll have to decide whether to _____ the exams later in the year or start _____ jobs.
4 Those who manage to get good _____ have to try to _____ the best possible university.
5 … decide whether to _____ the _____ they are offered immediately or _____ a gap year.
6 … avoid putting pressure on the student to choose a specific _____.
7 Everyone involved should remember that _____ school is a huge _____.
8 _____ from university may be a goal for many, …
9 Each young person should _____ the path that is right for them.
10 Increased numbers of young people are choosing to do _____ or 'learn on the job'.

4 **Identify the incorrect or least likely option.**

1 Leaving *home* / *college* / *job* can be very stressful.
2 Dominic did *a course* / *a scholarship* / *an apprenticeship*, which he really enjoyed.
3 My brother will be taking *an exam* / *a gap year* / *a university* next year.
4 Luca has been offered *an exam* / *a job* / *a place* at university.
5 The teacher *sat* / *marked* / *set* the exam.
6 Holly has been applying for *jobs* / *a gap year* / *apprenticeships*.
7 Young people should ask for advice before deciding on *a career* / *a path* / *a step*.
8 It can be difficult to get into *university* / *a job* / *some schools*.

ADJECTIVE AND NOUN COLLOCATIONS

17 **5** **You will hear a young man called Darren talking about the decisions he made after leaving school.**

1 What did he decide to do in the end?
2 What influenced his decision?

EP 17 **6** **Listen again and complete what Darren says using adjectives from the box.**

big clear deciding immediate major mixed strong vital

I was at the same school from the age of four, so you can imagine what a [1] _____ change it was for me to leave. It was also something I had [2] _____ feelings about. I was delighted to be free, but I was also terrified about my [3] _____ future. Both my elder sisters were at university and it was kind of expected that I'd do the same. So the [4] _____ decision for me was whether to do that or not.

My uncle had always been a [5] _____ influence in my life and he told me to follow my instincts and not just do what everyone else did. His advice actually played a [6] _____ role in my decision to take a year to think about what I really wanted to do in life. During that year, I kept changing my mind but, in the end, money was the [7] _____ factor. I loved getting my wages and the thought of having to pay off a student loan put me off.

For the moment I'm very happy with the path I've chosen. I don't think some young people have a [8] _____ understanding of all the options open to them, including work and apprenticeships.

7 **Identify the incorrect option.**

1 I have *big* / *strong* / *mixed* feelings about the importance of a university education.
2 In my view, grandparents have a *major* / *strong* / *vital* role to play in bringing up children.
3 I think money is often the *deciding* / *strong* / *vital* factor in career-related decisions.
4 Many young people face *big* / *major* / *deciding* changes at the age of 18.
5 I'm not planning to make any decisions in the *clear* / *immediate* / *near* future.

8 » **WORK IN PAIRS. TURN TO PAGE 129.**

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WRITING AN ESSAY

1 **Work with a partner. What factors would you consider in deciding which college or university to go to?**

2 **Read the task and answer the questions.**

1 How many factors do you have to write about? Is it OK to write about more?
2 What do you have to give your opinion on?
3 Do you have to use the quotes from the discussion?
4 How many words should you write? Are you allowed to write more?
5 What is meant by 'an appropriate style'?

Your class has attended a talk on some of the factors to consider when choosing a college or university course. You have made the notes below:

Factors to consider when choosing a course
- reputation
- location
- job prospects

Some opinions expressed in the discussion:
"Ask other people what they think of the college."
"I'd like a college in my home town."
"I want a course that will prepare me for work."

Write an essay discussing **two** of the factors in your notes. You should **explain which factor you consider to be more important, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260 words** in an appropriate style.

3 **Read the sample essay and answer the questions.**

1 Which factors has the student discussed?
2 Has the student fulfilled the task in all respects?

While many young people dream of graduating from university, the choice of courses on offer can be overwhelming. **Although** students need to consider many factors when making their choice, two of the main ones are, in my opinion, the reputation of the university and a graduate's chances of getting a job. (1)

Nowadays, there are several different scales to assess the quality of universities overall, as well as specific courses. **However**, parents and students need to know how to interpret them and then decide what matters most to them. A university with lower status may, in fact, have the best course in a given subject. For me, what current and former students say about the university gives you a better indication of what it will be like.

The second factor that I would like to discuss is the likelihood of students finding a job after they graduate. It is undeniable that certain degrees are more likely to result in steady, well-paid jobs in areas such as medicine, engineering or accountancy. **In spite of** this, many students choose courses because they love the subject, which is important if you are going to spend three or more years studying it. (2)

In conclusion, choosing a university course is a life-changing decision and it's important to consider all aspects when making your choice. I believe that the reputation of the institution and the employability of graduates are the two most important factors to take into account. (3)

4 **The following sentences could be added to the essay to ensure the question was fully answered. Where would you add them? Write *1*, *2* or *3*.**

a **Nevertheless**, they should not neglect the most important consideration, which is obtaining employment after graduation.
b Of these, the latter should be every student's primary consideration.



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WRITING AN ESSAY

WARMER

Put students into pairs. Ask them to look at the photo on page 32 and to discuss together where they think the people are, what they are talking about and what decisions they have had to make and will have to make in the future. Remind them about using modals of speculation to talk about things they don't know are true or not. Set a time limit of two or three minutes and then invite the class to share their ideas.

BACKGROUND INFORMATION

Both colleges and universities offer further education for school leavers. Universities offer degree courses. They may also offer foundation degrees, which prepare students for a normal university degree course. Colleges may also offer degrees, but they can offer many other qualifications as well, which are often more practical. Some schools which are for the final two years of education (ages 16–18) now also call themselves sixth-form colleges rather than schools.

According to recent research, the most popular degree courses in the UK are in the fields of business and medicine. Business is the most popular subject for males, while medicine is more popular amongst females, although business and administrative subjects are the second most popular subjects for females. Other popular subjects are biological sciences, engineering, computer science, social studies and creative arts and design. The least popular subject for males and females is veterinary science.

Research shows that, when deciding on which course to take, the content of the course is most important, followed by the reputation of the university and its reputation for getting students into relevant careers when they graduate. Next come more practical considerations, such as the distance from home, transport links, how expensive the city is and student accommodation. The **least** important factors aren't related to the university or course: the nightlife available in the area, the culture of the town or region and, last of all, the weather.

1 Look at the question with the class and give them one idea, e.g. *knowing someone else who is already there or planning to go there*. Ask the class if this would be important for them. If they say yes, ask in what way, e.g. *wouldn't feel so lonely, have someone to share a flat with, make it easier to meet other people*. If they say no, ask for a reason, e.g. *better to start completely alone to force you to become sociable*. Students then discuss different factors in the same way – first thinking about a factor which would be important and then giving details about the way in which that factor would be important. Invite students to share their ideas with the class.

Answers

Students' own answers

2 When students have read the task, elicit the answers and examples of what a formal writing style would require (see *Answers* below for examples). Follow up by asking the students what this task shows them for when they do the exam. (*They have to read the task very carefully and make sure they know exactly what they have to do. Encourage them to underline key words in the task in the exam to help them avoid missing anything and note the importance of planning the essay carefully before starting to write it.*)

Have a class vote on which of the three factors in the task students would *not* write about. Elicit reasons why.

Answers

1 Two factors – no more
2 Which factor you consider most important
3 No
4 220–260 words; you won't gain marks by writing more, but you may lose marks by making more mistakes because of writing more
5 Formal, academic style, e.g. avoid contractions and informal words and phrases

3 Ask the students to read the sample essay and tick off the points in the task that the writer has included. Go through each point with the students and elicit examples from the essay, e.g.

Discuss two of the factors: yes: reputation and job prospects

Explain which is the most important: no

Rewriting opinions in the discussion in your own words: yes: *Ask other people – what current and former students say …*

220–260 words: yes: 240 words

Follow up by putting the students into pairs and asking them to think about the second factor in the task (location). Students discuss what would and wouldn't be important for them (e.g. *important – not my home town, good transport links, nice climate, good nightlife; not important – architecture, museums*). Set a time limit of about two minutes and then elicit ideas from different students.

MIXED ABILITY

Weaker students can just read the essay to answer question 1. They then get into pairs. Ask them specifically to see whether the student has said which factor is the most important in their opinion.

Answers

1 reputation, job prospects
2 No. The student has not said which of the two factors he/she feels is more important.

4 Students work alone to think about where to place the sentences. Have a class vote for both sentences and elicit reasons for the students' choices. Start by asking a student who has given the wrong answer if possible, to find their reasons for making that choice. Sentence a should go in gap 2 because it naturally links back to the beginning of the third paragraph. Sentence b goes at the end. There are links to the previous sentences (*the latter*, i.e. the second of the two factors mentioned in the second sentence of the paragraph; *Of these* – these aspects which the writer has just mentioned). Elicit where this sort of task is used (*Reading and Use of English Part 7, in which paragraphs have been removed from the text and the students have to decide where they should be placed based on how they link grammatically and thematically*).

Answers

a 2 b 3

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5 Look at the *Prepare to write* box with the students. When they have found the linkers, look at the sentences in which the linkers occur. Point out that sometimes linkers can be substituted for each other with no change in meaning, but not always.

Answers

1 although
2 and 3 however / nevertheless
4 in spite of

6 Look at the example with the class. Elicit or remind students that *However*, *In contrast* and *Nevertheless* are followed by a comma. When students have finished, elicit the answers.

FAST FINISHERS

Ask fast finishers to rewrite some of the sentences using different linkers, e.g. *1 Despite being a few years older than the others, Jacob gets on well with them all.* When everyone has finished the exercise, elicit some of their ideas.

Answers

1 **Even though** Jacob is a few years older than the others**,** he gets on well with them all.
2 Natasha was offered a well-paid job. **However,** she decided to stay on at college.
3 **Despite** having been offered a place at a top university, Gemma decided to do an apprenticeship.
4 I was invited to their wedding**, but** I couldn't go.
5 I chose engineering**, although** it is one of the most challenging subjects.
6 All my friends told me I should stay in university accommodation. **Nevertheless,** I decided to rent a flat.
7 **While** medicine is definitely an interesting career**,** it's not for me.
8 Many people attended the party **in spite of** the short notice.

7 Look at the first sentence with the class and elicit any words that could be used (*While*, *Even though*, *Although*). Ask students to choose one linker for each of the other gaps and then compare answers in pairs. If they have different answers, they have to decide if they are both possible or if one of them is wrong.

Possible answers

1 Although / Even though / While
2 However
3 In spite of / Despite
4 however
5 although / even though
6 Although / Even though / While
7 despite / in spite of
8 In contrast

8 Tell students to work in pairs to discuss what is needed, without thinking about the two groups they would choose. Elicit the important information in the task and how they could rephrase the opinions, e.g. *Your parents care about what is right for you.* Students work individually to think of the two groups they will write about.

Answers

You have to write about two of groups you could seek advice from and explain whose advice you feel is the most valuable, giving reasons.

9 Look at the table with the students. Encourage them to think of their own ideas, but if they can't, they can complete the table with the opinions from the task but rephrased in their own words. Invite students to share their ideas with the class.

Answers

Students' own answers

10 C1 Advanced Writing Part 1: An essay

In this part, students have a compulsory essay to write. There is always a task with three points or aspects of a topic to discuss, from which the students choose two. The task requires them to discuss these two points and then to choose one of these as the most important / useful, etc., giving reasons for this choice. They have a word limit of 220–260 words. It is essential that students read the task carefully and follow the instructions completely.

Tips Tell the students that they have plenty of time to plan and organise their ideas before starting to write. They can follow the layout of the sample answer in Exercise 3, with an introductory paragraph, a paragraph for each of the two points chosen and a summary in which they say which factor they think is most important and why.

Allow the students ten minutes to plan their essay on a separate piece of paper. When they have finished, place these around the room and allow students to look at each other's plans to see if they could use some of the ideas to organise their own ideas more clearly. The students can write their essays in class or at home.

Model answer

From time to time, all of us have to make decisions which will have an important impact on our lives. It is usually easier to decide on a course of action after seeking guidance from others. In this essay, I will discuss the role of family members and professionals in offering advice when we are facing life-changing decisions.

Although it is clear that our family members have our best interests at heart, are they always the right people to advise us? Personally, I would say it depends greatly on what kind of decision we are facing. To be specific, the world has changed considerably since our parents were young, and they may not have up-to-date knowledge of the courses and careers on offer now. In contrast, when it comes to relationships, they are good at helping us put things in perspective, and in practical matters such as where to live, their advice is invaluable.

Next, I would like to consider the role of professionals. In my view, they have a vital role to play in advising us about which course might suit our abilities or how to prepare for a particular career. Some may say they also have a part to play when it comes to personal decisions; however, I prefer to talk to my family about such matters. Overall, though, I would suggest that getting a professional's advice is more valuable in most cases.

To conclude, both family members and professionals can provide useful advice in different circumstances. Professionals, however, are probably the most valuable source of help for most people.

COOLER

Ask students about important decisions they have to make and write these on the board. Put students into small groups. They discuss who they would go to for advice in each situation and why. Set a time limit of about three or four minutes and then discuss them as a class.

ALSO REFER TO WORKBOOK PAGES 26–27

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5 **Put the words in bold in the essay and in Exercise 4 under the correct headings in the *Prepare to write* box.**

PREPARE TO WRITE

Contrast linkers

Followed by subject + verb (two ideas in the same sentence)
Even though, while, [1] _____, but

Followed by subject + verb (two ideas in different sentences)
In contrast, [2] _____, [3] _____

Followed by gerund, noun or pronoun (two ideas in the same sentence)
Despite, [4] _____

6 **Put the linker in brackets into the correct position. Make any necessary changes to punctuation.**

0 Katie studied medicine at university her sister went straight from school to a job. (in contrast)
Katie studied medicine at university. In contrast, her sister went straight from school to a job.

1 Jacob is a few years older than the others he gets on well with them all. (even though)
2 Natasha was offered a well-paid job she decided to stay on at college. (however)
3 Having been offered a place at a top university, Gemma decided to do an apprenticeship. (despite)
4 I was invited to their wedding I couldn't go. (but)
5 I chose engineering it is one of the most challenging subjects. (although)
6 All my friends told me I should stay in university accommodation I decided to rent a flat. (nevertheless)
7 Medicine is definitely an interesting career it's not for me. (while)
8 Many people attended the party the short notice. (in spite of)

7 **Complete the sentences with a suitable contrast linker.**

1 _____ there were a large number of disadvantages, they still opted to go ahead.
2 We planned to attend the event. _____, in the end we were not able to.
3 _____ being the younger of the two brothers, Ethan graduated first.
4 Twenty people started the course; _____, only a few qualified as paramedics.
5 Jemima won the competition _____ nobody expected her to.
6 _____ sport plays a vital role in a healthy lifestyle, fewer young people than ever take part in team games.
7 Megan got a place at a top university _____ the stiff competition.
8 In the UK, the number of females studying biology is higher than the number of males. _____, in engineering, the number of males is greater.

8 **Read the essay question. Identify the things you have to write about.**

Your class has been discussing who to seek advice from when making important life decisions. You have made the notes below:

Who to seek advice from
- family
- friends
- professionals

Some opinions expressed in the discussion:
"Your parents have your best interests at heart."
"Friends don't have any more experience than you do."
"Counsellors are specially trained to guide you to a decision."

Write an essay discussing **two** of the groups to seek advice from when making important life decisions. You should **explain whose advice you think is more valuable**, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

9 **Work in pairs. Complete the table below with the pros and cons of seeking advice from the three groups of people mentioned in the essay question. Then decide which two groups you are going to focus on.**

	Pros	Cons
family	*your parents might have made similar decisions in the past*	
friends		
professionals		*professionals don't know you personally*

10 **Write your essay in 220–260 words. Use linkers from the *Prepare to write* box where appropriate.**



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LIFE SKILLS CRITICAL THINKING

LIFE DECISIONS

LIFE SKILLS

Making good life decisions

In the next few years, you will probably have to make some major decisions to do with your studies, your career or other areas of your life. What you decide may shape your future. Knowing how to approach such decisions in a careful way can help to ensure that you make the right ones.

1 **Discuss the questions with a partner.**

1 What major decisions will you have to make in the next five to ten years?
2 Which ones do you think will be the most difficult to make?
3 Whose advice might you ask before making them?

18 **2** **Listen to Ellie, Marcus and Jacob talking about making decisions. Who**

1 is/was happy with their decision?
2 has/had to decide something quickly?
3 is/was unhappy with their decision?

18 **3** **Listen again and answer the questions.**

1 Why is this year an important one for Ellie's basketball team?
2 Why was Ellie's brother's advice not helpful?
3 What did Marcus decide not to do?
4 In what way was Marcus impulsive?
5 Why did Jacob's parents say yes to the chance to work abroad?
6 What was the general opinion of Jacob's teachers?

4 **Read the introduction to Jenny's blog and the two requests for advice. Tick the correct box.**

	Alex	Jackson	Both
Who…			
a … is thinking about employment?			
b … has recently been given an opportunity?			
c … has a clear idea about what they want to do?			
d … is worried about the feelings of others?			

5 **Work with a partner. What advice would you give to Alex and Jackson?**

6 **Read Jenny's advice. Is it similar to yours?**

7 **According to Jenny, why should you**

1 avoid basing your decision on what others decide?
2 wait until you know all your options?
3 speak to somebody who has made a similar decision?
4 make a list of pros and cons?
5 avoid deciding impulsively?

8 **Work with a partner. Look at the advice Jenny gives in bold and discuss which ideas would be the most useful for making the decisions you talked about in Exercise 1.**

ASK JENNY ANYTHING



The place to go for the best advice

19

Alex from London writes:

"Hi Jenny! I'm in my final year at school. My grades are probably going to be good enough to go to university and there are lots of subjects that interest me, but what I really want to do in life is start my own fashion business, so I think it would be better to get into the world of work as soon as possible so that I can learn from experience. However, most of my friends are going to university and they keep telling me not to waste the opportunity. Any advice is welcome!"



Jenny replies …

First of all, **don't decide to do something just because other people are doing it**. It's your life, not your friends'. It's true that university can be a great experience, but it's not the only path to success in the world, and maybe starting work immediately would be better for you in the long run. However, I would also recommend that you **do some research**. Take your time. There are university courses in business studies and even in fashion design that could help your career. **Make sure you consider all your options before making a decision**. There might be more than you think! Also, instead of listening to your friends, who haven't even been to university yet, why don't you **speak to somebody who has experience** of starting a business? The advice of someone who's already gone down that route might be well worth listening to.

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LIFE SKILLS

Overview

TOPIC	Critical thinking: Life decisions
VOCABULARY	Words related to asking for and giving advice: recommend, Why don't you …? What I would do is …, make a list of pros and cons, It's your life, in the long run, take your time, make sure you consider all your options, possible consequences, in the heat of the moment, (don't) get carried away, (it's) not the end of the world
READING	Ask Jenny anything
PROJECT	A research interview In the project stage, the students work together to think of questions to ask an older person. They carry this out at home and report back to the class on what they learned.

WARMER

With books closed, put the students into small groups. Tell them about your morning and the decisions you had to make, e.g. *I had to decide what clothes to wear. I had to decide whether to have tea or coffee and what to put on my toast. I also had to decide whether to listen to the radio or play some music while I was eating. I had to decide whether to wear a thick coat or not and what kind of shoes to wear. I also received three texts and had to decide whether to answer them or leave it until this evening.* Students now work in small groups to discuss all the decisions they have made so far today. Invite one or two students to say what the most difficult decision they had to make was.

LIFE SKILLS

Making good life decisions

Look at the *Life skills* box with the class. Ask students how they feel about approaching a time in their life when they have to make such decisions. Draw a scale on the board with *1 Everything will work out fine* on the left and *10 One tiny mistake could ruin my life* on the right. Students decide where they are on this scale. Invite students to share their ideas with the class and give reasons.

1 Ask students to look at the first question only. Elicit one idea from the class and write this on the board. Set a time limit of about two minutes for students to brainstorm ideas and then elicit these from the class. If students were unable to think of many ideas of their own, they can use some of the other ideas mentioned when they answer questions 2 and 3. Set a time limit of two minutes for students to discuss these questions in their pairs and then invite students to share their ideas with reasons why.

Answers

Students' own answers

18 **2** Before students listen to the recording, elicit ideas of what the three people might say without using the words in the questions, e.g. *1 I'm really glad I chose that; 2 It was very rushed; 3 I regret it now*. Elicit ideas and play the recording. Elicit the answers and the words the speakers used which helped them decide, e.g. *Jacob – worth it; Ellie – starts in three weeks' time, pretty soon; Marcus – shouldn't have …, hated it, should have …*

Answers

1 Jacob
2 Ellie
3 Marcus

18 **3** Students read through the questions and think of any answers they remember from the first listening. Tell students not to write full sentences while they are listening, but to note one or two key words and then, when the recording has finished, to use these words to create full answers. Elicit the answers and then ask the class what they think Ellie should do and why.

MIXED ABILITY

Put students into pairs. One student looks at the odd-numbered questions and the other at the even-numbered questions. This means they only have one answer to find for each person. When they have finished, they tell each other their answers.

Answers

1 They have a good chance of winning the district tournament.
2 She needs to take the decision seriously (and his suggestion isn't serious).
3 Pay for driving lessons / Spend his aunt's money on driving lessons.
4 He didn't look into the coding course, but just signed up and paid the fee.
5 Because it was such an incredible opportunity.
6 That he should bear in mind how important the final year at school is.

» AUDIOSCRIPT TB PAGE 285

CONTINUED ON PAGE 70

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4 Tell students read the introduction quickly and then elicit the two trivial types of decision that Jenny mentions (*what to eat for lunch and what to wear to a friend's birthday party*). Students then look at the table in Exercise 4 to find out what they are looking out for in the two requests for advice. When students have found the answers, elicit them and any details they remember, e.g. *a Alex – start his own business, get work as soon as possible; Jackson – work on parents' farm, job in the city.*

Answers

a Both
b Jackson
c Alex
d Jackson

5 One student in each pair reads out Alex's problem and the other student acts as Jenny and gives him advice, with reasons for it. The students then swap roles and do the same for Jackson's problem. When they have both given each other advice, invite students to tell the class what advice they were given and whether they think it was good advice or not.

Answers

Students' own answers

19 The Reading text is recorded for students to listen, read and check their answers.

6 When the students have read Jenny's advice, elicit in their own words what it was. Then ask students how it compares to the advice they gave and how useful they think it was.

FAST FINISHERS

Ask fast finishers to look at Jenny's advice and to find phrases they think other students might not know the meaning of. They note these down and look up the meaning of any they aren't sure of. When everyone has finished the exercise, invite students to share the phrases with the class and ask them to explain what they mean. Possible phrases: *in the long run, pros and cons, in the heat of the moment, get carried away, (it's) not the end of the world*.

Answers

Students' own answers

7 Students work in pairs to find the answers to the questions, then cover the text and write the answers in their own words. Elicit the answers and ask the students for other situations in which these pieces of advice might be true, e.g. *1 My parents want me to study medicine, but I don't want to. – It's your life, not theirs.*

Answers

1 It's your life, not theirs.
2 There might be more options than you think.
3 Their advice might be well worth listening to.
4 It will clarify everything.
5 Being rational rather than emotional is likely to help us make a wiser choice.

8 Elicit one or two of the ideas that students had in Exercise 1 and write these on the board. Look at the highlighted extracts with the class and, for each one, ask if it is relevant for the problem(s) written on the board. Students then do the same in pairs for another decision that they thought of for Exercise 1. Invite students to share their ideas with the class.

Answers

Students' own answers

PROJECT ***A research interview***

Look at the project stages with the class. Make sure they read the introduction carefully, so that they can plan their interview appropriately. Students think for about 30 seconds of who to interview and then tell each other in pairs, with reasons for their choice. A family member or neighbour would be the easiest to organise. If students know what the decision was, e.g. a family member who moved a long way from the family home early in life or worked abroad, they can think of specific questions to ask about that event. If they don't know what decision the person will talk about, the questions will have to be general, as in stage 2. Set a time limit of about three minutes for students to think of and write their questions. They can always add more later before they carry out the interview.

Set a time for a future lesson for when students will have to report back to the class, so that they know when they have to do the interview by.

When students have listened to each other's reports, put them into small groups to discuss the questions in stage 5, with their reasons for their choices. Invite different groups to share their opinions and reasons with the class.

PROJECT EXTENSION

Students work in groups of three or four. They remind each other of the person they interviewed and what their decision was. The other students now think of more questions they would ask each of the interviewees if they had the chance. They don't tell each other their questions. Each student takes turns to play the role of their own interviewee and answers the questions from the other group members, either with information that they know or using their imagination. Invite each group to share some of the things they asked about and what they found out.

COOLER

Tell the class that many surveys have been carried out to find what people think are the most important life decisions. Ask the students what they think the most important life decision is and elicit a few ideas. Students then work in groups. Set a time limit of three or four minutes for them to think of as many other important life decisions as they can. Students then swap lists with a different group. Read out the most important life decisions listed in the *Background information* box below and see how many of the groups listed them too.

BACKGROUND INFORMATION

There have been several surveys about the biggest decisions in life. The results are usually quite similar, but you could point out to the students that, if they look online, they might find the order of importance of some of the decisions is slightly different. One recent survey found that having children is the biggest life decision. Other life decisions that were rated as among the most important included moving house, getting married, retiring, buying a property and learning to drive. Life decisions that people considered less important included buying a car, what degree to study and whether or not to go to university.

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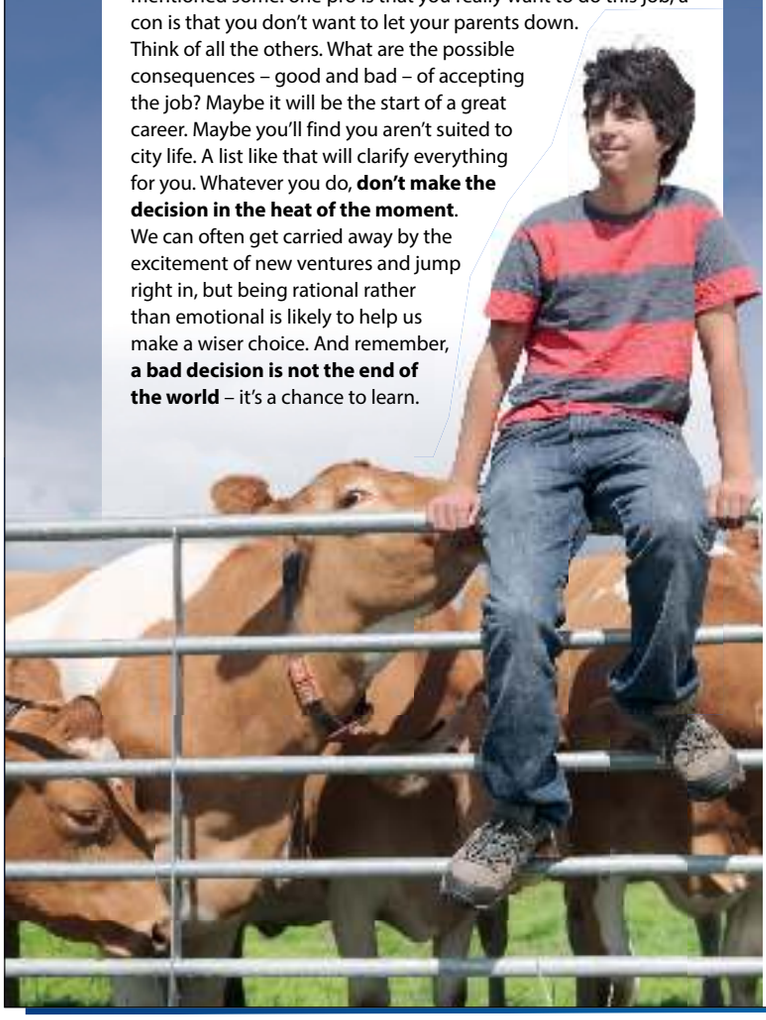
Hi readers! **Some of you have written to me asking for advice about some major life choices you're facing, so this week's topic is how to make big life decisions – you know, not the little things like whether to have pizza or pasta for lunch (pizza – always!) or what to wear to a friend's birthday party (although that's a pretty big decision!), but things that really impact on our future. I'm going to answer two of them, but hopefully this will be valuable advice for everyone.**

Jackson from Yorkshire writes:

"I need some help, please, Jenny. My parents run a small farm. It's been in our family for generations, and as the older of two children (I'm 19, my sister's 17), my parents want me to take it over eventually. I enjoy working on the farm, but I've just had a very tempting offer of a job in the city that I really want to do and I'm thinking of accepting it. My parents want me to be happy but I also don't want them to feel I've let them down. What would you do?"

Jenny replies …

What I would do is **make a list of pros and cons**. You've already mentioned some: one pro is that you really want to do this job, a con is that you don't want to let your parents down. Think of all the others. What are the possible consequences – good and bad – of accepting the job? Maybe it will be the start of a great career. Maybe you'll find you aren't suited to city life. A list like that will clarify everything for you. Whatever you do, **don't make the decision in the heat of the moment**. We can often get carried away by the excitement of new ventures and jump right in, but being rational rather than emotional is likely to help us make a wiser choice. And remember, **a bad decision is not the end of the world** – it's a chance to learn.



Project
A research interview

You are each going to interview an older person about how they made a big life decision and how they feel about it now.

1 DECIDE

Decide who you each want to interview.

2 PLAN

Look at this list of interview questions. With a partner, add four or five more.

- How old were you when you made the decision?
- Who did you ask for advice?
- Did you know all your options before deciding?
- What advice would you give to someone making the same decision now?

3 INTERVIEW

Each speak to your interviewee separately.

4 PRESENT

Report back to your class what you learned.

5 FEEDBACK

Listen to your classmates' reports. Whose interviewee:

- had the toughest decision to make?
- asked the most people for advice?
- seems happiest with their decision?
- made a decision you would never have made?

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REVIEW 1 UNITS 1–4

VOCABULARY

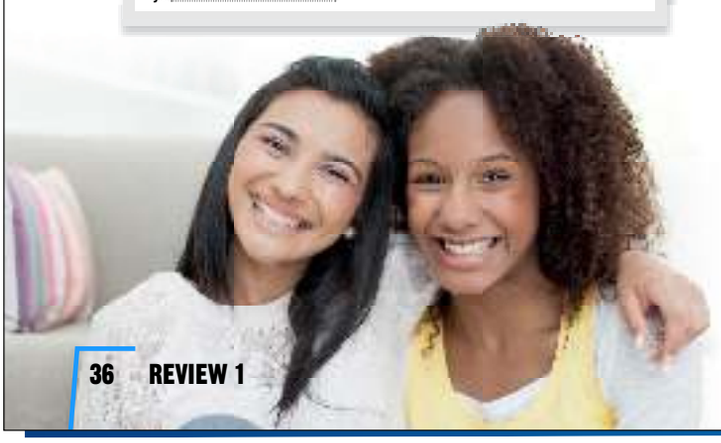
1 Match the sentence halves.

1 When the ring road was built,
2 The council has pedestrianised the city centre
3 High-rise buildings were designed
4 Green spaces are important
5 In densely populated areas,
6 Due to urban sprawl,
7 Most slums have been demolished
8 The mansion is derelict

a as the owners couldn't afford to maintain it.
b diseases tend to spread more easily.
c cities have become much bigger.
d to give residents access to nature.
e it really cut down our travel time.
f to make room for new houses.
g to make it safer for shoppers.
h to save space in city centres.

2 Complete the extract from Arianna's email to her friend Sam. The beginning of each word has been given. Put any verbs in the correct form.

I met my best friend Laura at a party. The first thing I noticed was that she appeared to be very ¹ext_____ as she was surrounded by lots of friends and seemed to be holding several conversations at once. As you know, I'm not at all like that. I think you'll agree that I'm a naturally quiet person – ²in_____, in fact, so I usually gravitate towards other shy people. I didn't know anyone at the party and was ³f_____ l_____ out, standing on my own. Suddenly, Laura broke away from the group she was with and started walking towards me. At first, I was very ⁴s_____ -c_____, wondering what she would think of me. I needn't have worried. She made me feel at ease and once I got to know her, I realised that while she ⁵c_____ a_____ as very confident, she actually isn't. She's become a really close friend – someone I can ⁶r_____ to as we have similar interests and problems. Laura's very ⁷o_____ -m_____, so I can talk to her about anything at all and she's never ⁸ju_____.



3 Correct the idioms in these sentences.

1 Lots of women have done exceptionally well in their careers, **breaking the glass floor**.
2 I was doing so well with my research but I can't find out anything about the church – I've **hit a wooden wall**.
3 It's possible to make changes to the agenda during the meeting – it isn't **set in rock**.
4 I mustn't get home late – or my dad will **hit the ceiling**.
5 The party was great – they'd really **moved to town on** the decorations.
6 In today's world, it can be a real struggle to keep **a house over your head**.
7 Oh no! My computer's crashed. All that hard work has **gone down the pipes**!
8 I'd never met Jaime's sister before but we **got on like a home on fire**.

4 Choose the correct option.

1 I've got *mixed* / *major* feelings about *following* / *taking* a gap year.
2 In the end the *deciding* / *strong* factor in my decision to *pass* / *do* an apprenticeship was the need to earn money.
3 Our teachers have always given us a *near* / *clear* understanding of the need to *get* / *take* good grades.
4 Fortunately, I don't have to *take* / *pass* any exams in the *clear* / *immediate* future.
5 Family support plays a *vital* / *deciding* role in students' chances of *passing* / *graduating* from university.
6 My father had a *deciding* / *strong* influence on my decision to *follow* / *accept* this particular career path.

5 Complete the conversation with words and phrases from the box.

blacked out	breaking out	burned out	
came round	cause for concern	joints	lungs
on the mend	poorly	sleep a wink	

Alice: Hi Jusef. I heard you'd been ¹_____. Are you feeling better?
Jusef: Well, I'm ²_____ but I'm not 100% yet. I've still got a lot of pain in my ³_____, especially when I try to bend my knees. I didn't ⁴_____ last night, and I keep ⁵_____ in a sweat. Anyway, how are you?
Alice: I haven't been too well either. Last week, I ⁶_____ when I was travelling home on the train. I was only unconscious for a few minutes but I really freaked out. When I ⁷_____, I felt awful. My limbs felt numb and I couldn't breathe properly. It was as if my ⁸_____ had stopped working.
Jusef: That sounds terrible! Did you go to the doctor?
Alice: Yes. She didn't think it was a particular ⁹_____. She asked me lots of questions about work and stress levels. In the end, she thought I was probably just ¹⁰_____.

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REVIEW 1 UNITS 1–4

Overview

VOCABULARY	Personality; Adjectives and adverb suffixes; Cities; Buildings and places: idioms; The human body; Health: phrasal verbs and expressions; Making decisions; Life events: verb and noun collocations; adjective and noun collocations
GRAMMAR	Past tense review; Comparatives and superlatives; Modals: speculation and deduction; permission, obligation and advice; Modals in the past
EXAM TASKS	Reading and Use of English Part 4; Reading and Use of English Part 3

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 1–4; Vocabulary worksheets Units 1–4; Review Game Units 1–4; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 1
Practice Extra: Units 1–4
Test Generator: Unit tests 1–4

WARMER

Put students into groups of four. Each student in the group looks at a different unit (1–4) and chooses one vocabulary item that they think the other students may have forgotten. They write down the word / phrase and a definition. The students then take it in turns to read out their definition for others in the group to guess the word or phrase. When they have finished, each group chooses one of their items to test the rest of the class.

VOCABULARY

1 Before students look at the endings, elicit the meaning of some of the words in the sentence beginnings, e.g. *ring road, pedestrianised, high-rise, densely populated, urban sprawl, slums, demolish, mansion, derelict*. Students then do the matching in pairs. Elicit the answers and ask the class if any of these sentences are relevant in their lives and, if so, how, e.g. *There is a new pedestrianised area in our town with cafés and tables outside.*

Answers
1 e 2 g 3 h 4 d 5 b 6 c 7 f 8 a

2 Ask students to read the text quickly without worrying about the gaps. Elicit what it is about (*how someone met their best friend*). Students then look at the first gap. Ask the students what kind of word it is (*adjective*) and what it is describing (*Laura's personality*). Elicit the answer and how students know she is extroverted. (*She is chatting to a lot of people.*) Students then complete the exercise alone. Elicit the answers.

Answers
1 extroverted 2 introverted 3 feeling left
4 self-conscious 5 comes across 6 relate
7 open-minded 8 judgemental / judgmental

3 Look at the first sentence with the class. Elicit that it's about women rising higher in their careers than before. In the past, they could see the jobs but never reach them. Ask which word in the highlighted phrase is illogical (floor – *they want to go up not down*). Elicit the correct word; students then look at the other sentences in pairs. Elicit the correct answers.

FAST FINISHERS

Ask fast finishers to rephrase the idioms to make it clear what they mean, e.g. *Lots of women have done exceptionally well in their careers, enabling them to rise further than women were traditionally able to do.* When everyone has finished the exercise, invite students to say what each sentence means in their own words.

Answers
1 breaking the glass **ceiling**
2 hit a **brick** wall
3 set in **stone**
4 hit the **roof**
5 **gone** to town on
6 a **roof** over your head
7 gone down the **drain**
8 got on like a **house** on fire

4 Students work alone and then compare answers in pairs. Elicit the answers and then ask students follow-up questions, e.g. *How do you feel about taking a gap year when you leave school? What would be the deciding factor in going to university rather than doing an apprenticeship? What reasons for getting good grades have you been given? Why might speaker 4 not have to take any exams in the immediate future? What is the vital role that family support plays in students graduating successfully? Who has had an influence on your ideas for a career?*

Answers
1 mixed; taking 2 deciding; do 3 clear; get 4 take; immediate
5 vital; graduating 6 strong; follow

5 Put students into pairs. One student looks at Alice's part of the conversation, the other at Jusef's. When they have completed their section of the conversation, they act out the complete conversation and see if they have used all the phrases in the box between them. Invite one pair to act out the conversation in front of the class to check the answers. Elicit the meaning of *joints, lungs, on the mend, come round* and *black out.*

Answers
1 poorly 2 on the mend 3 joints 4 sleep a wink
5 breaking out 6 blacked out 7 came round 8 lungs
9 cause for concern 10 burned out

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GRAMMAR

1 Look at the first highlighted word with the class. Ask them to read the whole sentence and elicit the correct tense and why it is correct. (*We need a continuous form to show that it was a longer action. We could use the past continuous to say what was happening when the person started choking or the past perfect continuous to say what had been happening up to that point.*) Students work alone and compare answers in pairs. Elicit the answers and reasons for them.

Answers

1 'd been enjoying / was enjoying
2 had become
3 was hitting
4 yelled
5 *correct*
6 shot
7 've always wanted / 'd always wanted
8 was happening
9 *correct*
10 broke out

2 Look at the first sentence with the class. Elicit which is the incorrect option and why it is different. (*The first two options give advice. The third could possibly be used as a kind of possibility, but it would be more likely to be a second conditional* – if I was / were having trouble.) Students complete the exercise in pairs, trying to explain why they have made their choices. Elicit the answers and the reasons for them.

Answers

1 might 2 must 3 mustn't 4 don't need to 5 mustn't 6 may 7 couldn't

3 Ask the students to cover the conversation and look at the phrases in the box. Elicit what they think the conversation is about, e.g. doing exercise. They then look at the phrases and try to think how they might be used in the conversation, e.g. *noticeably more – My tennis shots are noticeably more accurate than they used to be.* Elicit ideas; students then uncover the conversation and complete it.

MIXED ABILITY

To help weaker students, ask them to try to ignore the modifiers in the phrases. They could put brackets round these, e.g. *(noticeably) more, (by far) the hardest*. They should then try to do the gap fill just by looking at the words outside the brackets. This should be easier without the distraction of the modifiers, but when they complete the conversation, they should include them.

Answers

1 considerably better than 2 further 3 noticeably more
4 the fittest 5 by far the hardest 6 not nearly as difficult
7 much more energy

4 C1 Advanced Reading and Use of English Part 4

There is an example of this task type in Unit 4. Briefly review what students need to do in Part 4 and, if necessary, read out the C1 Advanced exam information on TB page 61. Elicit that in the task in Unit 4, all the questions included modal structures. Here in the Review, there is more variety because the exercise can test any grammar and vocabulary from the first four units.

Students have already seen this task type, so you could tell them to do this one 'under exam conditions'. Allow them ten minutes and then elicit the answers. Elicit what each question is testing:

1 *not as/so … as* and the position of the modifier *nearly*;
2 using *should* in a past structure to give advice or criticism;
3 the past perfect continuous and the phrasal verb *look into*;
4 the difference in meaning between *needn't have* and *didn't need to*; 5 a superlative structure and the present perfect;
6 modal verbs to express certainty and the use of the noun *explanation* with the preposition *for*. As you go through the answers, explain how each one is marked, so that students can see if they would have got two, one or no marks for each answer.

If a student has written *(Toby) didn't have (to pick up his sister)* for sentence 4, elicit why this is wrong: it doesn't indicate that he went to pick her up, so it doesn't have the same meaning as the original sentence.

Answers

(Each answer is split into two parts, indicated by the |. One mark is available for each correct part, so two marks can be gained for a full correct answer.)
1 aren't / are not NEARLY | as many cars
2 SHOULD have | held / had / organised / run
3 had / 'd been LOOKING | into
4 needn't / need not | HAVE gone
5 THE highest (that) | it has / it's (ever)
6 must be / has to be | an EXPLANATION for

5 C1 Advanced Reading and Use of English Part 3

There is an example of this task type in Unit 1. Briefly review what students need to do in Part 3 and, if necessary, read out the C1 Advanced exam information on TB page 22. Elicit that in Unit 1, all the answers were adjectives or adverbs. In exam tasks, however, the answers may include nouns and verbs, as well as adjectives and adverbs. Tell students to remember this when they do this particular task because it can test anything from the first four units of the book.

Students have already seen this task type, so you could tell them to do this one 'under exam conditions'. Allow them ten minutes and then elicit the answers. Encourage them to read the text quickly first to understand what it is about and then to think carefully about what kind of word is needed in each gap.

Elicit the answers and what kind of words they are, as well as the spelling. Words that students may find difficult to spell are: *knowledgeable*, which keeps the *-e* before the suffix *-able*, and *sympathetically* with the double *l*.

Answers

1 chatty 2 sensibly 3 judgemental / judgmental 4 enthusiasm
5 knowledgeable 6 foolish 7 supportive 8 sympathetically

COOLER

Find out which exam tasks from page 37 the students find the easiest and most difficult. Put students into small groups. Half the groups look at Exercise 4 and half look at Exercise 5. They work together to think of their own tips to help other students prepare for and do well in this kind of task. They write these these in a poster and present it to the class.

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GRAMMAR

1 Decide if the verb forms in bold are correct or not. Correct those that are incorrect.

The other day I [1]**enjoyed** a nice lunch in a restaurant with my friends, Danny and Rosie, when suddenly I started choking. A piece of carrot [2]**was becoming** stuck in my throat and I couldn't breathe. I was coughing and Danny [3]**had hit** me hard on the back but it wasn't working. Rosie stood up and [4]**has yelled** at the top of her voice, 'Is there a doctor here?' A woman ran over to us and said, 'I [5]**used to be** a nurse.' She took hold of me from behind and performed the Heimlich manoeuvre on me. The piece of carrot [6]**shooting** across the table. '[7]I always **wanted** to do that,' the woman said. 'It looks so cool in the movies.' While all this [8]**happened**, all the other diners had gone silent and were staring at our table, where all the action was taking place. I thanked the lady very much, and as she [9]**was returning** to her table, a round of applause [10]**was breaking out**. I honestly don't think I've ever been so embarrassed.

2 Identify the incorrect or least likely option.

1 You *ought to* / *should* / *might* go to the optician if you are having trouble reading.
2 I'm worried about introducing Liam to my dad – I think they *might* / *may* / *must* clash.
3 At our school we *don't have to* / *mustn't* / *needn't* wear a uniform.
4 My parents say I *don't need to* / *can* / *am allowed to* stay out later at weekends.
5 It *can't* / *mustn't* / *couldn't* be true that the old town hall is going to be demolished. It's such a beautiful building.
6 I really *must* / *have to* / *may* start going to the gym. I'm so unfit!
7 People *oughtn't to* / *couldn't* / *shouldn't* drop litter. Why can't they just put it in the bin?

3 Complete the conversation with the phrases in the box.

by far the hardest considerably better than
further much more energy noticeably more
not nearly as difficult the fittest

Alex: So, how is your new fitness regime going, Holly?
Holly: Well, actually, it's going [1] _____ expected. I'm able to run [2] _____ and further every day and my joints are [3] _____ flexible than they used to be.
Alex: I know what you mean. I'm probably [4] _____ I've ever been at the moment. Getting started with the programme was [5] _____ thing I've ever done but there are so many benefits. I'm sleeping much better for one thing.
Holly: Me too. It's [6] _____ to fall asleep at night and I have [7] _____ than before. I've actually never followed an exercise programme like this before.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 There are far fewer cars on the roads than there used to be. **NEARLY**
There _____ as there used to be on the roads.

2 I think it was a bad idea to hold the marathon in the middle of winter. **SHOULD**
I don't think they _____ the marathon in the middle of winter.

3 The police started investigating the crime a month before they found their first clue. **LOOKING**
The police _____ the crime for a month when they found their first clue.

4 Toby went to pick up his sister but she had gone home by bus. **HAVE**
Toby _____ to pick up his sister because she had gone home by bus.

5 The number of single-person households has reached an all-time high. **THE**
The number of single-person households is _____ been.

6 I'm sure someone can explain the missing jewellery. **EXPLANATION**
There _____ the missing jewellery.

5 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

UNDERSTANDING INTROVERSION

Due to their very nature, introverts are more likely to be **(0)** *misunderstood* than their more extroverted friends. Since extroverts are usually very **(1)** _____, they share information about themselves freely. Introverts, on the other hand, are, quite **(2)** _____, more cautious about who they reveal themselves to. This sometimes causes more open and self-confident types to be **(3)** _____ towards introverts. Their quietness can be taken as a lack of **(4)** _____, which is generally not the case. UNDERSTAND CHAT SENSIBLE JUDGE ENTHUSE

Similarly, an introvert's reluctance to offer opinions in a discussion is frequently interpreted as them not being **(5)** _____ enough to contribute. They are, of course, no less likely to be informed on a given topic but they are often more hesitant to join in for fear of looking **(6)** _____. KNOW FOOL

Introverts tend to be loyal and very **(7)** _____ friends. If you have a problem, go and talk to one of your more introverted acquaintances as they are likely to listen **(8)** _____ and offer carefully considered advice. SUPPORT SYMPATHY

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5 LOOKING AHEAD

ABOUT YOU

▶ 05 **Watch the video and then answer the questions.**
How would your life be different if smartphones hadn't been invented?
Which labour-saving household gadget do you think saves families the most time?
What do you think will be the next major invention that will transform the way we live?

VOCABULARY AND READING

TECHNOLOGY AND PROGRESS

EP **1 You are going to read a blog post about the launch of the iPhone. What do you think these numbers refer to?**

500 200 million 2007

2 Quickly read the blog post and check your answers.

I'm old enough (just!) to remember when Apple launched their first iPhone back in 2007, although Steve Jobs and the Apple team had been working on the prototype for years. Apple marketed it as a major breakthrough in the mobile phone market, saying that customers could for the first time have a device as powerful as a computer in their pocket. In actual fact, it wasn't really as radical as all that, as there were already other phones available with similar features such as apps and touchscreens which did away with tiny keypads. But what made the iPhone such an important development in the smartphone market was its use of multi-touch technology, which allowed users to zoom in and out. This was considered cutting edge at the time, as it had never been done before. The technological advances that made the iPhone possible made older models of phone, with keypads and tiny keys, obsolete almost overnight. The main drawback of the iPhone was its high price; at $500, it was over double the price of comparable smartphones on the market at the time. But it soon became apparent that customers were more than willing to pay this. The phone of the future had arrived, triggering a major shift in the smartphone market, and the iPhone caught on in no time at all, with some 200 million now being sold each year.



3 Use the context to work out the meaning of the words in Exercise 2. Look them up if necessary.

4 Match 1–10 to a–j to make sentences.

1 My sister's launching her
2 Self-healing concrete is one of the most exciting developments
3 The growth in the smartphone market triggered
4 Companies usually make a prototype of
5 Advances in medical care have significantly increased
6 Some people feel that DVD players have become obsolete
7 Our firm is well known for its cutting-edge designs,
8 The leaders of the two countries announced a breakthrough in
9 The proposal to build a new airport has so many drawbacks that I
10 With effective marketing,

a am definitely not in favour of it.
b that the architectural world has seen for many years.
c life expectancy all over the globe.
d own consultancy business next year.
e huge interest in the apps that could be used with them.
f a new product before they mass-produce it.
g producing furniture of a type that no firm has ever made before.
h their trade talks and hope to reach an agreement soon.
i due to the ease and convenience of streaming content instead.
j it should be possible to increase our sales figures.

5 Look at the images of innovative transport designs from the mid-twentieth century. Discuss these questions.

1 What problem was the innovation attempting to solve?
2 How relevant could it be to contemporary problems?
3 What adaptations would be necessary if the innovation were to be relaunched today?





6 Quickly read through the article on the opposite page and choose the best answer.

Overall, the writer is

A nostalgic for a time when vehicle designers were more creative than they are nowadays.
B optimistic that the vehicle designs of the past are providing inspiration for those of the future.
C doubtful whether new vehicles will be able to cope with the demands of transport in the future.
D confident that today's vehicle designers are learning from the mistakes made by those of the past.

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5 LOOKING AHEAD

Unit Overview

TOPIC	The future, science and technology
VOCABULARY	Technology and progress; Adjectives and dependent prepositions; Phrasal verbs
READING	The future's here
GRAMMAR	The future
LISTENING	An interview with two scientists about a seed bank
SPEAKING	A discussion
EXAM TASKS	Reading and Use of English Part 2; Listening Part 3, Speaking Part 3

Digital Resources

Lesson Plus: Unit 5
Practice Extra: Unit 5
Test Generator: Unit test 5

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 148; TB page 264
WORKBOOK: pages 28–33
VIDEO AND VIDEO WORKSHEET: The mother of invention
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 5; Vocabulary worksheet Unit 5

WARMER

With books closed, tell the students to think of gadgets which they and their families own. These can be any electronic device for entertainment, the kitchen, etc. Allow students about 30 seconds to work alone and then put them into small groups to compare ideas. Elicit one gadget from each group and ask why it is useful.

ABOUT YOU

▶ 05 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the three questions. If they did the Warmer, they can stay in the same groups. Set a time limit of three or four minutes and elicit ideas.

VOCABULARY AND READING

TECHNOLOGY AND PROGRESS

BACKGROUND INFORMATION

The first Apple product to have the *i-* name was the iMac in 1998. At the time, Steve Jobs said that the *i-* stood for *internet*. The main aim of the iMac was to make it easier to access the internet. Later, in a speech, Jobs said that the letter *i-* had several other meanings: *individual*, *inspire*, *inform*, *instruct*. However, after Jobs's death in 2011, the company started to move away from the *i-* branding. In 2014, they introduced a smartwatch and a mobile payment system. Rather than naming them iWatch or iPay, they were called Apple Watch and Apple Pay. One problem is that, although names such as iPad and iPhone can be protected by trademark law, the prefix *i-* can't. Therefore, there are now places called i-Shop, for example, which have nothing to do with Apple and which might harm their reputation. As the name Apple is protected, it makes sense to use this, so there is no danger of other companies using the company's name to boost their own sales.

1 Before students read the text, ask them to look at the photo and elicit what they can see (*Steve Jobs standing in front of an iPhone*). Students cover the text and discuss in pairs what they think the numbers might refer to. Elicit ideas, but don't tell the students if they are correct or not yet.

Answers
Students' own answers

2 Students stay in pairs to look through the text to check their ideas. Elicit how much $500 dollars is in their own currency and ask if new iPhones are the same price nowadays.

Answers
500 – price of the iPhone in US dollars at its launch
200 million – annual number of iPhone sales
2007 – year of launch of first iPhone

3 Look at the first sentence in the text with the class and elicit that it means the iPhone was first sold in 2007. Elicit that *launch* can mean 'start selling or making' and tell students we use the same word when a ship is first moved into the water or a rocket takes off. Students then work in pairs to think about the other words. When they have finished, elicit the meanings of the different words and ask them to try to use them in a different context. For the word *prototype*, ask the class if they know the product WD-40, an all-purpose spray. Tell them that it got its name because the successful product was the 40th prototype after 39 failures.

Answers
Students' own answers
(launch = start selling or making; prototype = the first model or example of something new that can be developed or copied in the future; market = try to sell products using advertising or other ways of making people want to buy them; breakthrough = an important discovery or development that helps solve a problem; radical = big and important; development = something new that happens and changes a situation; cutting edge = very modern and with all the newest developments; advance = new discovery or invention; obsolete = no longer used; drawback = problem or disadvantage; trigger = make something begin to happen)

CONTINUED ON PAGE 78

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4 Look at the first sentence stem with the class. Re-elicit the meaning of *launch*. Tell the class to cover the sentence endings and try to guess what she might be going to launch. Elicit a few ideas and then ask students to find the correct ending. Students work in pairs and do the same for the other sentences. First they remind themselves of the meaning of the words in blue and then try to guess how the sentences may finish and finally do the matching. Elicit the answers when they have finished.

Answers
1 d 2 b 3 e 4 f 5 c 6 i 7 g 8 h 9 a 10 j

5 Put the students into small groups. Look at the first photo, of the small car, and discuss the three questions with the class for that form of transport. Elicit ideas, e.g. *problems – parking spaces, fuel emissions; relevance – still relevant, traffic problems are getting worse; adaptations – make it electric, possibly in the future it could be driverless*. Students then discuss the second picture in their groups and then as a class.

Answers
Students' own answers

6 Look through the four options with the class. Set a time limit of two to three minutes for students to read the text. They should try to find the correct answer and find evidence in the text for it. When students have finished, elicit the answer and what it said in the text to show this opinion:

it's likely we'll be seeing them around in the near future

it's certainly a step in the right direction

it's likely that in 50 years' time this and other of today's futuristic designs will have become reality

These show that B or D could be correct.

At the end of the first paragraph and the beginning of the second, it says: *… some prototypes were even built … the idea never really caught on … failure to market them effectively. But now this concept has re-emerged …*

So it is clear that the designs of the past are inspiring new ideas now.

FAST FINISHERS
Ask fast finishers to look through the text and find words which they think other students might not know the meaning of. For each one, they look at the context and see if they can work out what it means. They then look up the meaning to make sure they are correct. When everyone has finished, elicit the answer to the question and then invite the fast finishers to tell the class some of their words and where they can be found in the text. The other students then read the sentences in which they appear and guess the meanings. The students presenting the words tell them if they are correct or not and give the correct definition if necessary.

Answer
B

20 The Reading text is recorded for students to listen, read and check their answers.

7 Students can work alone or in pairs to decide whether each sentence is true, false or not stated. Tell them to identify the section of the text which shows the correct answer and, when eliciting the answers, also elicit evidence from the text which shows this is right (see *Answers* below).

MIXED ABILITY
If some students are struggling to answer the questions once they have read the text completely, you could tell them where to find the relevant information for each question, so that they can find the answers more easily. They then discuss in pairs whether each statement is true, false or not stated and why.

Answers
1 T (*In the not-too-distant future, cars probably won't be restricted to the crowded roads of the world's towns and cities. One solution is for road vehicles to have the ability to take off and fly.*)
2 T (*The idea has been around since the 1940s …*)
3 F (*… but the idea never really caught on, largely due to the manufacturers' failure to market them effectively.*)
4 NS
5 T (*With the move to cleaner forms of energy, the large front grills, whose purpose is to allow air in to cool the engine, will become a thing of the past.*)
6 F (*… the giant bus […] was eventually abandoned. But given the huge global interest triggered by the Chinese project, it's likely that in 50 years' time, this and other of today's futuristic designs will have become reality.*)

TALKING POINTS
Before students start, ask them to look at the photo of the giant bus and elicit what the problems might be, e.g. *turning a corner while cars are underneath*. Students then work in small groups to discuss the four questions. Set a time limit of about four minutes and then discuss them as a class.

COOLER
Put students into small groups. Ask them to think of their smartphones and all the things they use them for, e.g. texting, appointments, alarm clock. Set a time limit of two minutes for students to discuss ideas. Invite groups to share these with the class and then ask them to think of what they would like to be able to do on their phone but can't at the moment. Again, set a time limit of about two or three minutes and then invite groups to share ideas as a class.

» ALSO REFER TO WORKBOOK PAGES 28–29

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THE FUTURE'S HERE

The look and feel of the vehicles we travel in has changed over the past 100 years, but the way we travel in them hasn't. We still fill up our vehicles with dirty fuel, and drive them along roads that are crowded, unsafe and polluted. However, all that is about to be transformed, and the next decade will see a more radical shift in what we do with our vehicles than has occurred in the last century. And while the transport solutions which engineers are currently developing may seem futuristic, many of these developments have been on the drawing board for longer than you might think.

20

In the not-too-distant future, cars probably won't be restricted to the crowded roads of the world's towns and cities. One solution is for road vehicles to have the ability to take off and fly. The idea has been around since the 1940s, when many were confident that in the near future people would commute to work by air, not by land-based transport. Various flying cars were designed – and some prototypes were even built, but the idea never really caught on, largely due to the manufacturers' failure to market them effectively.

But now this concept has re-emerged and various companies around the world are working on a 'multicopter', basically a cross between a car and a helicopter. The Japanese electronics giant NEC has successfully tested one in front of assembled journalists. Though it was unmanned, the flight was considered a success, albeit a wobbly one, so it's likely we'll be seeing them around in the near future. The US firm Skai VTOL has already built a five-seater multicopter, which was largely made possible by breakthroughs in the development of hydrogen fuel cells as an alternative to the much heavier lithium batteries. With its cleaner fuel and potential for reducing congestion on land, it's certainly a step in the right direction.





It's likely that in the future cars will take on forms quite unlike anything that we see at present. With the move to cleaner forms of energy, the large front grills, whose purpose is to allow air in to cool the engine, will become a thing of the past. Wing mirrors too will become obsolete and will be replaced by sensors and cameras. Designers may decide either to do away with large windows, to allow more privacy, or enlarge them so that passengers can enjoy a better view while in transit.

The coming revolution isn't just confined to private transport, of course. Public transport vehicles are likely to receive an overhaul too. One such recent design was for a giant bus which straddled two lanes of traffic, allowing smaller vehicles to occupy the road beneath it, and letting it stop and allow passengers on and off without blocking the road. The idea was that users of public transport and private transport would all benefit – a win–win situation. Like anything, the concept had drawbacks which needed to be overcome; the giant bus, which was going to be launched in the Chinese city of Qinhuangdao, was eventually abandoned. But given the huge global interest triggered by the Chinese project, it's likely that in 50 years' time this and other of today's futuristic designs will have become reality.

7 Read the article again and decide whether these statements are true (T), false (F), or not stated (NS – there is no information about whether they are true or false).

1. The way people use vehicles is likely to change soon.
2. The ideas for some future transport solutions have been around for a long time.
3. The main reason for the failure of flying cars was their poor design.
4. Flying cars have a greater chance of becoming popular now than when they were first proposed.
5. The use of alternative forms of energy will lead to cars looking different from how they do now.
6. The writer believes that the giant bus will be a failure.

TALKING POINTS

Can you envisage the giant bus being successful in your city? Why? / Why not?
If you were invited to be a passenger in a flying car, would you accept?
Instead of inventing lots of new forms of transport, should we all just travel less?
'Banning all cars from city centres during the day would be a win–win situation, as people and the environment would both benefit.' To what extent do you agree?

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GRAMMAR
THE FUTURE

1 Match extracts 1–6 from the article to the future structures in the box.

be about to + infinitive	future continuous
future perfect	*was/were going to* + infinitive
will + infinitive	*would* + infinitive

1 The next decade **will see** a more radical shift in what we do with our vehicles.
2 It's likely that in 50 years' time this and other of today's futuristic designs **will have become** reality.
3 In the 1940s, many were confident that in the near future people **would commute** to work by air.
4 The giant bus, which **was going to be launched** in the Chinese city of Qinhuangdao, was eventually abandoned.
5 However, all that **is about to be transformed**.
6 It's likely we'**ll be seeing** them around in the near future.

2 Complete the rules with the tenses in Exercise 1.

We use
present simple to talk about future events that are scheduled.
present continuous to talk about fixed future arrangements.
going to to talk about intentions and plans.
a _____ to predict what seems likely in the future.
b _____ to talk about something we expect to happen very soon.
c _____ to predict an activity that will be in progress in the future.
d _____ to predict an action that will already be completed in the future.
e _____ and _____ to talk about a prediction made in the past.
f _____ for a plan made in the past that didn't happen.

» GRAMMAR REFERENCE AND PRACTICE PAGE 148

21 **3 Choose the most suitable response in these conversations. Then listen and check.**

1 **A:** I'm considering getting an electric bike.
B: Really? They're very expensive, and you *won't get / won't be getting* fit on one of those!
2 **A:** Do you fancy coming to the beach this afternoon?
B: Mm, *I'm going to go running / I was going to go running*, but it's quite hot for that. OK, I'll come.
3 **A:** Shall I phone you this evening around seven?
B: *I'll be having / I'll have had* my guitar lesson then. Better make it eight.
4 **A:** Any plans for the summer holidays?
B: *I'm going to go / I'll have gone* camping with friends.
5 **A:** This queue is so long, isn't it?
B: I know. We may as well give up. I reckon *they'll be selling out / they'll have sold out* of tickets by the time we get to the front.

4 Complete the pairs of sentences with the verbs given, using one of the future tenses in the box. Use the same tense for both sentences.

future continuous	future perfect	*going to*
present continuous	*would*	

1 not come / see
a Everyone agrees that we _____ more extreme weather in the coming years.
b I'm afraid my sister _____ to school today, because she has a migraine.
2 be / do
a Have you decided what you _____ after you leave school?
b Some experts fear there _____ food shortages if the world's population continues to grow.
3 bring out / invite
a I _____ a few friends round next Saturday. Would you like to come?
b The firm _____ a new electric sports car next spring.
4 become / be
a Next June, my parents _____ married for 20 years.
b I predict that mobile phones _____ obsolete by the time I reach 50.
5 come / happen
a Many people didn't expect that global warming _____ so quickly.
b I didn't realise that all my friends _____ to meet me at the airport.

5 Complete the sentences with *was/were (not) going to* or *would (not)*. In which could either form be used?

1 Mark and Amy _____ initially _____ get married in March, but then they decided on a summer wedding.
2 In 1999, Microsoft founder Bill Gates argued that people _____ (soon) be using small portable electronic devices for business and socialising.
3 Andrea is studying biochemistry, although she had said she _____ do a degree in zoology.
4 In 2019, climate activist Greta Thunberg warned that the human race _____ survive if harmful emissions were not stopped.
5 Apple _____ originally _____ call their new tablet the iSlate, but then chose iPad instead.

6 Correct any mistakes in these sentences. Two are correct.

1 If you don't get into university next year, what do you do?
2 I very much doubt that space rockets will ever be electrically powered.
3 We would go to the cinema this evening, but we've changed our mind.
4 In 100 years' time our lifestyle has changed considerably.
5 I'm not sure what kind of transport we'd be using in the next century.
6 I wasn't going tell you about the party because I wanted it to be a complete surprise.

7 » WORK IN PAIRS. TURN TO PAGE 129.

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GRAMMAR THE FUTURE

WARMER

With books closed, tell students to imagine they left school ten years ago and have now returned for a reunion. Students mingle and chat to different people, discussing their lives, work, where they live, family and experiences, e.g. *I got married in 2030.*

Now tell the students that they have travelled back in time from the reunion to today, but they still remember everything they found out at the reunion. They get into small groups and tell each other what will happen to their classmates, e.g. *Alice will get married in 2030.*

1 Students do the matching alone or as a whole class. Before they look at Exercise 2, ask them what they know about when we use each future form.

Answers

1 *will* + infinitive
2 future perfect
3 *would* + infinitive
4 *was/were going to* + infinitive
5 *be about to* + infinitive
6 future continuous

2 Students complete the rules box in pairs. Elicit the answers and then elicit more examples of each rule, e.g. future events that are scheduled: *Later today, we have French and maths;* fixed future arrangements: *Tomorrow, I'm meeting my friend after school.*

Answers

a *will* + infinitive
b *be about to* + infinitive
c future continuous
d future perfect
e *would* + infinitive and *was/were going to* + infinitive
f *was/were going to* + infinitive

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

21 **3** Students complete the activity alone and then compare answers in pairs. If they have different answers, they try to decide who is correct and why. Listen to check, then elicit the correct answers and reasons why.

Answers

1 won't get
2 I was going to go running
3 I'll be having
4 I'm going to go
5 they'll have sold out

4 Look at question 1 with the class. Elicit that the first gap needs the verb *see* and the second *not come*. Then elicit which tense would suit the sentences best and why (future continuous to talk about an activity that will be in progress in the future). In question 1, *going to* would be possible too, but we need that tense for question 2. Present continuous would be fine for 1b, but not 1a. *Will* + infinitive would sound fine for 1a, but strange for 1b. Students complete the exercise in pairs. Elicit the answers and reasons for their choices.

MIXED ABILITY

Put students into pairs. One student looks at sentence a for each question and decides how to complete it. The other student does the same for b. When they have finished, they compare answers to see if they have used different verbs to each other and the same future form. If not, they work together to try to see which form is correct.

Answers

1 a 'll be seeing
b won't be coming (future continuous)
2 a 're going to do
b are going to be (*going to*)
3 a 'm inviting
b is bringing out (present continuous)
4 a will have been
b will have become (future perfect)
5 a would happen
b would come (*would*)

5 Look at the instructions with the class and elicit when we use each form (would *for something predicted in the past looking into the future and* was/were going to *for a future intention in the past that didn't happen*). When students have finished, elicit the answers and why both forms are sometimes correct. Questions 2 and 4 are both using a kind of reported speech. Bill Gates's actual words could have been: *People will soon be using* or *People are soon going to be using*. Greta Thunberg could have said: *The human race won't survive* or *The human race isn't going to survive*.

Answers

1 were … going to
2 were soon going to / would soon
3 was going to / would
4 wasn't going to / wouldn't
5 was/were … going to

6 Students work alone and then compare answers in pairs. Elicit the correct sentences and follow up by looking at sentence 3 and asking students why the intention didn't happen, e.g. they were tired.

Answers

1 If you don't get into university next year, what **will you** / **are you going to** do?
2 *correct*
3 We **were going to** go to the cinema this evening, but we've changed our mind.
4 In 100 years' time our lifestyle **will have** changed considerably.
5 I'm not sure what kind of transport we**'ll** be using in the next century.
6 I wasn't going **to** tell you about the party because I wanted it to be a complete surprise.

7 Look at the responses on page 129 with the students and elicit when they might use them (*That's way off the mark!* – strong disagreement; *We'll have to wait and see!* – unsure; *That one's almost there!* – partial agreement; *I think that's spot on!* – strong agreement). Set a time limit of about four minutes and then invite students to share their ideas with the class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 5 – GRAMMAR – THE FUTURE
» GRAMMAR WORKSHEET: UNIT 5
» ALSO REFER TO WORKBOOK PAGE 30

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VOCABULARY
ADJECTIVES AND DEPENDENT PREPOSITIONS

1 Look at the words and phrases in the box with the class. Elicit something that is *poisonous* (e.g. some wild mushrooms). Students then complete the exercise alone. Elicit the answers and then ask students to think of other nouns which could collocate with *notorious* (e.g. *a notorious liar*).

Answers

1 notorious – famous (for doing something bad)
2 apparent – obvious; toxic – poisonous
3 conscious – aware; vulnerable – easily hurt
4 hostile – angry and unfriendly; appropriate – suitable
5 inferior – lower quality

2 Students read the introduction first. Then ask them to look at the example and say why section b is the correct answer. Elicit that *notorious* is followed by *for* and section b also explains what he was notorious for. Students now look at the end of section b. Elicit that section e comes next and then ask students to complete the rest of the activity alone. Elicit the order by asking one student to read out the introduction and then nominating other students to continue by reading out one section each in order. Finally, ask why Thomas Midgley Junior is notorious. (*He had the idea of putting lead in petrol and paint.*)

Answers

The order is: 1 b 2 e 3 f 4 d 5 g 6 a 7 c 8 h

3 Students look at the exercise without looking at the text and work in pairs to try to remember or guess the missing prepositions. They then check their answers in the text. Elicit the answers and ask students to work in pairs to write three sentences of their own using any three of the adjectives and dependent prepositions from the exercise. Invite pairs to share their ideas with the class.

Answers

1 to 2 to 3 of 4 for 5 to 6 to 7 towards

PHRASAL VERBS

22 **4** Before students listen to the recording, discuss any famous climate activists and their ideas with the class. After students have listened, they discuss in pairs the answer to the questions and anything else they remember. Elicit the answer and have a class vote on how persuasive she is. Ask the students for their reasons.

Answers

She wants the students to persuade their parents to replace their petrol or diesel cars with electric cars.

22 **5** Students work in pairs. First, they read through the text to see if they can remember any of the missing phrasal verbs. When they have listened to the recording again, elicit the answers. Students then work in groups and try to work out how to rephrase the text without using phrasal verbs. When students have finished, invite them to share their ideas to make sure they understand the meaning of the phrasal verbs.

Answers

1 ahead 2 look 3 run 4 is catching 5 into 6 do away 7 for 8 check

» AUDIOSCRIPT TB PAGE 285

6 Look at page 130 with the class. Allow the students to do the exercise in pairs and elicit the correct phrasal verbs before they discuss the questions to make sure they have all completed the sentences correctly.

Answers

1 do away with 2 catch on 3 lie ahead 4 look upon
5 check out

7 **C1 Advanced Reading and Use of English Part 2**

In this part, students have a text containing eight gaps, each of which they have to complete with one word only. There is also an example.

The task tests knowledge of both grammatical items, such as auxiliary verbs, prepositions, pronouns and relative pronouns, and vocabulary items, such as phrasal verbs, dependent prepositions, linkers and parts of set phrases.

Students need to understand the overall meaning of the text, as well as recognising the structure of the language. Correct spelling is essential.

Tips Look at the instructions with the class and elicit what they must not do (*use more than one word*). Point out that, in this task, the emphasis is on dependent prepositions and phrasal verbs, whereas in the actual exam, a variety of word types will be needed.

Ask students to read through the text quickly without worrying about the gaps to get an overall understanding of what it is about. Elicit what *STEM subjects* are and why they are useful (*Science, Technology, Engineering and Maths – they are good subjects for finding interesting careers*). Students then complete the activity alone. Elicit the answers when they have finished.

FAST FINISHERS

Ask fast finishers to look at the first sentence and think of a different useful word to test. Elicit ideas, e.g. *yet* or *that*. They do the same for the other sentences, thinking about a different word to test in each one. At the end, they share their ideas.

Answers

1 to 2 ahead 3 into 4 up 5 upon/on 6 out 7 up 8 for

8 Look at the exercise on page 130 with the class. Elicit ways in which they could complete the first sentence. When you have elicited two or three ideas, students work alone to complete all the sentences. Set a time limit of two or three minutes for students to ask and answer their questions.

Answers

Students' own answers

COOLER

Students choose one of their questions from Exercise 8 on page 130. They then mingle and ask and answer questions together. When they have finished, invite students to share their question and the most interesting answer given with the class.

» PRACTICE EXTRA: UNIT 5 – VOCABULARY – ADJECTIVES AND DEPENDENT PREPOSITIONS; PHRASAL VERBS
» VOCABULARY WORKSHEET: UNIT 5
» ALSO REFER TO WORKBOOK PAGE 31

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VOCABULARY
ADJECTIVES AND DEPENDENT PREPOSITIONS

1 Match the words to the definitions in the box.

angry and unfriendly | aware | easily hurt
famous (for doing something bad) | lower quality
obvious | poisonous | suitable

1 She claims to be a business executive, but she's actually a notorious fraudster wanted by the police.
2 It's all too apparent that industries need to find ways to reduce emissions of toxic gases such as carbon monoxide.
3 As a cyclist, I'm always conscious that the number of large vehicles travelling close to me make me extremely vulnerable, so I always take great care.
4 The referee got a very hostile reaction when he spoke to some supporters who'd made remarks that weren't appropriate.
5 The VX400 laptop costs less than the Notebook6000, but that doesn't mean it's inferior by any means.

2 Put the lines of text about Thomas Midgley Junior in the correct order.

1 b



Chemical engineer Thomas Midgley Junior (1889–1944) is notorious

a to exposure to lead paint, but the product caught on. Today, approximately 35% of US homes still contain lead paint, although its presence may not be apparent
b for his deadly inventions, which have contributed greatly to the environmental problems we face today. When working for a car manufacturer, he had the dreadful idea of putting lead, which is highly toxic
c to the property owners. Even though contemporary popular opinion is hostile
d of the dangers of lead, and so in order to demonstrate otherwise, he publicly inhaled leaded gas for 60 seconds. Midgley also considered lead appropriate
e to humans, in car petrol. Unfortunately, his innovation caught on, despite leaded petrol being inferior
f to cleaner forms of the fuel. Midgley was conscious
g for household paint, despite the health risks. Children and pregnant women were particularly vulnerable
h towards Midgley and his poisonous legacy, he was, in his day, considered a brilliant innovator.

3 Which prepositions are used after the highlighted adjectives in Exercise 1?

0 notorious *for*
1 toxic .....
2 inferior .....
3 conscious .....
4 appropriate .....
5 vulnerable .....
6 apparent .....
7 hostile .....

PHRASAL VERBS

22 **4 Listen to a young climate activist speaking to students. What does she want the students to do? How persuasive do you think she is?**

5 Listen again and complete the summary of the talk by writing the missing part of the phrasal verb in the gaps.

22

Difficult times [1] lie ..... for everyone unless more is done to help the environment. People shouldn't [2] ..... upon helping the environment as some sort of extra, but it should be central to their lives. Most vehicles still [3] ..... on petrol or diesel; and although the idea of electric vehicles [4] ..... on, it's happening too slowly, and many people feel they don't want to [5] rush ..... buying an electric car just yet. But that's what they should do. Everyone who owns a fossil fuel car should [6] ..... with it immediately. As manufacturers of electric vehicles now [7] cater ..... all customers, rich or poor, students are urged to persuade their parents to [8] ..... out the range of electric cars that would be suitable for their budget.

6 » WORK IN PAIRS. TURN TO PAGE 130.

7 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

How do I plan **my career?**

If you're in your teens, **(0)** *it* might not yet be apparent **(1)** ..... you what you're going to study after school, or what career lies **(2)** ..... after that. Of course, choosing a career is a massive decision, and it's not something anyone should rush **(3)** ...... So before you make **(4)** ..... your mind, you might like to think about STEM subjects (as distinct from Arts subjects).

What's STEM?

STEM stands for Science, Technology, Engineering and Maths. Degrees in STEM subjects are looked **(5)** ..... as highly desirable by employers and can be a gateway to a range of career paths. With an Engineering degree, you could be eligible for a job in software design, car manufacturing or logistics, to name but a few.

So now what?

If you're stuck for ideas, it's worth looking online to check **(6)** ..... the STEM courses running in your area. Then you can sit back and weigh **(7)** ..... the pros and cons. Many colleges and universities cater mainly **(8)** ..... students who want to study STEM subjects.

8 » WORK IN PAIRS. TURN TO PAGE 130.

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LISTENING

1 **Look at the four photos of a building in Svalbard, Norway and what happens there. What do you think the building is for? Why do you think it exists? Why do you think its location is important?**







23 **2** **Listen to the first part of an interview and see if you were correct.**

23 **3** **You will hear an interview in which two scientists called Diana Morgan and Jonas Thorsby talk about a seed bank in the Arctic. Listen again and choose the answer (A, B, C or D) which best fits according to what you hear.**

1 Jonas explains that the seed bank in Svalbard is of prime importance because
- **A** it is entirely paid for by just one country.
- **B** it is the one that similar institutions rely on.
- **C** its location makes it so easily accessible.
- **D** it contains crops that are extinct elsewhere.

Tip – what does Jonas say about a *backup*?

Remember – some of the statements in the options may be true by themselves. But only one of them makes a true statement with the stem (*Jonas explains that the seed bank in Svalbard is of prime importance because* …)

24 **4** **Now listen to the whole interview and answer questions 2–6.**

2 Diana Morgan provides some statistics in order to make the point that
- **A** food production is more at risk now than it was in the past.
- **B** it is important to understand which crops are profitable and why.
- **C** greater amounts of food are needed to feed people than ever before.
- **D** the need for food crops is growing faster in some countries than in others.

3 The Svalbard seed bank needs to store a wide range of seeds in order to
- **A** provide a large enough quantity of a particular crop if needed.
- **B** be prepared in case some of the seeds kept there die.
- **C** meet the needs of the world's population for as long as possible.
- **D** have the most suitable type of a specific crop for a changing environment.

4 Why does Diana consider the 2017 incident at Svalbard to be ironic?
- **A** A massive change in temperature caused very little harm.
- **B** Seeds that are worth little now could become valuable in the future.
- **C** A machine to keep the vault cold actually heated the vault.
- **D** The site was threatened by the same danger which it is supposed to protect against.

5 Jonas considers the incident in 2017 to be a 'successful failure' because
- **A** no seeds were damaged by the water.
- **B** the seed bank's international profile was raised.
- **C** video surveillance quickly identified the leak.
- **D** it showed that the seed bank doesn't need on-site staff.

6 Diana and Jonas agree that it will be a long time before the seed bank is full because
- **A** shipping seeds there is difficult and complicated.
- **B** the building is large enough to contain an enormous number of seeds.
- **C** some people want to wait and see if the project is successful before using it.
- **D** countries build up their own supplies before storing seeds there.

5 **Work with a partner. Imagine that you work for an international humanitarian organisation and you have been asked to suggest measures to protect the world's future food supply in case of a global catastrophe. Apart from seed banks, what other measures would you propose?**

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LISTENING

WARMER

Before students open their books, tell them you are going to read out a word and they should write the first word that they associate with it. Say *Norway*. When students have written their word, they mingle and find out the words from as many other students as possible. Set a time limit of about two minutes and then elicit some of the words students thought of and their reasons for choosing them.

1 Put the students into groups of four. Look at the four photos with the class and elicit any words which describe what they can see. Invite groups to share their ideas and make a written record of the vocabulary on the board. In groups of four, students now each describe one of the photos. They then answer the three questions together. Invite each group to share their ideas. Don't tell them the correct answers yet.

Answers

Students' own answers

23 **2** When students have listened, they discuss what they heard and understood in pairs. Elicit the answers to the questions in Exercise 1 from the class. Ask the students if they have ever heard of a seed bank and what they think they are going to find out about.

Answers

The building is a place where seeds are stored. It exists so that if a crop completely disappears in the wild, we will be able to introduce it again from the seed bank. Svalbard is an island, part of Norway, but a long way to the north. Photo B shows that it is very cold there.

23 **3 C1 Advanced Listening Part 3**

In this part, students listen to a longer interview or discussion involving two or more speakers. It lasts about three or four minutes and is followed by six multiple-choice questions, each with four options. The questions focus on, for example, speakers' opinions and attitudes, as well as details or gist. The questions follow the same order as the conversation.

Tips Students should read through the questions and options in the time allowed before the listening starts so that they have a good idea of what they are listening for.

Look at the *Tip* and *Remember* boxes with the class. Students listen once and mark the correct option if they are sure of it or, alternatively, cross out any options which they now know are false. When students have listened again, elicit the answer. If any students disagree, elicit what they heard which made them choose their answer and reasons why the other options are false.

Answer

B (A is true, but not the reason it is important; B is the correct answer because it is the one backup, i.e. the only backup; C The location is fairly inaccessible; D The speaker warns that crops could become extinct, not that they are.)

AUDIOSCRIPT TB PAGE 285

24 **4** Give students time to read the other questions. When they have listened twice, allow them to compare answers in pairs and to discuss what they heard which helped them to decide. Elicit the answers and what was said which shows that these are the correct answers.

MIXED ABILITY

When the students have listened to the recording once, give students who need more support a copy of the audioscript so that they can read while they are listening. This should help them to identify the correct answers, which they can underline as they listen. When they have listened, allow them to discuss their ideas in pairs, referring to the audioscript to justify their answers.

Answers

2 A (A – True because there is less diversity, so more vulnerability to disease or drought; B – There is no mention of profitability; C – She says that crop yields have increased and crop diversity has decreased, but doesn't mention how much is needed; she mentions a lot of statistics, but nothing about how much food is required; D – The speaker mentions China and the USA but doesn't compare their needs.)

3 D (A – Diana talks of having samples of seeds, not enough to feed everyone; B – She is worried that the seeds will die outside the centre, not in it; C – She talks about the need for diversity and having a wide choice to choose from, not a timeframe for how long these will last; D – She talks about rice that can withstand higher temperatures and higher levels of salt in the soil.)

4 D (A – It wasn't a massive change in temperature, just the gradual increase caused by global warming; B – She talks about the future but not profitability; C – It didn't heat the vault, but may have contributed to the melting ice and the leak; D – The seed bank is meant to defend us from global warming, but global warming caused the problem.)

5 A (A – All the seeds were unharmed; B – It raised questions about the seed bank, but didn't necessarily raise its profile; C – Now it is monitored by video, which implies that it wasn't in 2017; D – It raised questions about whether it could survive without on-site staff.)

6 D (A – Diana mentions that seeds can be shipped to Svalbard, but doesn't mention difficulty; B –Jonas says that the facility doesn't have unlimited storage, which implies that there isn't a huge amount of space; C – Diana says that things take time, but doesn't say that people are waiting to see what happens; D – When countries have enough seeds in reserve, they then send some to Svalbard.)

AUDIOSCRIPT TB PAGES 285–286

5 You can ask students to brainstorm ideas as a class or even research ideas online if necessary. Some possible ideas would be: genetically modified foods which are more resistant to disease; using products that are edible but rarely eaten, such as acorns for flour; man-made nutrients which can be taken in tablet form in place of food. Put students into groups and give them as much help as necessary to start them off. When they are ready, each group presents their ideas to the class.

Answers

Students' own answers

ALSO REFER TO WORKBOOK PAGE 32

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SPEAKING
A DISCUSSION

1 With books closed, ask the students to think of one thing they use their phone for that they don't think many other students will do, e.g. *I have an app which counts the calories I eat during the day*. Elicit ideas and, if there are any unusual ideas, encourage the rest of the class to ask questions to find out more details. Students then open their books and answer the questions in pairs. Set a time limit of about three minutes and then invite students to share their ideas with the class.

Possible answers

1 A to keep in touch with friends and social media
B for entertainment
C to avoid queuing at the checkout
2 A The blue light from screens leads to poor sleep for some people.
B Watching videos online on a phone isn't as good as on a big screen. Too much use of phones can replace real human interaction.
C People who work on checkouts may lose their jobs.
3 Students' own answers

2 Look at the information in the top left of the diagram (*what they eat*). Ask the class if anything they said about the photos was relevant to this and if so, what. Students then do the same for the other ideas. Elicit the ideas that they did mention and, if there were any that they didn't mention, ask the class to think how they could relate to mobile phones.

Answers

Students' own answers

25 **3** Play the recording once for students to get an overall impression of how well the two people do the task. Invite the students to give their opinions and reasons. Then play the recording again and ask the students what Maya and Lucas say about each of the ideas in the diagram in Exercise 2.

Answers

Lucas does it very well. He tries to encourage Maya to speak. Maya gives very short answers, which sometimes sound a little impolite because they are so brief. They don't allow the examiner to judge her ability to speak English, which may affect her overall mark.

4 Students discuss the questions in pairs. Elicit which answers are false and why. For example, statement 1 is false because the only question she asks is *Why don't you (start)?*

Answers

1 False (The only question she asks is *Why don't you (start)?*.)
2 False (Lucas has more to say.)
3 True
4 False (Both of them are grammatically accurate.)
5 True
6 False (She answers his questions, but she doesn't expand on his points.)
7 False (They discuss food, money and socialising, but not sleep or exercise.)
8 True

5 Students work alone and then compare answers in pairs. Elicit the answers and ask why some of the expressions sound less polite, e.g. short responses such as *So what?*; requests which don't start with *Could you …?* or *Would you mind …?*; things that sound critical, *e.g. Is that all you have to say? You haven't said enough. What are you talking about?*.

FAST FINISHERS

Students who identify the impolite expressions quickly can think about how to say them more politely, e.g. *b Why don't you start? e But why is that important?* When everyone has finished, elicit these polite expressions from the students.

Answers

Expressions b, e, h, j and m sound impolite.

25 **6** Look at the *Prepare to speak* box with the class. Ask them where the phrase *kick off* comes from. (*It is a football term for the first kick of a match.*) Students read through all the phrases before they listen. When students have listened, elicit the phrases he used. Ask which Maya used (none).

Answers

The expressions are in the order in which they are heard.
a Would you like to start?
d Perhaps we could start with …
f That's interesting. In what ways, do you think?
i So what you're saying is …
r Anyway, enough from me. Have you …?
o No way!
p What's your take on this one?
n But you could argue that …
t Is that something you'd agree with?

» AUDIOSCRIPT TB PAGE 286

7 Students work alone. When they have finished, put them into small groups to share their ideas. Invite groups to share their most interesting ideas with the class.

Answers

Students' own answers

8 C1 Advanced Speaking Part 3

In this part, students have a two-way conversation. They are given spoken instructions by the examiner and have written stimuli which they have to follow. The conversation is split into different sections. Firstly there are about 15 seconds of preparation time while students read the task, then a discussion for about two minutes and finally another minute to come to a decision based on the task set.

Tips Students should exchange ideas, express and justify opinions, and respond to each other politely and appropriately. The aim is to reach a decision through negotiation. Students will lose marks for not speaking much or not responding to their partner's ideas, but they should also refrain from dominating the conversation too much.

Tell students to get into pairs. One student should turn to page 130 and the other stay on the Speaking page so that they can both see the task and the *Prepare to speak* box. When the students have had 15 seconds to read the task, tell them to start their discussion. After two minutes, encourage them to start deciding or summing up which of the ideas they think are very likely and which aren't. When they have finished, ask the class which things they think are most and least likely and why.

COOLER

Students work in pairs. Each pair rewrites Exercise 8 with the same question, but five different ideas to discuss. They then join together in groups of four. They swap questions and ideas with the other pair and discuss them with their partner.

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SPEAKING
A DISCUSSION

1 Discuss the questions about the pictures.

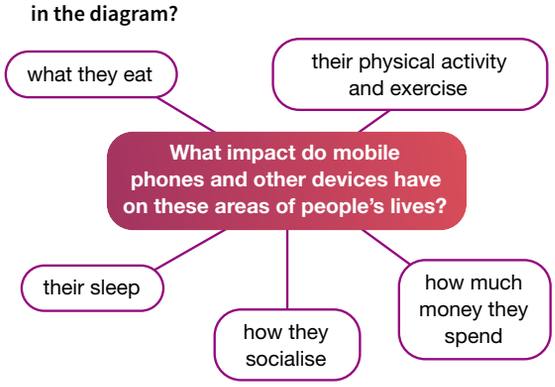
1 Why do you think the people are using their devices in these situations?'
2 Are there any drawbacks to using devices in these ways?
3 Do you use your own devices in these ways? Why? / Why not?







2 Look at this task with a partner. Do any of the things you talked about in Exercise 1 relate to the five ideas in the diagram?



25 **3 Listen to Maya and Lucas doing the task in Exercise 2. How well do you think they complete the task?**

4 Which of the following statements are true?

1 Maya asks Lucas questions.
2 They both speak for a similar length of time.
3 Lucas responds to the points that Maya makes.
4 Both speakers make several grammar mistakes.
5 All their comments are relevant to the task.
6 Maya responds to the points that Lucas makes.
7 They discuss all five topics.
8 Lucas tries to give Maya opportunities to speak.

5 Which of these expressions sound impolite?

a Would you like to start?
b Start speaking please.
c In what ways, do you think?
d Is that what you're saying?
e So what?
f … if that's OK with you.
g Enough about me.
h Is that all you have to say?
i Have you ever had a similar experience?
j You haven't said enough.
k Tell me more.
l What's your take on this one?
m What are you talking about?
n But you could argue that …
o Is that something you'd agree with?

25 **6 Listen again and tick the expressions which Lucas says in order to involve Maya in the conversation.**

PREPARE TO SPEAK

Involving your partner in a discussion

Starting

a Would you like to start?
b Who's going to kick off then? (*informal*)
c Shall I go first?
d Perhaps we could start with …

Responding to your partner's comments

e Good point!
f That's interesting. In what ways, do you think?
g I know what you mean, but don't you think …?
h Well, I guess that's true, but …
i So what you're saying is …
j Exactly what I think!
k My idea/thought/opinion exactly.
l Exactly! / Precisely! / Absolutely!
m I hadn't thought of that actually.
n But you could argue that …
o No way!

Encouraging your partner to speak

p What's your take on this one?
q In what ways, do you think?
r Anyway, enough from me. Have you …?
s Would you agree that …?
t Is that something you'd agree with?
u Do you think it's fair to say that …?
v What do you mean exactly?
w How do you mean?
x Like what, for example?
y Why do you say/think that?
z What makes you feel (like) that?

7 In one minute, note down

- one thing that would make the world a better place.
- one thing that you would like to happen in your lifetime, but which probably won't.
- one thing that you don't want to happen, but which is inevitable.

8 » WORK IN PAIRS. TURN TO PAGE 130.

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6 BLOCKBUSTERS AND BESTSELLERS



ABOUT YOU

▶ 06 **Watch the video and then answer the questions.**
How often do you watch films and read books?
What genre of films or books do you like best?
What is the last film you saw and the last book you read?

VOCABULARY AND READING

FILMS AND BOOKS

1 **Are the words in the box associated only with films or with books and films?**

blockbuster blurb box-office flop cinemagoer
instalment main character masterpiece
remake revenue sequel set in trailer

2 **Match these definitions to the words in Exercise 1.**

1 a book or film that continues the story of a previous book or film
2 a film that not many people went to see at the cinema
3 describing where and when the story happens
4 a new version of an old film
5 an advertisement for a film, including short extracts from it
6 the most important person in the story
7 income
8 a short description of a book or film
9 a work of extremely high quality
10 a person who regularly goes to see films
11 one of the sections of a film or book that is broadcast or published in parts
12 a film or book that is a major success

3 **Complete the sentences with a word or phrase from Exercise 1 in the correct form.**

1 As a regular _____, I enjoy watching the _____ so that I can plan which film to watch next.
2 The 2015 film *Pan* was a _____ of the 2003 film *Peter Pan*. Unfortunately, it was a _____, generating less _____ through ticket sales than was spent on making it.
3 I really enjoyed the latest _____ of the *Maleficent* series. It wasn't exactly a _____ but it was quite good fun. I do enjoy films where the _____ is evil – and Maleficent certainly is!
4 *The Empire Strikes Back* is one of the best _____ ever. The second movie was as much of a _____ as the first.
5 According to the _____, the book is _____ the South of France.

4 **Work with a partner. What are the pros and cons of reading books and watching films? Complete the table.**

	Books	Films
Pros	*You use your imagination more.*	*Can be done with friends.*
Cons		

5 **Quickly read the article and missing paragraphs on the opposite page. Which of your pros and cons from Exercise 4 are mentioned?**

6 **Read the sentences that come just before and after gap 1 and answer these questions.**

1 Complete these sentences.
a Before gap 1, Mia is saying why she likes _____.
b After the gap, the writer refers to someone who believes you can't _____.
2 What do you think the missing paragraph will be about?
a someone saying why they like films
b someone else saying why they like books
3 Which paragraph A–G goes in gap 1? Which words helped you decide?

7 **Answer the questions about gaps 2–6.**

1 The paragraph before gap 2 ends by talking about things books and films have in common. What might follow this?
2 What does the phrase 'Films, on the other hand' in the paragraph after gap 2 suggest about the content of gap 2?
3 What view does Clara Perera express after gap 3? What view might she disagree with?
4 What view is expressed just before gap 4?
5 What does the word 'though' in the sentence after gap 4 suggest about the content of gap 4?
6 What does the word 'however' in the sentence after gap 5 suggest about the content of gap 5?
7 The paragraph before gap 6 gives an example of a series of films which were not as good as the books. What might come next?

8 **Choose from the paragraphs A–G the one which fits each gap (2–6). There is one extra paragraph which you do not need to use.**

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6 BLOCKBUSTERS AND BESTSELLERS

Unit Overview

TOPIC	Entertainment
VOCABULARY	Films and books; Entertainment: adverb and adjective collocations; Entertainment: compound adjectives
READING	The film or the book: which is better?
GRAMMAR	Gerunds and infinitives
WRITING	A review
EXAM TASKS	Reading and Use of English Part 7; Writing Part 2 (a review)

Digital Resources

Lesson Plus: Unit 6
Practice Extra: Unit 6
Test Generator: Unit test 6; Term 1 test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 149; TB page 264
WORKBOOK: pages 34–39
VIDEO AND VIDEO WORKSHEET: Once upon a time…
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 6; Vocabulary worksheet Unit 6

WARMER

Divide the class into two. Students in one half work in pairs and make a list of films they both like. Students in the other half work in pairs and make a list of books that they both like. Set a time limit of two minutes and then put pairs together from different halves of the class. They compare lists to see if any of the favourite films are also a favourite book. Elicit any similarities they found and elicit names of books which have been made into films.

ABOUT YOU

▶ 06 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. If you did the Warmer, the students can stay in the same groups of four as before. Set a time limit of two or three minutes and then invite groups to share any similarities or differences in their taste of films and books.

VOCABULARY AND READING

FILMS AND BOOKS

1 Students work in pairs. If they aren't sure of any of the words in the box, they should look these up and see if it helps them to decide. Elicit the answers, but don't elicit the meaning of the words yet.

Answers

Films: box-office flop, cinemagoer, remake, trailer
Books and films: blockbuster, blurb, instalment, main character, masterpiece, revenue, sequel, set in

2 Ask students to do the matching alone and then compare answers in pairs. Elicit the answers and ask students follow-up questions to reinforce their understanding of the words, e.g. *Do you read the blurb on the back cover of a book before you buy it?*

MIXED ABILITY

Ask stronger students to cover Exercise 1 and try to think of the words which match the definitions without looking at them. Weaker students can work in pairs to discuss the correct words for each definition or match six each and then tell each other their answers.

Answers

1 sequel
2 box-office flop
3 set in
4 remake
5 trailer
6 main character
7 revenue
8 blurb
9 masterpiece
10 cinemagoer
11 instalment
12 blockbuster

3 Look at the first sentence with the class. Elicit the answers and then ask the class if they agree with the statement, giving reasons. Students then complete the rest of the activity.

Answers

1 cinemagoer; trailers
2 remake; box-office flop; revenue
3 instalment; masterpiece; main character
4 sequels; blockbuster
5 blurb; set in

BACKGROUND INFORMATION

Peter Pan was first written as a book and a play. The author, J.M. Barrie, gave the rights to *Peter Pan* to the Great Ormond Street Hospital, a children's hospital in London, and they have the rights to receive royalties forever from any versions of the story made. The story is also a popular Christmas pantomime in Britain. The first film version was a silent film made in 1924.

Maleficent (2014) starred Angelina Jolie; her character is based on the wicked fairy in *Sleeping Beauty*. In 2019, the sequel *Maleficent: Mistress of Evil* was released with the same main characters. *Maleficent* is an example of a book which was written based on the film, not the other way round.

The Empire Strikes Back (1980) was the second film to be made in the *Star Wars* series, but because three prequels were made, it is now sometimes known as *Star Wars: Episode V – The Empire Strikes Back* because, chronologically, it is now the fifth story in the series.

CONTINUED ON PAGE 90

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4 Look at the table with the class and the two examples. Give students a time limit of two minutes and then discuss the pros and cons with the class. Have a class vote on which the students would choose if they were only allowed to either read the book or watch the film.

Answers

Students' own answers

5 Explain that the first column on page 45 is the text (in order) with six extracts missing. The right-hand side has seven paragraphs, labelled A–G. Six go in the gaps and one doesn't. Students shouldn't worry about which goes where yet. Set a time limit of about three minutes for students to find opinions about reading books and watching films. Elicit which of their ideas were mentioned and other ideas included.

Answers

Students' own answers
Text ideas: Pros: Books: foster imagination, include the reader, give a deeper insight into characters' feelings, experience the joy and pain of the characters, more detailed context; Films: music, visual effects, costumes, scenery, sociable activity, more engaging, help young minds grow by setting them free, learning and development
Cons: Books: a chore; Films: discourage imagining, harm creativity, inferior quality especially remakes/sequels, cost more

6 Tell students to read the opening paragraph. Ask the class what they might expect to read next in a balanced article comparing books and films (e.g. an opposite opinion from someone who likes films; Mia's opinions about watching films). Students then look at how the second paragraph starts. Now elicit whether this changes their minds about what should come in the gap. Students work in pairs to complete the sentences. Elicit the answers and reasons for their choice for question 3.

Answers

1 a books / reading b compare books and films
2 a
3 paragraph E – by contrast, reading is a chore rather than a pleasure; couldn't stand it; films are definitely better than books; comparing apples and oranges

7 Students read the gapped text again, all the way through, and then work alone to think about the questions, referring back to the text where necessary. When they have finished, elicit their ideas.

FAST FINISHERS

Ask fast finishers to look at extracts A–G. Point out for extract A that they need to look at the text before the gap to find out what there are exceptions to. Ask them to look at the other extracts and write down what information they need to find out to be able to put these in the correct places.

When everyone has finished the exercise, elicit the information and write it on the board as questions, e.g. *A Exceptions to what? B What other words? C What in particular? D What criticism? E By contrast to what? F Which follow-up did fail? G What are the key similarities?* When students finish Exercise 8, ask them to check their answers by trying to answer the questions on the board.

Possible answers

1 What differences there are between films and books.
2 That the missing paragraph is about books.
3 That films spoil books for children. She might disagree with a view that is in favour of films.
4 Watching too many films can harm children's creativity.
5 It suggests it may be positive about films.
6 It suggests that gap 5 might refer to a film based on a book that was good.
7 Possibly an example of a film or films that were better than the book(s).

8 **C1 Advanced Reading and Use of English Part 7**

In this part, students read a long base text from which six paragraphs have been removed. The extracted paragraphs are in jumbled order after the text, along with a seventh paragraph which is on the same topic but does not fit any of the gaps. Students have to decide which extracted paragraph (A–G) fits each of the gaps in the base text.

The task tests understanding of the way a text is organised. Students need to use their understanding of coherence (how ideas are linked and connected) and of cohesion (how paragraphs are connected by grammar and vocabulary). Clues indicating links between paragraphs can include: related vocabulary; conjunctions and linkers showing cause, contrast and addition; reference words such as pronouns and determiners.

Tips The first sentence in a paragraph often contains a link to an idea or specific words in the previous paragraph. When students check their answers, they should make sure that the previous paragraph does link to the extract they have chosen.

Before students start, re-elicit the answer to gap 1 and ask *By contrast to what?* Elicit that Lucia's opinions on reading, that it is a chore, contrast with the opinions of Mia, who loves reading. Therefore, we can be confident that we have chosen the correct paragraph. Students work alone. When they have finished, elicit the answers and, if you used the Fast finisher activity above, elicit the answers to the questions raised. If not, simply elicit the information which helped students to decide the correct answers.

26 The Reading text is recorded for students to listen, read and check their answers.

Answers

2 G 3 B 4 D 5 F 6 A

TALKING POINTS

Point out that the first question isn't asking students which they prefer, book or film, but which is best to do first. Set a time limit of about two minutes and elicit ideas with reasons, e.g. *It is better to see the film first, as then you can picture the characters when you read.*

COOLER

Students work in small groups. Ask them to think of a film they would like to remake. First they say why. They then decide who would play the main characters and if they would update the stories at all. Set a time limit of about three minutes and then invite groups to present their ideas to the class.

ALSO REFER TO WORKBOOK PAGES 34–35

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The film or the book: which is better?

26



Which do you prefer, films or books? We asked people for their thoughts. For 19-year-old Mia, books win hands-down. 'I enjoy sitting curled up in an armchair on rainy afternoons, engrossed in a story and oblivious to everything around me. I refuse to do anything else until I've finished the chapter I'm on,' she confesses.

1

But, according to Stephen King, author of bestsellers such as *It* and *The Shining*, comparing films and books in that way is akin to comparing apples and oranges: they are both fruit, but taste completely different. However, while this may be true, it is certainly possible to find some broad similarities between books and films. To be successful, they both need to have main characters that readers or viewers can relate to – even if the characters are villains. They need a strong plot too.

2

Films, on the other hand, have music, visual effects, costumes and scenery to make them alluring to the audience – all features that books lack. Also, watching a film is a sociable activity, which can be done with family and friends.

3

Primary school teacher Clara Perera disagrees with that view. She claims that 'films ruin books for children': while reading fosters imagination, movies 'spoon-feed' youngsters and discourage them from imagining scenes and characters for themselves. She refers to psychologists who have warned that exposing children to lots of films can risk harming their creativity.

4

There is undoubtedly a problem with films, though. The need to generate revenue at the box office puts pressure on film-makers to do remakes of older films or sequels to successful movies, and these are often inferior in quality and less critically acclaimed than the originals. Some books also have sequels, which may or may not be as good as the originals, but there is less at stake financially. A box office flop, however, can cost film-makers millions of dollars.

5

Many films based on popular books have been regarded as somewhat underwhelming, however. *The Hunger Games* trilogy, set in a dystopian world in the future, is an example of this. Almost everyone we spoke to preferred the books to the films. Josh, a college student, said: '*The Hunger Games* films were faithful to the books – they got most of the details right. But they just didn't have the same feel; there was definitely something missing.'

6

Ultimately, there will probably never be agreement about whether books or films are better. We may be able to agree, nevertheless, that both are excellent ways to tell a story and an enjoyable way to spend our free time.

A There are exceptions, though, and, occasionally, interviewees name films they consider even more engaging than the books they were based on. *Jurassic Park* is often mentioned as an example of this. Presumably, an action-packed story featuring creatures as impressive as dinosaurs was always likely to work well in movie form.

B In other words, there seem to be good things about films, just as there are good things about books – they are just different. Given this, is there any value in debating whether one is any better than the other? Surely, it's down to personal choice; some people simply like books while others like films.

C In particular, it generally costs more to watch a film than to read a book, although this is changing with online streaming now becoming more competitively priced. Having said that, financial factors are not a significant consideration for most of the people we spoke to.

D Media studies lecturer Nathan Bush rejects such criticism. He argues that films often 'help young minds to grow by setting them free'. By showing things that audiences wouldn't necessarily experience in their everyday lives, films provide all sorts of opportunities for learning and development.

E For medical student Lucia, by contrast, reading is a chore rather than a pleasure. 'I couldn't stand it when I was little, and even now, if someone gives me a book, I rarely get past the blurb,' she laughs. A regular cinemagoer, she is always waiting for the latest blockbuster. 'I watch all the trailers and plan what I'm going to see. Films are definitely better than books!'

F Not all follow-ups fail, of course. The later instalments of the *Harry Potter* film series certainly didn't disappoint. In fact, those films, like the books, are generally considered masterpieces. The colourful stories of wizards and magical creatures lend themselves superbly to the silver screen. With perfect casting and amazing special effects, the film-makers did full justice to J.K. Rowling's brilliant narratives.

G However, there are also key differences. Those keen on reading say that books 'include' the reader, making them feel they are actually experiencing the joy or pain of characters in the story. They give a deeper insight than films can into what the characters are thinking and feeling, and they provide a more detailed context for the narrative.

TALKING POINTS

Do you think it's better to read the book or see the film first? Why?
Are there any books that wouldn't make good films or films that wouldn't make good books?

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GRAMMAR
GERUNDS AND INFINITIVES

1 **Match extracts 1–6 from the article to rules a–f.**

1 I enjoy sitting curled up in an armchair on rainy afternoons.
2 Given this, is there any value in debating whether one is any better than the other?
3 While this may be true, it is certainly possible to find some broad similarities between books and films.
4 For medical student Lucia, by contrast, reading is a chore rather than a pleasure.
5 Those keen on reading say that books 'include' the reader, making them feel they are actually experiencing the joy or pain of characters in the story.
6 I refuse to do anything else until I've finished the chapter I'm on.

a We use a gerund (*-ing* form) after a preposition.
b Some verbs are followed by a gerund.
c Some verbs are followed by *to* + infinitive.
d A gerund can be the subject of a sentence or clause.
e Some adjectives are followed by *to* + infinitive.
f Some adjectives are followed by a preposition + gerund.

2 **Find other examples in the article on page 45 of**

1 verbs followed by a gerund
2 verbs followed by an infinitive
3 a gerund as the subject of a sentence or clause
4 a gerund following a preposition

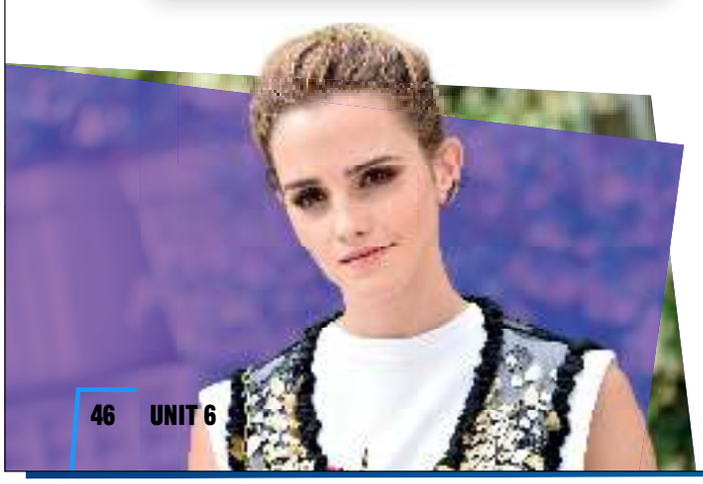
» GRAMMAR REFERENCE AND PRACTICE PAGE 149

27 **3** **You will hear a boy called Joseph talking about a film he saw recently. Did he enjoy the film?**

27 **4** **Write the verbs in the correct column. Sometimes both may be possible. Then listen again and check. You will hear the verbs in the order in which they appear in the box.**

begin	hate	stop	start	consider	carry on
expect	enjoy	happen	claim	arrange	
agree	continue	deny	want	risk	

Verbs followed by gerund	Verbs followed by *to* + infinitive



5 **Complete the sentences with the gerund or *to* + infinitive form of the verbs in brackets. Sometimes both may be possible.**

1 The man was accused of _____ (spy) but he claimed _____ (be) innocent.
2 I'm keen on _____ (study) film at university but I'm worried about _____ (pass) all my exams.
3 Have you tried _____ (watch) movies with subtitles to improve your listening skills?
4 Olivia had arranged _____ (meet) Jacob outside the cinema, but they happened _____ (bump into) each other on the way there.
5 Michaela was anxious not _____ (be) late for the movie as she expected the cinema _____ (be) full.
6 Emma Watson is famous for _____ (play) the part of Hermione in the *Harry Potter* film series, but after the last instalment, she was ready _____ (move on) to other projects.

6 **Read the pairs of sentences (a1 and a2, b1 and b2) and answer questions 1–3.**

a1 I **tried** to read *War and Peace* but it's just too long and difficult.
a2 I **tried** playing Quidditch last week and it was great fun!
b1 I **prefer** to read the book before I see the film.
b2 I **prefer** reading to watching films.

1 Which verb forms follow the words in bold?
2 Which verb has a different meaning depending on whether it is followed by a gerund or *to* + infinitive?
3 Which sentence means 'I tried but didn't succeed'?

7 **Do the pairs of sentences have similar or different meanings? Explain the differences to your partner.**

1 **a** I can't stand sitting close to the screen.
b I can't stand to sit close to the screen.

2 **a** Harvey forgot to read the chapter about global warming.
b Harvey forgot reading the chapter about global warming.

3 **a** Ivan stopped watching the TV programme.
b Ivan stopped to watch the TV programme.

4 **a** Lizzy continued to read historical novels.
b Lizzy continued reading historical novels.

5 **a** I tried to open the window.
b I tried opening the window.

8 **Correct any mistakes in these sentences. Some are correct.**

1 Jason refused playing the part of an ugly sister in Cinderella.
2 I recommend reading this book when you have plenty of time.
3 I stopped talking to Mrs Parsons when I met her in the supermarket.
4 Read is more educational than watch movies.
5 In addition to act, he is a successful film director.
6 Oh no! I've forgotten giving the book to Hannah.
7 People shouldn't risk getting injured for the sake of a film.
8 The students enjoy watch films in class.
9 There is a need of reaching a wider audience.
10 More people should have the opportunity attend the film festival.

9 » WORK IN PAIRS. TURN TO PAGE 130.

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GRAMMAR
GERUNDS AND INFINITIVES

WARMER

With books closed, write these names from the reading text on the board: *Mia, Stephen King, Clara, Josh, Nathan, Lucia*. Students work in small groups and discuss what these people said about films and books. Elicit ideas and if anyone uses verbs followed by gerunds or infinitives, write these on the board. Ask students what they think the grammar lesson will be about.

1 Look at the first sentence and elicit which rule it matches (b). Students then complete the exercise alone or in pairs. Elicit the answers.

Answers

1 b 2 a 3 e 4 d 5 f 6 c

2 You could do this in groups. Each group gets a number 1–4 and looks for examples just of their type of verbs in the text. When the students have finished, elicit how many they have found for each category. Then elicit what the verbs are and where they appear in the text.

Answers

1 enjoy sitting curled up; risk harming their creativity
2 refuse to do anything else; need to have main characters; help young minds to grow; be able to agree
3 comparing films and books […] is akin to comparing apples and oranges; watching a film is a sociable activity; reading fosters imagination; exposing children to lots of films; reading is a chore
4 discourage them from imagining; value in debating; by setting them free; By showing things that audiences wouldn't necessarily experience; opportunities for learning; keen on reading

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

27 **3** When the students have listened, elicit what Joseph said about the film and anything else they learned about the film from the recording.

Answers

Yes, he did. (*I'm glad I carried on watching. … I didn't really expect to enjoy watching a movie in another language, but I actually didn't mind it at all.*)

27 **4** Students complete as much of the table as possible and then listen again to check and complete their answers. Elicit answers and that *begin*, *hate*, *stop, start* and *continue* can be followed by either the gerund or *to* + infinitive.

Answers

Followed by gerund	Followed by ***to*** + infinitive
begin*	expect
hate*	happen
stop*	claim
start*	arrange
consider	agree
carry on	continue*
enjoy	want
deny	
risk	

The verbs with an asterisk* can be followed by either a gerund or an infinitive, sometimes with a difference in meaning.

» AUDIOSCRIPT TB PAGE 286

5 Students work alone and then compare answers in pairs. Elicit the answers and the verbs which can be followed by both gerund or infinitive. (*The only verb is* try *in sentence 3, but in the exercise only the gerund form is possible. Don't go into reasons why yet.*)

FAST FINISHERS

Fast finishers make similar questions to question 3 about improving other language skills, e.g. *Have you tried reading a book in English to improve your reading skills?* When everyone has finished the exercise, elicit some of these sentences.

Answers

1 spying; to be
2 studying; passing
3 watching
4 to meet; to bump into
5 to be; to be
6 playing; to move on

6 Students work in pairs. Elicit the answers and the meaning of *try* in sentence a2 (*doing something to see what it is like*). You may need to tell students that Quidditch is a game in *Harry Potter*. Students work in pairs to think of another pair of sentences which illustrate the two meanings of *try*. Elicit ideas.

Answers

1 *to* + infinitive; gerund
2 tried (try)
3 sentence a1

7 Students work in pairs to try to explain the different meanings. When they have finished, start by eliciting the two pairs where the meaning is similar (*1, 4*). Elicit the other answers.

Answers

1 The meaning is similar.
2 a He didn't read the chapter because he forgot to.
  b He read the chapter, but he couldn't remember reading it.
3 a He didn't watch the TV programme any more.
  b He was doing another activity, which he stopped in order to watch the TV programme.
4 The meaning is similar.
5 a I did not succeed in opening the window.
  b I opened the window in an attempt to achieve something, e.g. to make the room cooler.

8 You could tell students that two sentences are correct to help them. Students work alone or in pairs to find the mistakes. Elicit the answers by asking students to say the whole sentences correctly.

Answers

1 Jason refused **to play** the part of an ugly sister in Cinderella.
2 *correct*
3 I stopped **to talk** to Mrs Parsons when I met her in the supermarket.
4 **Reading** is more educational than **watching** movies.
5 In addition to **acting**, he is a successful film director.
6 Oh no! I've forgotten **to give** the book to Hannah.
7 *correct*
8 The students enjoy **watching** films in class.
9 There is a need **to reach** a wider audience.
10 More people should have the opportunity **to attend / of attending** the film festival.

9 Look at the sentence stems on page 130 with the class. Tell them that, where possible, they should follow the stem with a verb in the appropriate form, even if it isn't always necessary, e.g. *I'm very good at* ***doing*** *maths*.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 6 – GRAMMAR – GERUNDS AND INFINITIVES
» GRAMMAR WORKSHEET: UNIT 6
» ALSO REFER TO WORKBOOK PAGE 36

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VOCABULARY

ENTERTAINMENT: ADVERB AND ADJECTIVE COLLOCATIONS

1 Look at the film poster with the class. Elicit what they think the film might be about from the title and the picture and what kind of film they think it will be. Elicit which description they think it matches and why. Students then look at the other five film titles and match them to the descriptions in pairs. Elicit their ideas.

Answers

1c 2f 3b 4a 5e 6d

2 When students have discussed all the films they have seen, ask different pairs if there were any films that neither of them had seen. Invite them to tell the class whether or not they would watch the film based on the title and the description, and what they would expect it to be like. If any other students in the class have seen that film, they can tell the students their opinion of it.

Answers

Students' own answers

28 3 Before students listen to the recording, ask them to complete a third column for themselves using the same symbols. When they have listened, ask the class which film the two friends agree about. (*They both like James Bond films.*) Then elicit the other information. Ask students to look at the information they completed in the third column. Elicit who they are most similar to and why.

Answers

	Rahul	Alicia
The Irishman	?	?
The Revenant	✓	✗
James Bond series	✓	✓
Star Wars series	✗	✓
The Devil Wears Prada	?	✓
Lost in Translation	?	✓

28 4 Ask students to look at the lists of adverbs and adjectives and to work in pairs to see if they can remember or guess any of the collocations. When they have listened, elicit the answers and what the words mean. Follow up by asking the students to think of books or films that they could describe using these collocations. Ask students to read out one of their titles and see if other students can guess the collocation that best describes it.

Answers

critically acclaimed, painfully slow, highly anticipated, internationally successful, hysterically funny, largely unknown

» AUDIOSCRIPT TB PAGE 286

5 Students work alone and then compare answers in pairs. Elicit the answers and add questions where appropriate, e.g. *1 Which book do you think they were talking about?* *2 What do you think about Mr Bean?*

Answers

1 painfully slow
2 hysterically funny
3 largely unknown
4 highly anticipated
5 critically acclaimed
6 internationally successful

ENTERTAINMENT: COMPOUND ADJECTIVES

29 6 You could tell students that Alicia is talking about Meryl Streep. Elicit or tell the students that she is the woman in the photo at the top of the page. Before they listen, elicit anything they know about her and any films they have seen her in. If they can't think of any, you could mention some that they might know, e.g. *Mamma Mia!, Little Women*. Ask why they think Alicia will like her. When they have listened to the recording, elicit the answer and anything else they found out about Meryl Streep that they didn't know.

Answers

Alicia's favourite actress is Meryl Streep because she is versatile and is good at accents.

29 7 Students work in pairs to discuss what the compound adjectives mean and which gaps they think they go in. When they have listened, elicit the answers and the meanings of the collocations.

Answers

1 world-famous 2 record-breaking 3 Oscar-nominated
4 action-packed 5 best-known; thought-provoking
6 award-winning 7 low-budget 8 highest-paid

» AUDIOSCRIPT TB PAGES 286–287

8 When students have completed the activity, elicit the answers and ask students which of the films or people mentioned in the exercise they know. If anyone has seen any of the films or knows the people, invite them to tell the class something about them.

MIXED ABILITY

To make the activity slightly easier, tell weaker students the three compound adjectives that they don't need to use in the exercise (*best-known, Oscar-nominated, world-famous*).

Answers

1 thought-provoking 2 record-breaking 3 action-packed
4 award-winning 5 low-budget 6 highest-paid

9 Look at the example on page 130 with the class. Ask the students if they know the answer (*Steven Spielberg*). Look at the second prompt and ask: *Which action-packed film … ?* and elicit how to finish the question. Students then work in pairs to write more questions. They should know the answers to their own questions.

When they have swapped quizzes, they get together in groups of four to tell each other what answers they wrote. Invite the pairs to ask one or two of their most difficult questions to see if anyone knows the answers.

Answers

Students' own answers

COOLER

Students work in small groups. They each think of a film that they have seen that hasn't been mentioned during the lesson. They then take turns to tell the group which film they chose and what they think of it. The rest of the group can give their own opinions or, if they haven't seen it, ask questions about it. Invite one or two students to tell the class which film they chose and why.

» PRACTICE EXTRA: UNIT 6 – VOCABULARY – ENTERTAINMENT: ADVERB AND ADJECTIVE COLLOCATIONS; ENTERTAINMENT: COMPOUND ADJECTIVES

» VOCABULARY WORKSHEET: UNIT 6

» ALSO REFER TO WORKBOOK PAGE 37

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VOCABULARY
ENTERTAINMENT: ADVERB AND ADJECTIVE COLLOCATIONS

1 **Work in pairs. Look at the six films below. Can you match any of them to the descriptions?**

1 *The Irishman*
2 *The Revenant*
3 *James Bond* series
4 *Star Wars* series
5 *The Devil Wears Prada*
6 *Lost in Translation*

a This is set in space, focusing on a battle between the Jedi Knights and the Dark Lords of the Sith.
b This features the adventures of a British secret service agent, also known as 007.
c This is about a lorry driver who gets involved in organised crime in Philadelphia.
d This is about a developing friendship between two people from the USA who find themselves in Tokyo.
e This film is about a young woman who wants to be a journalist but ends up working in the world of fashion.
f Set in 1823, this tells the story of Hugh Glass's struggle for survival through the harsh winter wilderness of North America.

2 **Have you seen any of the films in Exercise 1? If so, tell your partner what you thought of them.**

28 **3** **You will hear Rahul and Alicia discussing films. If they like the film, put (✓). If not, put (✗). If they haven't seen it or don't give an opinion, put (?).**

	Rahul	Alicia
The Irishman		
The Revenant		
James Bond series		
Star Wars series		
The Devil Wears Prada		
Lost in Translation		

EP 28 **4** **Listen again and match the adverbs to the adjectives to make collocations.**

Adverbs	Adjectives
critically	funny
painfully	successful
highly	unknown
internationally	acclaimed
hysterically	slow
largely	anticipated

5 **Complete the sentences with a collocation from Exercise 4.**

1 I didn't enjoy the book. There was too much description and not enough action: in fact, it was _____.
2 When we were kids we used to laugh so much at Mr Bean. We found it _____.
3 Daniel Radcliffe was _____ until he rose to fame in the title role of the *Harry Potter* movies.
4 The next movie in the *Tomb Raider* series is one of the _____ films of the year. Lots of people are really looking forward to it.
5 *Joker* was one of the most _____ films of 2019 – almost all the reviews were positive.
6 *Titanic* was one of the most _____ films of all time. It was enjoyed by people all over the world.





ENTERTAINMENT: COMPOUND ADJECTIVES

29 **6** **You will hear Alicia talking about her favourite actress. Who is she and why does Alicia like her?**

EP 29 **7** **Listen again and complete the extracts with the compound adjectives you hear.**

action-packed award-winning best-known
highest-paid low-budget Oscar-nominated
record-breaking thought-provoking world-famous

1 Needless to say, she's _____.
2 She's had a _____ number of Golden Globe nominations.
3 She's played 21 _____ roles …
4 Although she did a few _____ films, such as *The River Wild* back in the 1990s …
5 … she's _____ for her _____ roles.
6 My absolute favourite of her films has to be the Academy _____ *Sophie's Choice* …
7 … Meryl once said she prefers _____ films.
8 … she's one of the _____ actresses in the industry!

8 **Complete the sentences with a compound adjective from Exercise 7.**

1 *The Matrix* is probably one of the most _____ movies of all time. It really makes you question what life is all about.
2 *Harry Potter and the Philosopher's Stone* is a _____ book. Over 120 million copies have been sold – more than any other novel.
3 The *Die Hard* films are some of the most _____ ever made: they are full of activity and excitement.
4 Although Orlando Bloom is an _____ actor, he has never been shortlisted for an Academy Award.
5 The original Rocky film was very _____ – they only had about $1 million to work with, which was not much even back in the 1970s.
6 Some of the _____ actors and actresses have earned well over $50 million in their careers.

9 » **WORK IN PAIRS. TURN TO PAGE 130.**

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WRITING
A REVIEW

1 **Discuss the questions with a partner.**

1 Do you ever read reviews of books, films or plays to help you decide what to read and see? Do you find them helpful?
2 What kind of information do you usually find in reviews?
3 Have you ever read a film or book review you disagreed with? What was it?

2 **Read the task. What aspects of the play or film do you need to focus on?**

You see the following announcement on a website, *Musical Theatre*:

Reviews wanted
Send us a review of a musical you have seen – either a stage play or a film. How well did the musical tell the story? How effective was the use of costumes and special effects? Was there anything that particularly impressed you?

Write your **review**.

3 **Read the reviews of the stage and film versions of the musical *Cats*.**

1 How many stars do you think the reviewers would give the musical?

★★★★★ Excellent
★★★★ Very good
★★★ OK
★★ Not great
★ Terrible

2 Did the reviewers address all three parts of the question?

4 **Read the reviews again. How does each describe the aspects of the film or play which were asked about in the task? Complete the table.**

	The film	The play
Plot/Story		
Costumes		
Special effects		
Anything impressive		

REVIEW OF THE FILM *CATS*

The film version of the musical *Cats* was highly anticipated by fans of the stage version. *Cats* doesn't have much of a plot, and **my impression is that** the director, Tom Hooper, added a few subplots of his own. However, his main intention was to use computer-generated imagery (CGI) to make the humans seem more feline, a potentially brilliant idea which sadly backfired. **Personally, I feel that** the film-makers should have taken more time to get it right, even if it meant missing the planned release date.

To be fair, the costumes were stunning; however, **on the whole**, the technology which was supposed to put the actors' faces on cats' bodies did not really work. What was intended to be a visual feast ended up just being too much for the viewer to take in. The cats appeared quite sinister, making it, **in my opinion**, unsuitable for children. There were times when the special effects knocked me sideways – but not in a good way.



Jennifer Hudson

For me, the highlight of the whole film was Jennifer Hudson as Grizabella singing the world-famous song *Memory*. However, a special mention should be given to award-winning actress Dame Judi Dench for her portrayal of the patriarch Deuteronomy. Casting a mature and critically acclaimed actress in this key role was a stroke of genius; it is unfortunate that the film was such a box-office flop. **To sum up**, although audiences were massively disappointed with the screen adaptation of this classic musical, there were a few bright moments, thanks to the wonderful cast.


Dame Judi Dench

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WRITING
A REVIEW

WARMER
Put students into pairs. Ask them to think of a book or film that they both know. Students make notes alone about the good and bad things about it, e.g. *interesting characters, great special effects; strange ending.* When they have finished, they compare what they wrote to see how many things they agree about and what they disagree about. Invite pairs to tell the class which film or book they chose and what they thought about it.

1 Look at the questions with the class. If you did the Warmer, elicit which question this should give them ideas for. (*2 – the sort of things they mentioned about the film or book are also the sorts of things that would appear in a review.*) Set a time limit of two minutes and then invite students to share their ideas with the class.

Answers
Students' own answers

2 Before students look at the task, elicit a popular musical film, apart from *Cats*, and write the title on the board. When students have read the task, elicit the answers and then ask the class what they might say about the film on the board. Make notes of their ideas, e.g. *great costumes to give the feel of the 1980s, no special effects, the singing and dancing of the two lead actors were impressive. The songs were excellent.* Leave this on the board for later.

Answers
You need to focus on whether the story was told well and whether the costumes and special effects were successful and on anything else that impressed you.

3 Ask the students if they have seen or heard about the film *Cats*. In pairs, if they have seen it, they should tell each other what they thought about it. If one person has seen it, their partner should ask questions about it. If neither of them has seen it, they should look at the photos and discuss what they think it's about and whether or not they think they would like it. Students read the reviews alone and then compare their answers in pairs. Invite students to share their answers and reasons with the class.

MIXED ABILITY
Weaker students work in pairs and read one review each. They answer the questions for their review and then tell each other their ideas and the reasons for them. Students can then join up in groups of four to compare answers.

Answers
1 Suggested answers: Review 1 (film) ** Review 2 (musical) *****
2 The second review does not answer the first part of the question – it tells the story, but it doesn't say how well the **musical told the story**. For this reason, it wouldn't get top marks, even though it is well written.

4 Students scan the texts for key words to find where the information can be found in each text. They then read what the reviews say about each and cover the texts. In pairs they discuss what they read and can remember. They then complete the table, referring back to the texts where necessary. Elicit the answers and definitions of new vocabulary, e.g. *subplots* – separate stories to the main plot, used to tell us more about the characters or just to try to make the film more exciting; *blew me away* – impressed me a lot; *backfired* – didn't work as expected and made something worse (from a gun backfiring and hurting the person doing the shooting).

Ask the students to work in pairs and try to use the new vocabulary to talk about films, plays or books that they know. You could give them some examples to start with, e.g.

The scenes with Radagast The Brown in the Hobbit movies are a great subplot that wasn't in the book. He's a really entertaining character.

The computer effects in the original Jurassic Park *blew my parents away when they saw it at the cinema. Now, it's nothing special.*

In every James Bond film, when the villain decides not to kill Bond straight away, the decision always backfires on them!

Invite students to share their ideas with the class.

FAST FINISHERS
Ask fast finishers to look at the reviews again and the completed table. Ask them to imagine that they have been given the chance to see either the film or the stage version. They should forget any preferences they have for the cinema or theatre and, based on the reviews, decide which one to choose and why. When everyone has finished the activity, invite fast finishers to tell the class which they chose and why.

Answers

	The film	The musical
Plot/Story	Not much of a plot; subplots added	Bizarre, puzzling, could definitely have been a bit more interesting
Costumes	Stunning	A triumph, varied from the simple to the flamboyant
Special effects	CGI was a 'brilliant idea' which 'backfired'; character designs were intended to be a visual feast, but didn't always work	Set was impressive and lighting was amazing, totally blew me away
Anything impressive	Jennifer Hudson's singing of *Memory* was a highlight Mature and critically acclaimed Judi Dench deserves a special mention	The songs were nothing short of brilliant; *Mister Mistoffelees* song was 'a real treat' Tyler John Logan gave an exceptional performance as Macavity

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5 Look at the *Prepare to write* box with the students. When students have found the phrases in the texts, elicit two films or books that most students in the class have seen or read. Try to have two which are quite different from each other. Write these on the board. Invite students to use one of the expressions for giving opinions to talk about one of the films or books written on the board, e.g. *The best aspect is the special effects.* The other students say which one this refers to. Keep the two film or book titles on the board.

Answers

1–5 (*any order*) My impression is that; Personally, I feel that; To my mind; What impressed me most
6–7 (*either order*) On the whole; In short

6 Students work alone and then compare answers in pairs. Elicit the answers and ask the class what the more suitable phrases have in common, i.e. they are more formal. You could do a similar follow-up to that shown in Exercise 5, where the students use the expressions to talk about one of the titles on the board, e.g. *I'm confident that this film will be considered a classic for many years to come.*

Answers

1 I'm confident that
2 It seems to me (that)
3 It's generally acknowledged that
4 From my perspective,
5 I've no doubt that
6 In conclusion,

7 When the students have read the task, elicit the things they have to mention. Give them an example of a relevant film or book to start with, e.g. *Apollo 13.* Elicit about ten more ideas if possible. They can write about one of these ideas if they can't think of any of their own.

Give the students about ten minutes to write their plan and useful vocabulary from the lesson. They then write a paragraph plan for their review. The two in the Student's Book have three paragraphs, but they could add a fourth, so that they have one paragraph for each of the points they have to mention and a final paragraph to summarise the review. Stronger students should close their books and try to write the review based on just their notes.

Answers

You have to write about three things: (1) the historical event, (2) what the film/book focused on, and (3) how life today is different.
Sample plan
Paragraph 1 – The event: 1970 Miss World contest
Paragraph 2 – Main focus: Women's Liberation Movement
Paragraph 3 – How life today differs from the period of the film
Paragraph 4 – Brief conclusion: I recommend the film

8 C1 Advanced Writing Part 2: A review

In this part, students have a choice of tasks. Each task has a word limit of 220–260 words and the students should use the correct style and tone, depending on the target reader. In this task, the review is for an arts magazine, so would be expected to be quite formal. It is essential that students read the task carefully and follow the instructions completely, using paragraphs to order ideas logically and clearly.

Tips The two reviews in the Student's Book provide a clear example of how to organise the review and the style of language expected. Students can organise their review in the same way and also note useful phrases that they might be able to use.

The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). If they do the writing in pairs, they can then swap reviews with a partner and see if they can spot any mistakes that were missed.

Model answer

The film *Misbehaviour* is based on events surrounding the 1970 Miss World contest, which took place in London. The competition that particular year was memorable for two reasons: the dramatic protest by the Women's Liberation Movement, who believed that the event treated women as objects, and the unexpected win by Miss Grenada, which was the first time the competition had been won by a woman of colour. All this took place against the background of apartheid in South Africa and protests about it across the world.
Personally, I would say that the film places most emphasis on the role of the Women's Liberation Movement in the event, showing how the WLM included women from many different backgrounds. Through her involvement in the movement, Sally Alexander, brilliantly portrayed by Keira Knightley, gets to know a resourceful group of women from a local co-operative. They work together to plan a disruption of the Miss World pageant. The protest is a huge success, but rather overshadows the ground-breaking victory of Miss Grenada.
From my perspective, life nowadays differs greatly from the era depicted in the film, particularly for women. Beauty contests are far less popular now than they were 50 years ago because society has started to recognise that judging women on their physical appearance is not appropriate. We have also seen an end to apartheid, and in many countries laws have been passed to protect equal rights and put a stop to discrimination.
On the whole, I would recommend *Misbehaviour*, as it is a highly entertaining film and a fascinating portrayal of a lesser-known event in social history.

COOLER

Write a one-line review of a film or book on the board, e.g. *Ryan Gosling and Emma Stone star in a dazzling musical about following your dreams.* Ask students if they know which film this is (*La La Land*). They then work in small groups to think of a film and a one-line review. Invite each group to read out their reviews for the other students to guess the film.

ALSO REFER TO WORKBOOK PAGES 38–39

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REVIEW OF THE WEST END MUSICAL *CATS*

Fulfilling a lifelong dream, I finally got to see the legendary musical *Cats* on stage in London's West End. *Cats* is well-known as a musical phenomenon but, like many others, I didn't know the story behind the show. **In short**, the bizarre and puzzling plot is that the cats all want to go to a place called the Heaviside Layer, where a better life exists, but only one can go. Their leader, Old Deuteronomy, has to make the decision. The play takes place during a special event called the Jellicle Ball, where all the cats make their case for why they should be chosen.

The set was, **in my personal view**, impressive, largely thanks to the amazing lighting, which totally blew me away. The shining eyes of the cats right at the start were quite frightening and signalled the introduction of some evil characters. Tyler John Logan gave an exceptional performance as the mysterious and shady cat Macavity. **To my mind**, the costumes were a triumph. They varied from the simple to the flamboyant, depending on the character. The make-up, too, made everyone look like cats, while reflecting the personality of the individual.

What impressed me most was the music: the songs were nothing short of brilliant. It was a real treat to experience the entire cast singing the classic number *Mister Mistoffelees*, with the audience roaring the chorus alongside them. **The only downside** was the plot, which could definitely have been a bit more interesting. **Overall** though, the performance was simply outstanding and I was honoured to witness one of the most iconic shows in the West End.



5 **Complete the *Prepare to write* box with phrases from the reviews. Some are already included.**

PREPARE TO WRITE

Giving opinions

1 .....
2 .....
In my opinion
The best/worst aspect is
What I (dis)like is
To be fair
3 .....
For me
In my personal view
4 .....
5 .....
The only downside was

Summarising

In brief
All things considered
6 .....
Overall
To sum up
7 .....
Taking everything into consideration
In summary

6 **Which option is more suitable for a written review?**

1 *If you ask me* / *I'm confident that* the film will be nominated for several awards.
2 *It seems to me (that)* / *The way I see it* the sequel was even better than the original.
3 *It's generally acknowledged that* / *Most people agree that* action-packed films are most popular among young people.
4 *From my perspective,* / *I definitely thought that* the music was too loud at times.
5 *As I see it* / *I've no doubt that* this film will be a box-office flop.
6 *At the end of the day* / *In conclusion*, I can highly recommend this film to anyone.

7 **Read this task. How many things do you have to write about? Write a plan for your review.**

You see the following announcement in an arts magazine:

Reviews wanted
Have you recently seen a movie or read a book based on historical events? You should tell us briefly about the event the film or book was based on, explain which aspects of the event it focused on and say how life today differs from the period in the film or book.

Write your **review**.

8 **Write your review in 220–260 words. Try to use words and phrases from the *Prepare to write* box.**

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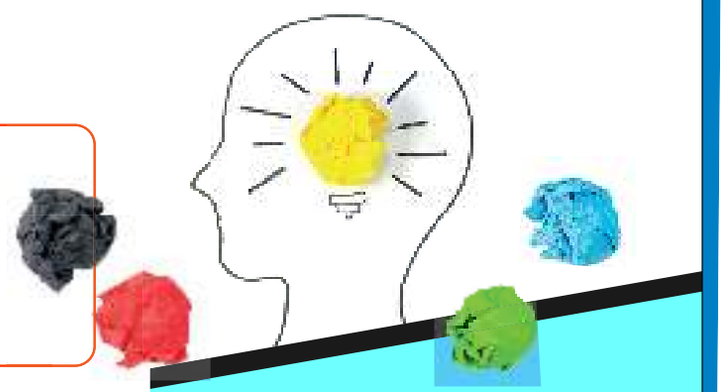
LIFE SKILLS CREATIVE THINKING

BRAINSTORMING

LIFE SKILLS

Brainstorming ideas

There will be many times during your studies and your career when you are part of a team that has to come up with ideas for projects or find creative solutions to various problems. Brainstorming is a group activity that lets people think freely and generate lots of ideas together without fear of criticism.



1 **Read the *Life skills* box and answer the questions with a partner.**

1 What team projects have you been part of?
2 Did you brainstorm ideas for these projects? If so, how did you do it? If not, how did you come up with ideas?
3 Can you think of other reasons why brainstorming is a good way of getting ideas?

2 **Read the article and match headings 1–6 to sections A–F.**

1 Use storytelling questions
2 Take notes
3 Aim for quantity over quality
4 Praise, don't criticise
5 Welcome all ideas
6 Set a time limit

3 **Read the article again and answer the questions.**

1 Why can the job of writing TV series be stressful?
2 Why does the writer talk about a rock band?
3 Why should group members avoid responding negatively to others?
4 The writer recommends special roles for two members of the group. What are they?
5 Which of the writer's ideas do you think is the most useful?
6 Which of the ideas do you think is the most difficult to do well?

30 **4** **Listen to Claire, Adam and Hannah brainstorming ideas for a short film for a competition. Which of these ideas do they *not* mention?**

a artificial intelligence and education
b artificial intelligence and war
c artificial intelligence and space exploration
d artificial intelligence and crime.

30 **5** **Listen again and tick the correct boxes. There may be more than one answer for some questions. Who**

	Claire	Adam	Hannah	no one
1 thinks the group doesn't need a time limit?				
2 asks another student to say more about an idea?				
3 criticises an idea?				
4 praises an idea?				
5 ignores an idea?				
6 has kept a record of the brainstorming?				

6 **Discuss the questions with a partner.**

1 How well did Claire, Adam and Hannah brainstorm?
2 How could they improve next time?

Have you ever been watching an episode of a TV series and suddenly thought, 'How did they come up with such a great story?' Most series these days, from *The Walking Dead* to *Stranger Things*, are written by a team of writers who work together in a 'writers' room' to develop characters, story lines and dialogues. Given that viewers are hungry for episode after episode and season after season, these writers are often under enormous pressure to work quickly and to a very high standard. But how does a team of writers go from a blank page to a finished script? Without a doubt, one of the keys to their success is brainstorming. Let's look at how that works.

A _____

Don't start the session thinking, 'We must come up with good ideas.' Tell yourselves, 'We must come up with *many* ideas.' You won't end up using every idea that occurs to you, but the more you generate in total, the greater the number of good ones you'll eventually have to choose from.

B _____

Brainstorming is about the free generation of ideas, but you still need to concentrate. Knowing you only have a certain amount of time helps to focus everybody's mind. What's more, you'll be less likely to consider individual ideas carefully if you don't have time to do so, which means you'll have time for more ideas. I suggest nominating a member of the group to be the time-keeper and keep everyone on track.

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LIFE SKILLS

Overview

TOPIC	Creative thinking: Brainstorming
VOCABULARY	TV vocabulary: episode, TV series, season, script, character, dialogue, story line, writers' room, streaming company, pitch a story, production
READING	Welcome to the writers' room!
PROJECT	Creating a TV series In the project stage, the students work together to brainstorm ideas for a new TV series, which they present to the class.

WARMER

With books closed, put the students into small groups. They discuss TV series that they watch and try to find one that they all know. If there aren't any series that they all know, they choose the one that most of them have watched. Together they discuss what the show is about and why they like it.

LIFE SKILLS

Brainstorming ideas

After students have read the *Life skills* box, ask them why it is important for people to be able to suggest ideas without fear of criticism, e.g. it makes them more likely to put forward ideas, some of which might not have been thought of by anyone else in the group.

1 Set a time limit of three to four minutes for students to discuss the questions. When they have finished, ask if, according to the *Life skills* box, they were brainstorming ideas or just discussing them. Students may have different ideas, but the first two questions are not brainstorming but sharing experiences. The third question is a form of brainstorming, as they have to propose ideas. Invite students to share ideas with the class.

Answers

1–2 Students' own answers
3 Possible answers: Brainstorming allow everyone to participate. Different people have different kinds of ideas, so there is more variety. Participants can build on each other's ideas.

BACKGROUND INFORMATION

The Walking Dead is called a post-apocalyptic horror story. A few humans still live on the Earth, which has been taken over by zombies, the living dead. Different communities of surviving humans also fight against each other. The first series came out in 2010 and, by 2020, ten series had been made, with the show's creators saying that the 11th series would probably be the last.

Stranger Things is a science-fiction, mystery series with elements of horror. The first series was shown in 2016. It features a young cast, and the horror aspect has been made suitable for a young audience. The story line in the first series focused on a missing boy and supernatural events in a small, mid-western American town. The series is set in the 1980s, and the music used in the show has introduced many of its young viewers to groups of that era.

2 Ask the students to read the introduction only to start with. Ask them if they know either of these series and what they think of the writing ideas, e.g. the plot and the dialogues. You can share the information from the *Background information* box if necessary. Now ask students to look at paragraph A and, without looking at the headings in Exercise 2, elicit what the paragraph is about, e.g. *the more ideas the better*. Students then find the heading which best matches their ideas (*3 Aim for quantity over quality*). Set a time limit of about two minutes for students to quickly skim-read the other paragraphs to have an idea of what each is about and then do the matching. Elicit the answers.

FAST FINISHERS

Ask fast finishers to look again at the paragraphs that they have matched and find the reasons for the advice. When everyone has finished, elicit the answers and ask the students to cover the text. Go through the headings in Exercise 2 and ask the fast finishers to say why they should do each of these things, e.g. *Why aim for quantity over quality? Because the more ideas there are, the more likely you are to get a good one.*

Answers

A 3 B 6 C 1 D 5 E 4 F 2

31 The Reading text is recorded for students to listen, read and check their answers.

3 Look at the questions with the class. Tell them that the answers to the first four questions are in the text, but the final two questions relate to their own ideas. When they have finished, they compare their answers for the final two questions and give their reasons. Elicit the answers to the first four questions and ask where the information can be found in the text; students then discuss questions 5 and 6 as a class.

MIXED ABILITY

Put students into pairs. The students work together to find the answers to the first four questions and then discuss questions 5 and 6 together and try to agree on an answer and reasons for them.

Answers

1 Because viewers want to see lots of programmes, one after another.
2 To illustrate the point that ideas that are not very good can lead to great ideas, and that you have to start somewhere.
3 Participants in the brainstorming sessions will become less creative.
4 time-keeper, note-taker
5 Students' own answers
6 Students' own answers

CONTINUED ON PAGE 102

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30 **4** Before students listen to the recording, put them into pairs to discuss what the speakers might say about the ideas a–d, e.g. *a artificial intelligence and education – a programme creating personalised learning depending on each student's abilities, needs, likes and learning styles*. Elicit ideas from the class and, when they have listened to the recording, elicit whether any of their ideas were mentioned and what other things they talked about, e.g. *education – robot teachers*.

Answer

c

30 **5** Students look through the table and discuss any of the answers they think they remember from the first listening. When they have listened again, they compare answers in pairs and discuss what the people actually said.

Answers

Who	Claire	Adam	Hannah	no one
1 thinks the group doesn't need a time limit?			✓	
2 asks another student to say more about an idea?	✓	✓		
3 criticises an idea?			✓	
4 praises an idea?	✓	✓		
5 ignores an idea?		✓	✓	
6 has kept a record of the brainstorming?				✓

1 Hannah: 'Oh, Adam, that doesn't matter, does it?' (in response to Adam saying 'Right, how much time do we have?')
2 Adam (to Claire: 'Can you expand on that?'); Claire (to Adam: 'Tell us a bit more first.')
3 Hannah (to Claire: 'That's ridiculous' and 'A stupid idea')
4 Adam ('Ignore her, Claire. It's a great idea.') Claire (to Adam: 'I like it!')
5 Hannah (She says, 'Let's do something about AI and crime' without responding to Adam's 'What do you think?'); Adam (He ignores Hannah when she asks if they want to hear about her AI and crime idea.)
6 no one (Hannah: 'Isn't anybody taking notes?' Claire and Adam: 'No')

» AUDIOSCRIPT TB PAGE 287

6 Ask the students to look back at the *Life skills* box and elicit what people have to do (*come up with ideas, find creative solutions*) and what the advantage of brainstorming is (*no fear of criticism*). After students have discussed the questions, elicit some ideas and then play the recording again if appropriate to focus on what they did well (*explaining ideas, listening to each other, responding to each other's ideas*) and what they did badly (*Hannah is very critical, which might put the others off making suggestions*). The others deal with her quite well, but no-one has taken notes, so they can't remember some of the ideas they mentioned.

Answers

Students' own answers

PROJECT *Creating a TV series*

Look at the project stages with the class. Make sure they read the introduction carefully so that they know that, whatever genre they choose, it must have something to do with the title of the series. Students think for about 30 seconds about which genre to choose. Alternatively, you could make the task slightly harder and allocate genres to different groups. Re-elicit the advice from the article and the reasons why each piece of advice is useful. Groups then discuss an overall story idea and the questions in paragraph C of the reading text. Set a time limit and remind the groups to keep an eye on the time, as well as making notes of their ideas.

Before students move on to the third stage, give them a few more minutes to think of ways of making their idea sound as attractive as possible, for example who the target audience is, why people will watch it, etc. Also tell them that TV executives have very little time or patience and need to be persuaded immediately, so they will only have one minute to present their ideas.

When they have all presented their ideas, have a class vote on each one, making sure students know they can't vote for their own idea.

Set a time limit of about two minutes for each group to reflect on their performance. You can invite them to share their ideas as a class or just leave them to think about it on their own.

PROJECT EXTENSION

When the students have chosen the best idea, elicit details, using the questions in paragraph C of the text, and write these on the board. Students now work in their groups to think of which actors to get to play the main roles and an opening scene which will grab viewers' attention and interest immediately. They could even write a short piece of dialogue and act out the scene or, if they prefer, just describe it.

Set a time limit of about five minutes and then invite the groups to share their ideas as a class.

COOLER

Keep the students in the same groups as for the project. Ask them to think of one famous series or film and to imagine that it has never been made. They present the idea to the class to see if the other students can guess what the series is, e.g. *Our idea is a sort of science-fiction mystery with young teenagers playing the main parts. It is set in the 1980s in a small town in the USA and it all starts when a boy goes missing. (Stranger Things)*

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Welcome to the writers' room!

31

C

As well as concentration, brainstorming also needs focus. Asking questions can help you to achieve this. For instance, if you're trying to come up with ideas for a brand new series, I recommend asking yourselves the following:

- Where and when is the story set?
- Who is/are the main character(s)?
- What is interesting or unusual about them?
- What are they trying to achieve?
- What or who is preventing them from achieving this?

D

Some ideas will not sound very good, but that's OK; ideas generate more ideas. Imagine a rock band trying to write their next song. If the musicians just sit around looking at their instruments, waiting for the perfect song to pop into their heads, they'll be sitting there forever. But if they start to experiment with melodies, playing different combinations of notes, then even if the first few combinations sound awful, a song will eventually start to take shape. Something that seems ridiculous at first might lead to a brilliant idea later on. Asking one another to expand on ideas will help this process. This brings me to the next point.

E

Brainstorming lets you share your creativity and come up with ideas and solutions together, so it's important to respond to one another. However, avoid saying things like, 'That won't work' or 'That's no good'. Criticism at this stage will make people feel uncomfortable and reduce the flow of creativity. Phrases such as 'I like it' and 'That's a good idea' or 'That has possibilities' are simple but effective.

F

Finally, it's essential to write everything down so that you don't forget it later. Decide at the beginning who is going to be the note-taker. You don't have to use a notebook. Post-it notes work even better because you can stick them on a whiteboard and move them around. Seeing different combinations of ideas next to one another can often generate even more ideas.



Project
Creating a TV series

A large streaming company wants to fund the production of a major new TV series. In groups, you're going to brainstorm ideas for a series called *The Secret Life of the Willis Twins*. You will then pitch your story to your classmates. Finally, everyone will decide which series should get the funding.



1 DECIDE

In groups, choose a genre for your series (comedy, drama, science-fiction, horror etc.).

2 THINK

Brainstorm ideas for the series using the advice from the article.

3 PRESENT

Present your ideas to your classmates.

4 CHOOSE

As a class, choose the best idea. This one gets the funding!

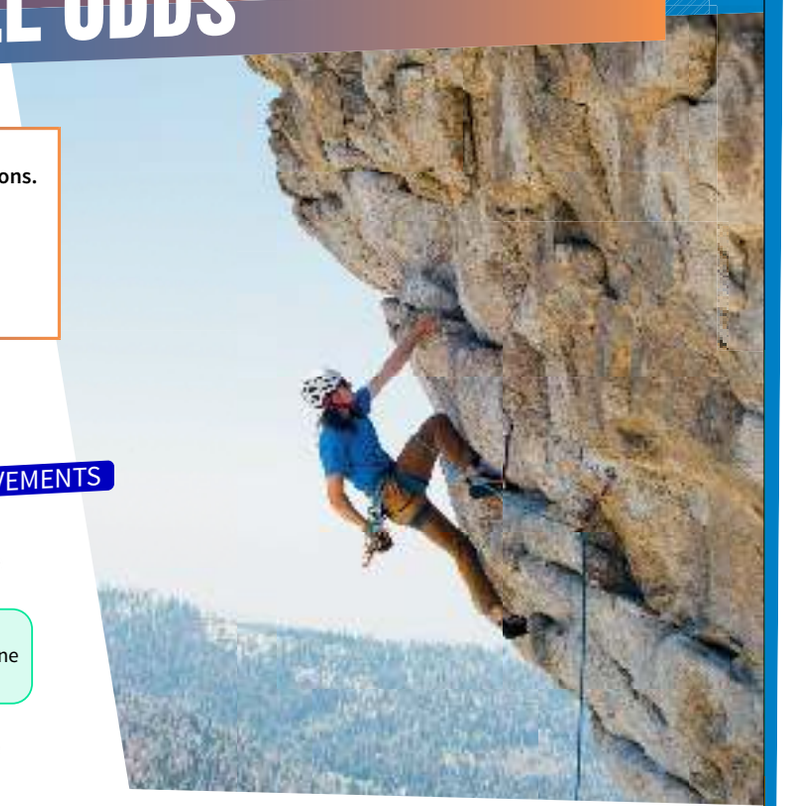
5 DISCUSS

Follow-up: Discuss these questions in your group.

- How much of the advice in the article did you follow during your brainstorming?
- What brainstorming skills do you need to work on in the future?

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7 AGAINST ALL ODDS



ABOUT YOU

▶ 07 **Watch the video and then answer the questions.**

What goals would you like to achieve in life?
What obstacles might you have to overcome to achieve them?
What strategies do you think you could use to overcome them?

VOCABULARY AND READING

CHALLENGES AND ACHIEVEMENTS

EP **1 Check the meaning of the words and phrases in the box. Does each one have a positive or negative meaning?**

adversity	against all odds	break down barriers	
endurance	overcome	self-belief	self-discipline
setback	suffer defeat	thrive	

2 Complete the first paragraph of an article with the words and phrases in Exercise 1.

BEATING THE ODDS

There are many athletes who have [1] _____ adversity to achieve success. Early failure is a common [2] _____ and only those with enough [3] _____ – those who know they can do it – will go on to [4] _____ in their chosen sport. Unless you have high levels of [5] _____ – that is the ability to keep going no matter what life throws at you – you could easily let problems hold you back. The sporting community has tried hard to [6] _____ to allow those from disadvantaged backgrounds or with disabilities to participate and reach their goals. Every sportsman or woman will [7] _____ at some time in their career, but with hard work and [8] _____, it is possible to succeed [9] _____. The four athletes featured in our article have stared [10] _____ in the face but overcome it. If you read on, you will definitely be inspired.

3 Look at the photos of the four athletes on the opposite page and read the quotes 1–4. Who do you think said each quote?

1 'I hope I would inspire kids everywhere to know that you can do anything you put your mind to.'
2 'We only live once, so make it worth it.'
3 'Be fearless in the pursuit of what sets your soul on fire.'
4 'I know that fear is an obstacle for some people, but for me, it's just an illusion.'

4 Which quote do you like best? Why?

5 Read the rest of the article on the opposite page quickly. What obstacles has each athlete overcome to achieve success?

6 Read the article again. Write BH (Bethany Hamilton), MJ (Michael Jordan), SB (Simone Biles) or YM (Yusra Mardini) for each question.

Who

1 represented a newly formed team?
2 was not initially recognised as having sporting ability?
3 had an unexpected reaction to a trauma?
4 discovered their talent by chance?
5 helps others with a similar disadvantage?
6 used their talent to save others?
7 has gained huge wealth through sport?
8 has won more awards than anyone else in their sport in their country?

7 Discuss the questions with a partner.

1 What do you admire about each athlete?
2 What else would you like to know about them?
3 Do you have a favourite? Why?

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7 AGAINST ALL ODDS

Unit Overview

TOPIC	Achievements
VOCABULARY	Challenges and achievements; Noun suffixes
READING	Beating the odds
GRAMMAR	Conditionals
LISTENING	Five short extracts about sporting achievements and ambitions
SPEAKING	Reacting to what people say
EXAM TASKS	Reading and Use of English Part 3; Listening Part 4

Digital Resources

Lesson Plus: Unit 7
Practice Extra: Unit 7
Test Generator: Unit test 7

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 150; TB page 264
WORKBOOK: pages 40–45
VIDEO AND VIDEO WORKSHEET: How to succeed
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7; Vocabulary worksheet Unit 7

WARMER

With books closed, ask the students to think of the achievement in their life they are most proud of. They should explain the situation and what they had to do to achieve what they did. Set a time limit of about two minutes and then invite students to share their ideas with the class.

ABOUT YOU

▶ 07 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the three questions. Give them about 30 seconds to think alone before they discuss their ideas together. Invite each group to share one of their ideas with the class.

VOCABULARY AND READING

CHALLENGES AND ACHIEVEMENTS

1 Students work in pairs and look through the box together to see how many words and phrases they understand. They then look up any which they don't know. Elicit the meanings of the words / phrases and tell students that there are other expressions using the words *the odds* which also refer to the likelihood of something happening, e.g. *What are the odds of that?* (*How likely is that?*) *The odds are against it.* (*It is unlikely.*) In a bookmakers, if you ask *What are the odds?,* they will tell you how much you would win if your bet was successful, e.g. *The odds are two to one.* (*You win twice as much as you bet.*)

Answers

Positive: against all odds, break down barriers, endurance, overcome, self-belief, self-discipline, thrive
Negative: adversity, setback, suffer defeat

2 Look at the first gap with the class and ask if it should be completed with a positive or negative word and why. (*Positive, because it's something you do to achieve success.*) Ask students to read the text quickly and find the two gaps which need a negative word (*7 – something bad that happens to sportspeople; 10 – something that the four athletes have overcome*). Students then complete the exercise alone or in pairs. Look at the phrase *stare adversity in the face* and elicit what it means (*be faced with a difficult problem*).

FAST FINISHERS

Ask fast finishers to look at the final two sentences again and to use their imagination to think about what sort of problems the four people might have overcome. They should try to think of four different kinds of problem. When everyone has finished, elicit the answers and then invite fast finishers to share their ideas with the class.

Answers

1 overcome
2 setback
3 self-belief
4 thrive
5 endurance
6 break down barriers
7 suffer defeat
8 self-discipline
9 against all odds
10 adversity

3 Before students look at the quotes, they work in pairs and discuss what they can see in the photos. They tell each other anything they know about the four athletes and what problems they think they have had. They then discuss the quotes and think about who might have said them and why.

Answers

1 Simone Biles
2 Yusra Mardini
3 Bethany Hamilton
4 Michael Jordan

4 Ask students to work alone to choose one of the quotes and think about why they like it. Students then get together to discuss their ideas in small groups and try to agree on one quote for their group. Invite groups to share their ideas and reasons why they like the quote. You could ask them if there are any other quotes about achievements or success that they know or, if they have access to the internet, they could look up some quotes to share with the class.

Answers

Students' own answers

CONTINUED ON PAGE 106

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BACKGROUND INFORMATION

Bethany Hamilton said that after the attack, she went back into the ocean because her fear of not being able to surf was bigger than her fear of sharks. There is a documentary film about her life called *Unstoppable*, as well as another film called *Soul Surfer*. Her organisation, the Beautifully Flawed Foundation, runs a retreat for women aged 14–25 who have lost a limb. She also organises an annual nighttime event called Shine Forth in which people gather together to share stories of how they overcame their problems, a conference called Anchored in Love, which helps women and girls from the age of 12 to discover their true purpose and worth, and a retreat for male amputees called The Forge.

Michael Jordan tried to get into his high-school basketball team at the age of 15. He was chosen to play for the junior team instead. There were several reasons for this, not just that he wasn't good enough. The person chosen in his place was much bigger than him, which is important in basketball. Secondly, the coaches realised that if he played for the junior team, he would get lots of time on the court and develop his skills. If he was chosen for the first team, he would be a substitute for a lot of the time and not play so much. Jordan, though, was heartbroken and it needed his mother to convince him to continue.

When Simone Biles had her success at the 2016 Olympic Games, she was compared to other multiple-medal winners like Usain Bolt and Michael Phelps. However, she said at the time, 'I'm not the next Usain Bolt or Michael Phelps – I'm the first Simone Biles.'

Yusra Mardini has said that, when she couldn't swim for a year because of the war, she realised that without swimming, she had no goals in her life. She suddenly realised that she wanted to be good enough to appear at the Olympic Games and this gave her the motivation to escape and make the dangerous journey to Germany.

5 Set a strict time limit of about two minutes for students to skim-read the text to try to find the problems each athlete faced. When the time limit is up, ask students to cover the text and work in pairs to discuss what they found out. Invite students to discuss each athlete and ask the class which person they think had the hardest problem to overcome.

Answers

Bethany Hamilton lost her arm in a shark attack.
Michael Jordan had many failures in his early career.
Simone Biles was in state care because her mother couldn't look after her.
Yusra Mardini had to flee her home country.

32 The Reading text is recorded for students to listen, read and check their answers.

6 Tell students to read through the questions before they read the text again. As they read, they answer any questions they can. When they have finished, if there are any questions that remain unanswered, they go back to the text and scan it quickly to try to find the relevant information. Elicit the answers and what it says in the text which helped them to decide.

MIXED ABILITY

Weaker students work in pairs and choose two of the athletes each. They then decide which of the questions match their two texts. When they have done this, they get together to see if they have answered all the questions between them. If not, or if they have both matched a question to one of their texts, they work together to complete the exercise.

Answers

1 YM
2 MJ
3 BH
4 SB
5 BH
6 YM
7 MJ
8 SB

7 Set a time limit of about one minute for students to think about the questions alone before they discuss them in pairs. When students have finished, have a class vote on their favourite athlete and invite them to give reasons for their choices. If they have a chance to use the internet during the lesson, they could look up the information they discussed in question 2 and tell the class what they found out.

Answers

Students' own answers

TALKING POINTS

Before students start, look at the questions with the class and elicit any ideas or give an example for each question, e.g. *1 parental disapproval; 2 Thomas Edison failed between 1,000 and 10,000 times before he invented the light bulb; 3 Albert Einstein didn't speak for the first three years of his life, and his teachers thought he was lazy, but he went on to become a great scientist*. Students then discuss the first two questions in groups. Set a time limit of about three minutes and then allow each group to research someone who has suffered from adversity online. When they are ready, invite each group to present their celebrity to the class.

COOLER

Put students into small groups. Ask them to look back at Exercise 3. Set a time limit of about two minutes for each group to think up an inspiring quote about life. Each group writes their quote on a piece of paper. Collect these and distribute them around the room for students to look at.

» ALSO REFER TO WORKBOOK PAGES 40–41

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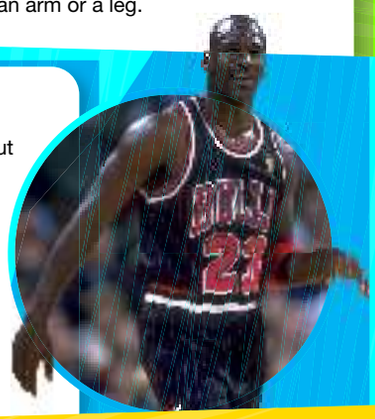
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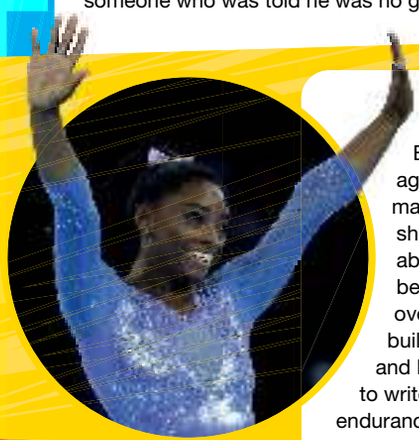
BETHANY HAMILTON

If you grow up in Hawaii, you learn to surf at an early age. Bethany Hamilton was out on the waves by the age of seven and was showing exceptional promise, receiving her first sponsorship at the tender age of nine. Everything was going well when, at the age of 13, her life changed forever. Lying on her surf board in the ocean one morning, she suddenly felt severe pressure on her left arm. Strangely, she felt no pain as she noticed the water around her turning red and realised she had lost her arm. It later became apparent that a four-metre tiger shark had attacked her, and her life would never be the same again. Hamilton was determined to overcome this setback. Her self-belief was so strong, she was back in the water just a month after the accident and is currently ranked among the top 50 female surfers in the world. The striking thing is that if she weren't an amputee, she probably wouldn't have helped as many people as she has done through her charity, *Friends of Bethany,* which supports other young amputees – people who have lost an arm or a leg.

MICHAEL JORDAN



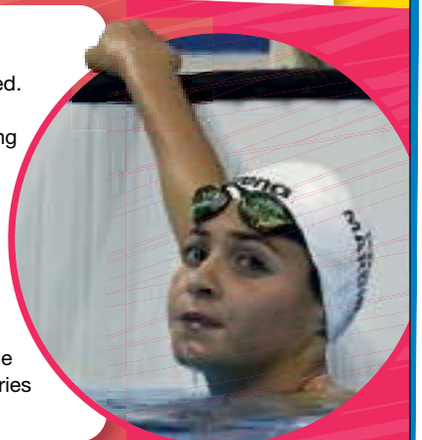
Some might be surprised to see basketball legend Michael Jordan featured in an article about those who have beaten adversity, but at school he was not considered talented. He suffered a huge number of defeats, losing over 300 games and missing the winning shot 26 times, according to the man himself. You might think it's strange that he kept count of his failures, but Jordan believes he wouldn't be where he is if he hadn't been defeated so many times. It takes self-discipline to keep going when you get knocked back so many times, but the former Chicago Bulls player has plenty of that. Despite his early defeats, he won the NBA's Most Valuable Player award six times and won gold at the Olympics twice. In recent years, this remarkable sportsman became the first NBA player to become a billionaire. Not bad for someone who was told he was no good.



SIMONE BILES

Born into a troubled family, gymnast Simone Biles was taken into the care of the state aged five when her mother was unable to look after her. She was later adopted by her maternal grandparents. In her new home, Biles began to thrive. On a school trip when she was six, she was introduced to the sport of gymnastics. Observing her natural ability, the instructor said she had the potential to be an excellent gymnast. Biles has been criticised for her body shape, but she considers this just another minor obstacle to overcome. She says she wouldn't be such a good gymnast if she didn't have a stocky build. Biles went on to win four gold medals at the Olympics in Rio De Janeiro in 2016 and holds the most medals of any US gymnast. She later took a break from gymnastics to write her book *Courage to Soar: A body in motion, a life in balance* in which she calls for endurance in difficult times and urges people never to give up on their dreams.

YUSRA MARDINI



Life is hard if you're a female athlete in war-torn Syria, as swimmer Yusra Mardini discovered. When both her pool and home in Damascus were bombed, she knew she had to get out. Along with her sister, Sara, she fled through Lebanon to Turkey. Then, while they were sailing across the sea to Greece, their dinghy broke down. Against all odds, no lives were lost. If Yusra and Sara hadn't been such expert swimmers, the outcome would have been tragic. They and two other swimmers pulled the dinghy through the water, finally reaching the shore three hours later.

Mardini went on to become the face of the first ever team of refugees to take part in the Olympics. Now based in Berlin, her work continues to break down barriers and challenge people's perceptions of refugees. She is a goodwill ambassador for the United Nations High Commissioner for Refugees and has met world leaders including Pope Francis and the President of the United States. Her message to the world is that those who flee their countries to escape war and other hardships can still achieve great things.

TALKING POINTS

What kind of obstacles do people often have to overcome?
Do you know any other sportspeople or celebrities who have faced adversity in their lives?
Is there anyone who has been an inspiration to you because of obstacles they have overcome?

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GRAMMAR CONDITIONALS

1 Read the extracts and answer the questions in *italics*.

1 If you grow up in Hawaii, you learn to surf at an early age.
Is that a true statement?
2 If Yusra and Sara hadn't been such expert swimmers, the outcome would have been tragic.
Were they good swimmers? Was the outcome tragic?
3 If you read on, you will definitely be inspired.
Do you think most people will read on? Will people be inspired?
4 She says she wouldn't be such a good gymnast if she didn't have a stocky build.
Is she a good gymnast? Does she have a stocky build?

2 Match examples 1–4 from Exercise 1 to rules a–d.

We use the
a zero conditional to describe situations that are generally true.
b first conditional to describe likely events in the future and their results.
c second conditional to describe unreal or unlikely situations in the present or future and their results.
d third conditional for imaginary situations and their imaginary results.

» GRAMMAR REFERENCE AND PRACTICE PAGE 150

3 Match clauses 1–6 to a–f to form conditional sentences.

1 If you try hard enough,
2 Bethany wouldn't change her life
3 Unless you're very careful,
4 If I got the chance,
5 Simone wouldn't have won so many medals
6 They will qualify for the team

a if she hadn't trained so hard.
b you can do anything.
c I'd definitely go to watch the Olympics.
d you will lose the competition.
e even if it were possible.
f if they keep up the same standards.

4 Answer the questions about the sentences in Exercise 3.

1 Are the sentences zero, first, second or third conditional?
2 What do you notice about the sentences that begin with the conditional (*if*) clause?

5 Look at the two mixed conditional sentences from the article and answer the questions.

A Michael Jordan wouldn't be where he is today if he hadn't been defeated so many times.
Where is he today? Has he been been defeated often?
B If Bethany Hamilton weren't an amputee, she probably wouldn't have helped as many people as she has done.
Is she an amputee? Has she helped many people?

Which sentence, A or B, talks about:

1 an imaginary possibility in the present which is affected by the past?
2 an imaginary possibility in the past which is affected by the present or by a permanent situation?

6 Complete the description of the two mixed conditional forms.

1 Imagined present result of a past condition:
If + past perfect, _____ + infinitive
2 Imagined past result of a present condition:
If + past tense, _____ + past participle

7 Make mixed conditional sentences from the prompts.

1 Dan is not happy because he wasn't selected for the team.
2 You didn't win the race because you aren't fit enough.
3 Zain is stubborn and didn't listen to the advice I gave him.
4 The pool is full of leaves because the attendant forgot to put the cover on.
5 Ana made it to the Olympics as she is incredibly talented.

8 Choose the correct verb form.

1 If children *start* / *will start* training young, they are more likely to reach Olympic level.
2 It would be better if governments *spend* / *spent* more on sports facilities.
3 If the players *listened* / *had listened* to the coach, they would have triumphed.
4 I'd be playing in the match today if I *hadn't broken* / *didn't break* my ankle.
5 What *will* / *would* the tennis club do if the funding is not available?
6 Would you take the job if it *were* / *is* offered to you?

9 Complete the text with the correct form of the verb in brackets. Put any other words in brackets in the correct position.

If the average person had been asked about the Paralympics 30 or 40 years ago, they probably [1] _____ (not, know) what they were. If you asked people today, they [2] _____ (all, know) exactly what they are and probably enjoy watching them. Disabled athlete Darren said, 'If the Paralympics didn't exist, I [3] _____ (not, even, try) to take up sport. When you [4] _____ (think) of a sportsman or woman, you don't usually picture someone in a wheelchair.' Like many others, he goes on to say that he [5] _____ (not, live) such a happy, healthy life if he hadn't joined his local wheelchair basketball club. Even for those who are not sporty, the Paralympians are an inspiration. According to hearing-impaired office worker, Matt, 'Nowadays if someone sees my hearing aid, they [6] _____ (not, make) assumptions about my skills and abilities. The Paralympics have gone a long way towards changing attitudes in a positive way.'



10 » WORK IN PAIRS. TURN TO PAGE 130.

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GRAMMAR CONDITIONALS

WARMER

With books closed, tell the class they are going to make a sentence together one word at a time. Write the word *If* on the board and nominate a student to say the next word of the sentence. Write this after the word *If*. That student nominates someone else and so on until a sentence has been completed. Look at the sentence with the class and ask if it is grammatically correct. If so, elicit what structure it is (*probably one of the conditional forms*). Students could repeat the same activity in groups of four to make new sentences beginning with *If*.

1 Students look at the sentences and questions in pairs. Elicit the answers and then elicit the structures used in each sentence, e.g. *1 'If' + present simple + present simple*. Write these on the board.

Answers

1 Yes
2 Yes, they were good swimmers. No, the outcome wasn't tragic.
3 Yes to both questions
4 Yes to both questions

2 Students do the matching in pairs. Elicit the answers and then tell the students to cover Exercise 1. Elicit the form used for each structure (these may be on the board if you used the activity in the previous exercise), e.g. *zero conditional – 'if' + present simple + present simple*.

Answers

1 a 2 d 3 b 4 c

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

3 Ask students to complete the activity alone. When they have finished, they compare answers in pairs. Elicit the answers and then ask students how they would rewrite sentence 3 if it started with *If*. (*If you're very careful, you won't lose the competition.*) You could also ask them to rewrite sentence 6 using *Unless*. (*They won't qualify for the team unless they keep up the same standards.*)

Answers

1 b 2 e 3 d 4 c 5 a 6 f

4 You could ask these questions to the whole class and elicit ideas rather than asking students to look at the questions alone first.

Answers

1 1 zero 2 second 3 first 4 second 5 third 6 first
2 There is a comma after the *If* clause if it begins the sentence.

5 Ask the students to look at the sentences and elicit which two conditionals they are a mixture of (*third and second*). Students then work in pairs to answer the questions. Elicit the answers. Ask more questions, e.g. *If Michael Jordan had given up basketball at 15, would he be famous now?*

Answers

A Today he is famous and successful. Yes, he has been defeated many times.
B Yes, she is an amputee. Yes, she has helped many people.
1 A 2 B

6 Look at the exercise with the class and elicit the form of each conditional. Students use the sentences in Exercise 5 to help them.

Answers

1 would 2 would have

7 Look at the first sentence with the class. Write the word *If* on the board and elicit the imaginary past situation (*If Dan had been selected for the team …*). Now elicit how things would be different (*… he would be happy*). Students do the rest of the exercise alone or in pairs. Remind students that we can use *might*/*could* if we aren't sure about what the result would be.

Answers

1 If Dan had been selected for the team, he would be happy.
2 If you were fit enough, you could/might/would have won the race.
3 Zain would have listened to the advice I gave him if he weren't/wasn't so stubborn. OR If Zain weren't/wasn't so stubborn, he would/might have listened to the advice I gave him.
4 If the attendant hadn't forgotten to put the cover on the pool, it wouldn't be full of leaves.
5 If Ana weren't/wasn't so talented, she wouldn't have made it to the Olympics.

8 Students complete the exercise alone and then compare in pairs. If they have any different answers to each other, they look at Exercises 1 and 2 to decide who is correct. Elicit the answers and what kind of conditional each sentence is (*1 zero, 2 second, 3 third, 4 mixed second/third, 5 first, 6 second*).

Answers

1 start
2 spent
3 had listened
4 hadn't broken
5 will
6 were

9 Students read the text quickly without worrying about the gaps. Elicit what it is about (*the Paralympics*). Students work alone. Elicit the answers and, if anyone gives a wrong answer, encourage other students to say what is wrong and why.

FAST FINISHERS

Tell fast finishers to think of something that might be different about their own life now if something different had happened in the past. When everyone has finished the exercise, invite students to share some of their sentences with the class.

Answers

1 wouldn't have known
2 would all know
3 wouldn't have even tried / wouldn't even have tried
4 think
5 wouldn't live / wouldn't be living / wouldn't have lived
6 don't / won't make

10 Look at the first sentence on page 130 with the class and elicit something they spend too much time doing, e.g. *doing homework*. Ask: *What could you have achieved if you didn't spend so much time doing homework?* Elicit some ideas and then ask students to complete the sentences. When students have told their partner their sentences, invite them to share their ideas with the class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 7 – GRAMMAR – CONDITIONALS
» GRAMMAR WORKSHEET: UNIT 7
» ALSO REFER TO WORKBOOK PAGE 42

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VOCABULARY
NOUN SUFFIXES

33 **1** Look at the instructions with the class. Put students in pairs to think about what advice the psychologist might give. Elicit one or two ideas before playing the recording. When students have listened, elicit any of their own ideas which were mentioned and then any other ideas which weren't mentioned.

Answers
Let them know they are valued and accepted; let them talk; help them view their situation more positively; distract them with doing something they are good at or enjoy.

33 **2** Look at the example with the class. In pairs, students discuss any other nouns they think they know from the words in the exercise. When the students have listened again, elicit the answers and ask what they notice about the spelling of *replacement* and *disapproval*. (The final *-e* is kept in *replacement* but not in *disapproval*.)

Answers
1 unfairness 2 acceptance 3 courtesy 4 inaccuracy
5 replacement 6 disapproval 7 interference 8 motivation

» AUDIOSCRIPT TB PAGE 287

3 Look at the words in the box and ask students which one they think is the odd one out (*agent* is a noun; the rest are verbs or adjectives – in this case, we are changing it from the noun for a person to the noun for an organisation or business). Students work in pairs to discuss which suffixes need to be added to change the words into nouns. When eliciting the answers, highlight any changes in stress when the words change form, e.g. *exaggerate – exaggeration*. Also, mention that the noun *richness* is used to talk about things like the richness of food or earth. We use *wealth* to talk about being rich in terms of money.

Answers

-(s)ion	-ity	-ness	-ance	-y
aggression extension	*adversity* employability prosperity	aggressiveness consciousness richness	endurance	jealousy
-cy	**-ment**	**-al**	**-ence**	**-tion**
agency	employment	survival referral	reference	exaggeration

4 Students work in pairs. When you elicit the answers, make sure students have spelt *occurrence* with *-ence* not *-ance*. You could also elicit the adjectives or verbs the nouns are formed from (*1 hospitable, 2 disturb, 3 explode, 4 renew, 5 ready, 6 harass, 7 occur, 8 indicate*).

Answers
1 ity 2 ance 3 sion 4 al 5 ness 6 ment 7 ence 8 tion

5 Students work in pairs. When they have completed the sets of sentences, they discuss the meanings of each noun together. Elicit the answers and ask follow-up questions using the words, e.g. *What sort of apprenticeships can young people take? What is your neighbourhood like?*

Answers
1 -ship 2 -hood 3 -dom

6 Tell students that, if they aren't sure of the correct word, they should write a guess next to the gap. Elicit the answers and ask students how many words they weren't sure of and how many they guessed correctly.

Answers
1 parenthood 2 boredom 3 stardom 4 sponsorship
5 neighbourhoods 6 scholarship 7 adulthood

7 Look at the exercise on page 130 with the class. Students work in pairs to write the correct suffixes. Elicit the answers. Set a time limit of about three or four minutes for students to ask and answer the questions. Remind them that in the first part of the speaking exam, they should give extended answers to questions and they should try to do that here. Invite students to share their answers with the class.

Answers
1 -hood 2 -tion 3 -tion
Students' own answers

8 C1 Advanced Reading and Use of English Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 22. Remind students that, in an exam, this task won't just test knowledge of one type of word formation (e.g. noun formed with a suffix); four different word types (nouns, verbs, adjectives and adverbs) may be needed, and these could involve the use of prefixes, suffixes and compound words. In this particular task (Billie Jean King), however, all the words tested are nouns.

Tips Remind students that as well as choosing the right word class (noun, verb, adjective or adverb), other factors may be important. For example, if a noun is needed, should it have a positive or negative meaning (e.g. *happiness* or *unhappiness*)? Should it be singular or plural (e.g. *scientist* or *scientists*)? Should it be a person or an idea (e.g. *engineer* or *engineering*)? Are there any details of spelling to check?

Ask students to quickly read through the Billie Jean King text without worrying about the gaps to get an overall understanding of what it is about. Elicit who Billie Jean King was and what she did to help awareness of women's tennis. (*She beat a man who claimed he could beat any female player.*) Students cover the rest of the page and work alone. Elicit the answer to gap 1. Ask students to explain why the answer is *inability* rather than *ability*. Then elicit the other answers and check spelling.

MIXED ABILITY
Allow students to work in pairs to discuss the suffixes needed and any spelling changes. Also allow them to keep the page uncovered. Although different words are used in this exercise, students will be able to refer to the suffixes used and see which sounds right and how the ending will affect the spelling of the nouns.

Answers
1 inability 2 determination 3 discrimination 4 proposal
5 annoyance 6 admission 7 wisdom 8 awareness

COOLER
Students work in pairs. They each write down five verbs or adjectives from page 55 and make a note of the nouns that are formed from them. They then close their books and test each other, taking it in turns to read out one of their words which their partner has to change into a noun.

» PRACTICE EXTRA: UNIT 7 – VOCABULARY – NOUN SUFFIXES
» VOCABULARY WORKSHEET: UNIT 7
» ALSO REFER TO WORKBOOK PAGE 43

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VOCABULARY
NOUN SUFFIXES

33 **1** **You will hear a psychologist giving advice on helping people overcome negative emotions. What advice does he give about helping a friend?**

33 **2** **Listen again. Write down the nouns you hear which are formed from the following verbs and adjectives.**

0 negative *negativity*
1 unfair .....
2 accept .....
3 courteous .....
4 inaccurate .....
5 replace .....
6 disapprove .....
7 interfere .....
8 motivate .....

EP **3** **Form nouns from the words in the box and add them to the correct part of the table. Some words may take more than one suffix.**

adverse agent aggressive conscious employ endure exaggerate extend jealous prosper refer rich survive

-(s)ion	-ity	-ness	-ance	-y
	adversity			
-cy	**-ment**	**-al**	**-ence**	**-(t)ion**

4 **Complete the words with a suffix from the table above.**

1 When we played against Roma, we were overwhelmed by their hospital....
2 While I was training in the gym, I heard a disturb.... outside.
3 There was an explo.... as the tyre hit something on the race track.
4 I've just had to pay £500 for the renew.... of my gym membership.
5 The athletes are now training hard in readi.... for the competition.
6 Harass.... of players in the opposing team will result in a fine.
7 Both teams getting the same score is a rare occurr.... in cricket.
8 Do we have any indica.... of when the postponed race might take place?

EP **5** **Match each set of sentences to a suffix.**

-dom -hood -ship

1 I wonder if I could get an apprentice.... in the field of sport.
Taking part in sports can help develop leader.... skills.
Some kind of censor.... of news is needed.
2 Nobody in my neighbour.... goes jogging.
I spent much of my boy.... playing chess.
I used to run 10km a day but mother.... changed that.
3 Every child should have the free.... to choose the sport they like.
Many people in the United King.... go horseriding.

6 **Complete the sentences with a noun ending in *-ship*, *-hood* or *-dom*. Make the noun plural where necessary.**

1 Some sportspeople manage to balance ..... with their sport. (parent)
2 Absolutely nothing happened in that match. I almost died of .....(bore)
3 Most celebrities achieve ..... only after a lot of hard work. (star)
4 One thing that often helps athletes is to get ....., especially from a well-known brand. (sponsor)
5 Many top footballers come from poor ....., where they learned their skills on the streets. (neighbour)
6 If you can get a ....., you will get your university tuition fees paid. (scholar)
7 Some athletes who show a lot of promise as youngsters do not fulfil their potential as they reach ..... (adult)

7 » **WORK IN PAIRS. TURN TO PAGE 130.**

8 **Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

BILLIE JEAN KING: A TENNIS LEGEND

Billie Jean King is one of the all-time greats of the tennis world. Born in 1943, she had a sporty **(0)** *childhood*, excelling in baseball from an early age. In 1965, she came close to winning the US tennis championships. Her **(1)** ..... to do so didn't deter her, but instead fuelled her **(2)** ..... to do better. It was this attitude that made her into a tennis superstar. CHILD ABLE DETERMINE

King was not afraid to challenge **(3)** ...... In 1973, former men's tennis champion Bobby Riggs claimed he could beat any woman and invited King to a match. She refused his **(4)** ....., which was accepted instead by King's main rival, Margaret Court. To King's great **(5)** ....., Riggs defeated Court, just as he had said he would, so King decided to play him herself. DISCRIMINATE PROPOSE ANNOY

King badly wanted an **(6)** .....from the tennis world that female players could play as well as the men, but she doubted the **(7)** .....of taking on the player who had beaten Court, the women's number 1 at the time. However, King beat Riggs. This incident helped raise **(8)** .....of the issues facing women both in sport and in society. ADMIT WISE AWARE



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LISTENING

1 **You are shortly going to listen to people talking about their achievements and ambitions in different sports. Look at the phrases from the extracts. Which sports do you think the people will talk about?**

Europe's highest peak
the junior belts
Bend it like Beckham
the dry slopes
the Tour de France

2 **Study Tasks One and Two below and answer these questions.**

1 How many different speakers will you hear?
2 How many different tasks do you complete for each speaker?
3 Are the speakers talking about the same or different topics?
4 For each task, how many options do you have to choose from?
5 Do you think you should attempt both tasks on the first listening?

You will hear five short extracts in which people are talking about their sporting achievements and ambitions.

TASK ONE

For questions 1–5, choose from the list (A–H) the difficulty each speaker had to overcome.

A barriers related to culture
B their own mental state
C the attitude of their peers
D a lack of family support
E the cost of equipment
F serious physical injury
G the opinions of professionals
H geographical conditions

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

TASK TWO

For questions 6–10, choose from the list (A–H) what each speaker hopes to accomplish in the future.

A become the best in their age group
B compete regionally
C succeed in the sport's greatest challenge
D participate in a world-famous event
E achieve a personal record
F be awarded the sport's top title
G become professional in the sport
H empower a group under-represented in the sport

6 Speaker 1 .....
7 Speaker 2 .....
8 Speaker 3 .....
9 Speaker 4 .....
10 Speaker 5 .....

34 **3** **Listen to Speaker 1, focusing only on Task One. Choose from the list the difficulty that applies to Speaker 1.**

34 **4** **Listen to Speaker 1 again, focusing only on Task Two. Choose from the list what the speaker hopes to accomplish.**

35 **5** **Listen to Speaker 2. Try to answer both Task One and Task Two while listening. Then listen again and check your answers.**







6 **Which approach do you think was better?**

A Focus on Task One only during the first listening and Task Two during the second listening.
B Focus on both tasks during the first listening. Use the second listening to check your answers.

7 **Decide whether you are going to use approach A or approach B. Listen to Speakers 3, 4 and 5 and do both tasks. Listen to the recording twice.**

36

8 **Discuss the questions with a partner.**

1 Which speaker's story did you find most interesting? Why?
2 Who are your sporting heroes?
3 If you could create a new sport, what would it involve?

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LISTENING

WARMER

With books closed, tell students that they are now 25 and are a famous sportsperson. They have to decide what their greatest achievement so far has been and what their next ambition is. When they are ready, students get into small groups and take turns telling each other their ideas. Invite groups to share one person's ideas with the class and the other students have to guess whose ideas they were.

1 Students look at the photos and, in pairs, describe how they would feel in each situation. They then discuss the phrases and which three match the photos. Elicit their answers (*top: Europe's highest peak; middle: the dry slopes; bottom: the junior belts*). They then say which sports they think the other two phrases relate to (the Tour de France: cycling; *Bend it like Beckham*: football). Ask the class if they know the colour order of martial-arts belts and tell them that *Bend it like Beckham* is the name of a film about a Sikh girl who dreams of playing football. The title refers to David Beckham's ability to make the ball curve in the air when he kicked it.

Answers

Students' own answers

2 When students have read the instructions, elicit the answers and ask what topics each speaker is going to talk about (*sports: difficulties they have had to overcome and hopes for the future*). For question 5, elicit the advantages and disadvantages of this approach (advantages: completing the task on the first listening and then being able to check on the second listening; disadvantages: having too much information to process and being more likely to miss answers or make mistakes).

Answers

1 five 2 two 3 the same 4 eight
5 It is up to the student to decide.

34 **3** Tell the students to look at options A–H in Task One and think what the speakers might say about each one, e.g. option A: *culture gap, different traditions, fear of outsiders*. Allow students about a minute to think about the options before playing the recording. Elicit the answer and what was said which showed this (*shattered one of my legs*).

Answer

F

34 **4** Students look through the options in Task Two in the same way. Ask students if they think they know the right answer. Elicit ideas, but don't comment on them yet. Again, elicit the answer and what was said in the recording. (*It's the ultimate target for serious climbers.*)

Answer

C

» AUDIOSCRIPT TB PAGE 287

35 **5** Tell students to put their pens down and just listen. When the recording has finished, they look at the options again in both tasks and choose the correct ones. After they have listened twice, elicit the answers and what was said which helped them decide (Task One: *don't have much snow or high enough mountains*; Task Two: *from different parts of the country*).

Answers

Task One H Task Two B

» AUDIOSCRIPT TB PAGE 287

6 After eliciting the answers to Exercise 5, have a class vote on who will use each approach. Put students into groups depending on which one they chose and ask them to discuss why they prefer the method they chose.

Answers

Students' own answers

36 **7** **C1 Advanced Listening Part 4**

In this part, students listen to five short monologues on one topic. Each of these lasts about 30 seconds. The students have to match each speaker to two sets of options. In both cases, there are eight options to choose from, so three are not matched. Students listen twice, so can try to do both tasks at once and then check their answers on the second listening or concentrate on one task each time. However, this has the disadvantage that they can't check their answer to the second part of the task. The questions can test things such as attitudes, feelings, opinions, purpose or context.

Tips Students should read through the questions and options in the time allowed before the listening starts, so that they have a good idea of what they are listening for. There may be some false clues in the texts which students should be aware of, e.g. in Exercise 5, the speaker mentions the Olympics, but not as a serious ambition.

When students have listened twice, allow them to compare answers in pairs and discuss what they heard in the recordings which helped them. Elicit the answers and the extracts from the texts which helped them.

MIXED ABILITY

Put students into pairs. Ask one student to look at Task One only and the other student to look at Task Two. They do their task on the first listening and then, when they listen again, make notes of what the speaker says which helped them choose the answer. They then tell each other what they heard and what answers they chose. (*Speaker 3 – Task One: tall for my age … some classmates were giggling behind my back; Task Two: grandmaster level – as far as you can go in the sport; Speaker 4 – Task One: hard up, third-hand racing bike; Task Two: at least take part in the best-known race; Speaker 5 – Task One: comments by other members of our community; Task Two: encourage more women to take part.*)

Answers

Speaker 3: Task One C, Task Two F
Speaker 4: Task One E, Task Two D
Speaker 5: Task One A, Task Two H

» AUDIOSCRIPT TB PAGE 288

8 Set a time limit of about two minutes for students to discuss the first two questions in pairs. Join pairs into groups of four to discuss what they said. The students then work together to discuss the third question. Set a time limit of two to three minutes and then invite each group to present their ideas to the class.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 44

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SPEAKING
REACTING TO WHAT PEOPLE SAY

37 **1** Put students into groups of three. Each student looks at one of the photos and imagines the relationship between the people, how they feel and what has happened. Allow them about 30 seconds to think before they take turns to tell each other their ideas. When students have listened, elicit the answers and how accurate their guesses were.

Answers
Conversation 1 – photo C
Conversation 2 – photo B
Conversation 3 – photo A

37 **2** Students can guess the answers just by looking at the photos, but tell them to listen and give examples to back up their answers. After listening, elicit the answers and the phrases they used, e.g. *1 Mm. 2 I'm sorry to hear that. That's a shame. 3 Are you serious? Wow! That's fantastic!*

Answers
a Conversation 3
b Conversation 2
c Conversation 1

» AUDIOSCRIPT TB PAGE 288

38 **3** When students have listened, elicit the three people from the Listening section that the conversations were about (Conversation 1 – Speaker 1; Conversation 2 – Speaker 3; Conversation 3 – Speaker 4). Then elicit the reactions.

Answers
Conversation 1 – sympathy
Conversation 2 – surprise
Conversation 3 – lack of interest

38 **4** Look at the *Prepare to speak* box with the class. Students discuss what they remember in pairs before listening. When students give the answers, encourage them to use suitable intonation.

Answers
1 Oh, poor you. That's awful!
2 What a pity.
3 That's truly remarkable!
4 Oh, yeah, right.

» AUDIOSCRIPT TB PAGE 288

5 Tell students in each pair to read three statements each: 1, 3, 5 or 2, 4, 6. The other student has to use one response from each section of the *Prepare to speak* box, so they can't be indifferent three times in a row. When they have finished, nominate different pairs to act out one mini dialogue each.

Answers
Students' own answers

6 Elicit the meanings of *appalled* (*very shocked and upset by something unpleasant*) and *dismayed* (*worried, disappointed or upset at something unpleasant happening*). Students work in pairs to complete the expressions. Elicit the answers.

FAST FINISHERS
Ask fast finishers to think of a situation when they might use the expressions, thinking about the topic of the unit, e.g. *I'm appalled that there is such a huge difference in earnings between men and women in some sports.* When everyone has finished the activity, invite fast finishers to share their ideas.

Answers
1 horrific, sad, shocking
2 behaviour, news
3 ending, result, story, surprise
4 horrific, shocking, unbelievable
5 ending, result, story, surprise
6 appalled, dismayed, stunned

39 **7** Read the information box with the class and elicit an example of an echo question, e.g. '*We have to complete ten exercises!*' '*Ten exercises?*' When students have listened, elicit the echo questions (encourage students not to look at Exercise 8, where the answers can be seen).

Answers
In 2011?
Only a few months before?
They beat *who*? The United States?

39 **8** When students have listened and written what the girl says, elicit the answers. If you used the example echo question in Exercise 7, you could ask students how they might follow that, e.g. *Ten exercises? That's ridiculous! / Ten exercises? Are you sure?*

Answers
1 Yes, I think I heard about it.
2 So what did they do?
3 Wow, that's pretty impressive!

» AUDIOSCRIPT TB PAGE 288

9 Look at the example with the class and elicit other possible follow-ups, e.g. *29 minutes? They must have been tired!* Tell students that there is no limit to the number of responses possible, as long as they make logical sense. When students have finished, ask pairs to act out different mini dialogues and encourage the responder to use the correct intonation.

Possible answers
1 643 times? Wow! That's extraordinary!
2 That no longer exist? What does that mean?
3 England? You're kidding!
4 Eight years? That's impressive.
5 Flag-bearer? Good for her. That's quite an honour!
6 2%? I'd have thought it would be more than that.

10 Set a time limit of about three minutes. If slower students don't write five sentences, it doesn't matter, as long as one sentence is false. Faster students could write a sixth sentence.

Answers
Students' own answers

11 When students have finished, invite them to read out one sentence about themselves. The other students have to guess if it is true or false.

Answers
Students' own answers

COOLER
Students choose one of their true sentences from Exercise 10. They then get into pairs and have a longer conversation about it. Their partner asks echo questions or other questions to find out more information and shows surprise or sympathy as appropriate. Tell them not to show indifference for this activity.

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SPEAKING

REACTING TO WHAT PEOPLE SAY

37 **1** **You will hear three short conversations. Match them to the photos.**

Conversation 1 ☐ Conversation 2 ☐
Conversation 3 ☐







37 **2** **Listen again. In which conversation does one of the speakers express**

a surprise? **b** sympathy? **c** lack of interest?

38 **3** **You will hear three conversations in which people react to short extracts from the Listening section on the previous page. For each one, decide if they react with *surprise*, *sympathy* or *lack of interest*. Think about both the words the speakers use and their tone of voice.**

38 **4** **Listen again and complete the *Prepare to speak* box with phrases you hear.**

PREPARE TO SPEAK

Reacting to what people say

Expressing sympathy

1 .....
2 .....
That's such a shame.
Oh dear!
I'm sorry to hear that

Expressing surprise

Really? How amazing!
3 .....
Never! What a fantastic achievement!
Wow! Are you serious?

Expressing indifference

4 .....
Uh huh.
Mmm.

5 **Work with a partner. Take it in turns to read out the statements. Respond using a suitable expression from the *Prepare to speak* box. Make sure your response sounds surprised, sympathetic or lacking in interest.**

1 There's a student in my class who can run 100 metres in 10.5 seconds.
2 I worked as a sports nutritionist, but I've just been made redundant.
3 My brother has just started a temporary job at a big chain of outdoor shops.
4 The Olympic torch is passing through my town next week.
5 My sports club membership is about to run out.
6 I twisted my ankle while doing the high jump yesterday.

6 **Complete the exclamations with words from the box. There is more than one answer for each.**

appalled behaviour dismayed ending horrific news result sad shocking story stunned surprise unbelievable

1 How ..... !
2 What terrible ..... !
3 What a great ..... !
4 That's ..... !
5 That's a wonderful ..... !
6 I'm ..... !

39 **7** **Read the information about echo questions, then listen to a short conversation. How many echo questions do you hear?**

> An echo question is a question spoken by a listener which repeats part of what the speaker has just said. It is used if the listener hasn't fully understood what was said, or to express surprise, sympathy or disbelief.

39 **8** **Listen again. What does the girl say after each echo question?**

1 In 2011? .....
2 Only a few months before? .....
3 The United States? .....

9 **Work with a partner. Read out the statements in turn and respond with a suitable echo question, followed by a reaction.**

0 **A:** The longest recorded point in tennis took 29 minutes.
B: *29 minutes? That can't be right.*
1 Apparently, in that 29 minute point, the ball crossed the net 643 times.
2 There have been three Olympic Games held in countries that no longer exist.
3 Did you know that England didn't take part in the first three football World Cups?
4 Michael Jordan and the Chicago Bulls didn't have a three-game losing streak for eight years.
5 Simone Biles got to be the US's flag-bearer at the closing ceremony of the Olympics.
6 I read that 2% of cases at Accident and Emergency departments in the UK are from sports injuries.

10 **Write five items of real or fake 'news' about yourself, your school, or your town.**

11 **Work with a partner. Take it in turns to read your items and respond to your partner's using expressions from this section.**

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8 MAKING ENDS MEET



ABOUT YOU

▶ 08 **Watch the video and then answer the questions.**
Are you more of a spender or a saver?
At what age should children first be given money?
Do you think that teenagers should be paid by their parents for helping with household tasks?

VOCABULARY AND READING

MONEY AND WEALTH

1 Which of the following sayings do you agree most/least with, and why?

1 Money makes the world go round.
2 There's no such thing as easy money.
3 A fool and his money are soon parted.
4 Save money, and money will save you.

2 Match the words to their definitions a–i.

1 Justin wants to go travelling for a year after school, but I've no idea how he thinks he's going to fund it.
2 To most people, a super-yacht is an unaffordable luxury. Except, of course, if you're exceptionally well-off.
3 The cash dispenser on my street only lets you withdraw £50 at a time.
4 Marina's parents are going to let her have a monthly allowance while she's at college to pay for transport, books and so on. Without their support, she wouldn't be able to study at all.
5 Having spent all her money, Roser was completely broke, and had to move back in with her parents.
6 When he finishes school, Iñigo plans to take out a loan in order to set up his own laptop repair business.
7 I'm looking for my first car to buy, but the cars in the big showrooms in town are a complete rip-off. The ones in our local garage are much better value for money.

a wealthy
b financial help
c having no money left
d too expensive to buy
e borrow money from a bank
f get the money to pay for something
g something that is not worth the money you pay for it
h get (an amount of money) from a machine or bank
i an amount of money given regularly for a particular purpose



3 Choose which sentence the word can be used in: a or b, or both a and b.

1 broke
a I'm absolutely _____ until I get my allowance at the end of the month.
b The north side of the town is reasonably affluent, but some neighbourhoods in the south are quite _____.

2 take out a loan
a Before I could pay the deposit on my apartment, I had to _____ from the bank.
b I needed a couple more euros to pay for my cinema ticket, so I had to _____ from my sister.

3 allowance
a The job has a starting _____ of €23,500.
b My brother drives a lot for his job, and he gets a monthly _____ of up to €250 to spend on fuel.

4 fund
a I'm taking a holiday job this summer in order to _____ my gap year.
b The council plans to _____ the new buses with money raised from car parking charges.

5 unaffordable
a I heard of someone who left his _____ Stradivarius violin on the metro, but he got it back eventually.
b We were hoping to go on a big holiday this year, but I'm afraid it's just _____ at the moment and will have to wait.

6 well-off
a My grandparents live in a rather _____ area right beside the river.
b Tom's uncle is extremely _____ – they go to the Caribbean every year.

4 Suggest an alternative in the sentences in Exercise 3 where the given word can't be used.

5 Quickly read the article about money on the opposite page and discuss which sections (A–D) the following comments might be a response to.

1 'I guess it's true that the more someone has, the more they want!'
2 'Maybe being well-off isn't so wonderful after all.'
3 'Perhaps they just thought their time was more important than other people's.'
4 'That's an interesting result – perhaps they found the low pay insulting!'

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8 MAKING ENDS MEET

Unit Overview

TOPIC	Jobs, work and money
VOCABULARY	Money and wealth; Money: idioms and phrasal verbs
READING	Money matters
GRAMMAR	*Wish* and *If only*
WRITING	A formal letter or email
EXAM TASKS	Reading and Use of English Part 8; Writing Part 2 (a formal letter or email)

Digital Resources

Lesson Plus: Unit 8
Practice Extra: Unit 8
Test Generator: Unit test 8

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 151; TB page 264
WORKBOOK: pages 46–51
VIDEO AND VIDEO WORKSHEET: Money, money, money
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8; Vocabulary worksheet Unit 8

WARMER

Divide the class into small groups. Write the word *money* on the board and give an example of a related adjective, noun and verb, e.g. *rich, coin, spend*. The groups then add more words to their lists. Set a time limit of two minutes and then elicit words from different groups.

ABOUT YOU

▶ 08 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. If you did the Warmer, the students can stay in the same groups as before. Set a time limit of two or three minutes and then have a class vote on whether they see themselves as a spender or a saver.

VOCABULARY AND READING

MONEY AND WEALTH

1 Tell students to work in small groups. First they decide what each saying means and then discuss how much they agree with them. Elicit ideas and then ask the class to share more sayings, song titles or lyrics on the topic of money.

Answers

Students' own answers
1 'Money makes the world go round.' = Money is essential, it's what makes things happen.
2 'There's no such thing as easy money.' = You always have to earn money one way or another.
3 'A fool and his money are soon parted.' = It's easy to get a silly person to spend money on something.'
4 'Save money, and money will save you.' = It's wise to put money aside so that you have some when you need it.'

2 Ask students to cover the definitions to start with. If you did the Warmer, ask students to look through the words to see if any of their ideas are included. If so, elicit the definitions. If not, students work in pairs to read through the sentences and see how many of the words they know or can guess the meaning of from the context. Elicit ideas and then tell students to uncover the definitions and do the matching. Elicit the answers and ask follow-up questions where appropriate, e.g. *1 How could Justin fund his travelling?*

MIXED ABILITY

Help weaker students to decide what kind of word the words in blue are, e.g. noun, adjective, verb, and elicit clues from the context. For example, for 2 say *Only the well-off can afford a super-yacht, so are the well-off rich or poor?* Students can then do the matching in pairs.

Answers

1 f 2 d; a 3 h 4 i; b 5 c 6 e 7 g

3 Look at the first pair of sentences with the class. Elicit the meaning of *broke* (to have no money). Elicit what the students think the answer is and why (a is correct; b isn't because you can't be quite broke – you either are or aren't). Students complete the activity alone and then compare answers in pairs. Elicit the answers and the reasons why the other options are wrong (if they're not both correct). (2b *Take out a loan* is too formal a phrase to talk about borrowing money from a family member; 3a An *allowance* is given to you to help you, not as payment for doing a job; 5a We use *unaffordable* to say someone can't afford to buy something. This violin already belongs to the person who lost it, so we wouldn't use it here.)

Answers

1 a 2 a 3 b 4 a and b 5 b 6 a and b

4 Students work in pairs to think of words. Tell them that more than one word may be possible. Elicit answers and say whether they are correct or not. Note: In 2 we would say *borrow it* (the money) not *them* (the two euros); in 3 *a wage* is usually a weekly amount, whereas *salary* refers to a monthly or yearly rate of pay.

Possible answers

1 b poor / deprived / disadvantaged
2 b borrow it
3 a salary
5 a priceless / valuable

CONTINUED ON PAGE 118

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BACKGROUND INFORMATION

James Heyman and Dan Ariely called their research paper 'Effort for Payment: A Tale of Two Markets'. Dan Ariely then related this to banker's pay. He said that when Barack Obama was president of the USA, he made a mistake by trying to limit bankers' pay during an economic crisis. He thinks that the president should have asked them to work for nothing, as they might have felt proud of doing something to help the country and it would have reminded them of their social responsibility. As an example, the Chief Executive of AIG decided to pay himself just $1. Seeing them working for nothing would have also made people appreciate bankers, which would have also motivated the bankers themselves. As it was, President Obama tried to limit bankers' pay. The amount was insultingly low for the bankers, but still seemed ridiculously high to normal people who earned a fraction of the amount.

The research in California about cars stopping for pedestrians was carried out by a researcher at the Institute of Personality and Social Research at the University of California in Berkeley. The researchers also noted the sex of the drivers, as well as the value of the cars and found that male drivers were less likely to stop than females, and that both males and females were more likely to stop for female pedestrians.

A later study in Nevada came up with similar results, estimating that for every extra $1,000 a car was worth, the chances of it stopping were reduced by 3%. Similar findings were recorded by researchers at Helsinki University in Finland.

5 Before students look at Exercise 5, put them into groups of four. Each person reads one extract (A, B, C or D) and thinks about the main idea. They then cover the extract and try to summarise it in one or two sentences. The students now look at the four comments and try to decide which one matches their extract and why. When they are ready, the students tell each other their summaries and which comment they chose with reasons why. Elicit the answers and the reasons and then ask all the students to quickly read the other three extracts.

Possible answers

1 C (High-fliers compare themselves to people who have more than them and want things which are, at present, unaffordable.)
2 A (Rich people can be cut off from other people, which is bad for their well-being.)
3 B (*They* refers to people in expensive cars who didn't stop at a crossing for pedestrians.)
4 D (*They* refers to the people who were offered $0.50 to do the task.)

6 C1 Advanced Reading and Use of English Part 8

In this part, students read one text divided into four or five sections, or four or five shorter texts on a common topic. They have to match ten statements with the relevant information in the different sections or texts. There is only one possible answer for each question. However, some ideas may be present in more than one section or text, so students must be careful to decide which section or text contains the precise answer for each question, and why the other options are incorrect. The task tests understanding of detail, attitude and opinion.

Tips To avoid re-reading each section for each question, students should read the whole text first to have an understanding of what each section is about. This will help them to do the matching more quickly. They then read each section in turn and choose the statements which match it. Encourage students to underline or highlight the parts of each section where the text relating to each statement can be found to make it easier to check their answers. If, when they have finished, they find that they have matched the same question twice or failed to match a question, they should re-read the text to check and complete their answers.

Tell students to read through the statements so they know what they are trying to find. They may have an idea of which sections the statements should link to from what they found out in Exercise 5. If you play the recording while they read, ask them to read without trying to answer the questions. They then look at the first section and find any ideas which match to it. They do the same for the other three sections. Elicit the answers and the information in the text which helped them to decide.

40 The Reading text is recorded for students to listen, read and check their answers.

FAST FINISHERS

Ask fast finishers to think which section makes the most interesting point about earning money and becoming rich. They decide whether they agree with what the section says and give their own reasons or examples if they know of any. When everyone has finished the exercise, ask the fast finishers to tell the class which section they chose and what they think about it.

Answers

1 C 2 D 3 B 4 C 5 B 6 A 7 B 8 D 9 D 10 A

TALKING POINTS

Ask students to look at the questions alone and think about their own answers and the reasons for them. Give them about one minute and then put them into small groups to share their ideas. When they have finished, discuss the three questions as a class.

COOLER

Re-elicit the research that students read about in the text. Students work in groups to think of another piece of research they could do to find out about how wealth affects character or how money affects behaviour. Set a time limit of about three or four minutes and then ask each group to present their idea and what they would expect it to show.

ALSO REFER TO WORKBOOK PAGES 46–47

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MONEY MATTERS

40 Does how much money we have really affect who we are, and how we behave?

A What do most of us do once we become reasonably well-off? Well, essentially, we isolate ourselves away from other people. We buy a car so we needn't take the bus, even if it means taking out a loan to do so. We stay in expensive, quiet hotels rather than the guest houses we used to frequent when we were broke. And after years of wishing the people in the next-door flat would make less noise, we finally move out into a house behind a nice big wall. We use money to shield ourselves from risk, noise and inconvenience. But this comes at a cost. We become isolated, cutting ourselves off from chance encounters, unfamiliar laughter, fresh air, and random interaction with strangers. Researchers have concluded again and again that the single most reliable predictor of wellbeing is a sense of belonging in a community. Yet people use their riches to achieve exactly the opposite.

B Two psychologists in California monitored traffic intersections where drivers have to give way and found that people in expensive cars (hence assumed to be wealthy) were four times more likely to cut in front of other drivers, compared to folks in more modest vehicles. When the researchers posed as pedestrians waiting to cross a street, all the drivers in cheap cars respected their right of way, while those in expensive cars drove right on by 46.2 percent of the time. This was a significant finding, given that stopping for pedestrians is a legal requirement. In another study, one of the psychologists got 100 pairs of strangers to play the board game Monopoly, randomly assigning one of each pair the role of 'rich player', who would roll two dice instead of one, and received twice as much financial support in the game as the other player. Inevitably the 'rich player' would accumulate more wealth and win. While discussing the game afterwards, they often put their win down to their game strategy, even though their victory should have been seen as inevitable.

C Let's imagine a prosperous banker, living in a multi-million-euro home. His net worth is about €3.5 million, but he wishes he didn't have to work 70 hours a week, so that he could enjoy the fruits of his success … Well, perhaps he could. Assuming a reasonable return of 5%, he could easily sell off his home, invest the proceeds and take early retirement. He could then sail through the rest of his life giving himself an annual allowance of around €175,000, more than enough to fund a lifestyle of luxury. And he'd still have enough to withdraw thousands from his savings whenever he wanted. So why doesn't he? Well, many such high-fliers don't actually see themselves as being particularly affluent, as others have accumulated much vaster fortunes. After all, what's a €2 million apartment, when your neighbour's is worth €4 million, and they have a private jet, which for you is unaffordable?

D Researchers James Heyman and Dan Ariely proved that money alters how you value your time and effort. They created an experiment to measure how motivated a person was to complete a task based upon money. Subjects were asked to drag circles across a computer screen. One group was asked to do this as a 'favour', another group for $0.50, and the last group for $5. The subjects were timed, and it was actually the group asked to 'do a favour' that did it the fastest. Next was the $5 group, and last was the $0.50 group. Heyman and Ariely suggested that there are two predominant reasons for completing a task. The first is social. By recognising a task's social value, we see it as part of our social duty, and are usually willing to lend a hand. When money is offered as the incentive, however, we start thinking more about the business value, and measure our time against the financial reward, which may be why the $0.50 group was the slowest. They possibly thought $0.50 was a rip-off and wished their efforts were being more generously rewarded, or they were wishing they hadn't agreed to participate, and this may have adversely affected the effort they were willing to put in.

TALKING POINTS

Do you think people would work harder if they were paid more?
If there was a time in your life when you could afford not to work, would you work anyway?
Would you rather have an interesting job that didn't pay a lot, or a dull job with high pay? Why?

6 You are going to read an article about how money may affect our behaviour. In which section (A–D) is the following mentioned?

1 Some rich people work harder than they need to.
2 People are generally happy to give their help for free.
3 Less well-off people are more likely to comply with the law.
4 Wealthy people sometimes don't consider themselves very well-off.
5 People may be unrealistic about the reasons for their financial success.
6 Increased wealth doesn't create the conditions for being happy.
7 Rich people often show a lack of consideration for others.
8 A person who wants to be paid more might not do their job so well.
9 Different reasons for doing something can affect the way activities are carried out.
10 People distance themselves from others when they become wealthier.

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GRAMMAR
WISH AND *IF ONLY*

1 Read the examples and answer the questions.

A We wish the people in the next-door flat would make less noise.
- **1** Are the people next door noisy?
- **2** Is the speaker happy about this?
- **3** Is it possible for the people next door to make less noise?

B He wishes he didn't have to work 70 hours a week.
- **1** Does he have to work 70 hours a week?
- **2** Is he happy about this?
- **3** Can he work fewer hours?

C They wished they were being paid more.
- **1** Are they happy with their pay?
- **2** Do they think the situation could change?

D They were wishing they hadn't agreed to participate.
- **1** Did they previously agree to participate in the experiment?
- **2** Are they happy about this?
- **3** Is it possible for them to change this earlier decision?

2 Complete the rules with the words in the box.

past continuous | past perfect | past simple | *would*

We use:
- **a** *wish (that)* + _____ or _____ to talk about something we would like to be different in the present or future.
- **b** *wish (that)* + _____ to express regret about the past.
- **c** *wish (that)* + _____ + infinitive if we are annoyed about something and want it to change.

» GRAMMAR REFERENCE AND PRACTICE PAGE 151

3 Complete the sentences with the correct form of the verb in brackets.

1 I wish I _____ all that money to my brother. (not lend)
2 Alejandro wishes he _____ better Italian. (able / speak)
3 Don't you wish we _____ an exam tomorrow? (not have)
4 I wish my internet provider _____ putting up its prices. It's outrageous. (not keep)
5 We all wish the leisure centre _____ by the council last year. (not close down)
6 Emma wishes her boss _____ sending her emails when she's on holiday. (stop)

4 Look at the pairs of sentences, and then complete the rules in the box (top right) by selecting the correct option.

1 I wish our teacher wouldn't give us so much homework.
If only we didn't get economics homework every night!
2 I wish my parents had given me money for my birthday.
If only I hadn't spent all my money on that jacket!
3 Don't you wish new phones were cheaper?
If only new phones were cheaper.

We can use *if only* instead of *I wish (that)* to talk about things we would like to be different.
- **1** *If only* means the same as *I wish* but expresses a *stronger* / *weaker* wish.
- **2** We use *if only* to express *our own* / *other people's* wishes.
- **3** We *can* / *can't* use *if only* in questions.

41 **5 Listen to Greg and Emily talking. How do they both feel about their jobs?**

41 **6 Choose the correct option. Then listen again and check.**

1 If only I *wouldn't apply* / *hadn't applied* for an office job.
2 If only it *wasn't* / *wouldn't be* so boring!
3 If only *he'd give me* / *he gave me* something different to do.
4 If only *you'd be* / *you wouldn't be* a bit more understanding.
5 If only I *would earn* / *earned* half as much as the boss!
6 If only they *wouldn't* / *couldn't* ask questions all the time.

7 Correct any mistakes in these sentences. Some are correct.

1 I'd have got a better mark in the exam if only I'll finish all the questions.
2 My family all wish we wouldn't live in such a cramped apartment.
3 The holiday was fun, but if only the weather had been better!
4 If only money really did grow on trees – life would be so much easier!
5 Dad said he'd give me £10, but if only I helped him tidy the kitchen first.
6 I wish my boss won't keep asking me to work weekends.

8 Think of a suitable comment to conclude the contributions to an online forum, using *I wish* or *If only*. Try to use a variety of tenses.

Moneytalk.com

Come on, own up! We all make mistakes with money, and we'd like you to share yours with us! (Your mistakes, not your money …)

Jed99 I'm a keen musician, and I splashed out on a guitar that, to be honest, was out of my price range. And I spent so much that I had to miss out on a camping holiday I'd been planning with my mates. I [0] *really wish I'd bought a cheaper one!*

Laura Mattock When I got a phone call supposedly from my phone company saying I still owed them 64 euros from an unpaid bill, I panicked, and paid there and then over the phone. It was only later that I realised I'd been a victim of a scam. [1] _____

WesleyLovesPresley The other day I left my jacket on the bus, with a wallet full of cash in the pocket. I got the jacket back, but guess what – not the wallet! [2] _____

Janine2004 I can never resist a bargain, and the other day, there was a half-price offer on shoes. I think I overdid it – I bought three pairs! [3] _____

9 » WORK IN PAIRS. TURN TO PAGE 131.

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GRAMMAR
WISH AND *IF ONLY*

WARMER

With books closed, put the students into small groups. Ask them to think of things they would change about their lives now and things they would change about the past. When the groups have discussed their ideas, invite each group to share one or two ideas with the class.

1 Students answer the questions alone and then compare in pairs. Elicit the answers and ask the students who they think is the most upset by their situation and why.

Answers

A 1 yes 2 no 3 yes B 1 yes 2 no 3 no
C 1 no 2 no D 1 yes 2 no 3 no

2 When you have elicited the answers, put the students into pairs and ask them to think of their own sentences using the three different structures. Explain you will collect them in and read some of them out, without saying who wrote them. Students write their sentences without writing their name. Read out some of the most interesting wishes and ask the class if they feel the same way.

Answers

a past simple; past continuous
b past perfect
c *would*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 264

3 Look at the first sentence with the class. Ask them if this is a wish about the present, the past or something annoying that they would like to change (*the past*). Elicit the answer and possible reasons for wishing that. (*The person's brother might not want to pay it back; they might need the money for something else which they can't buy now.*) Students do the rest of the activity in pairs and, once they have finished, think of reasons for the people's wishes if they have time. Elicit the answers and any ideas the students might have had.

Answers

1 hadn't lent 2 was able to speak
3 didn't have 4 wouldn't keep / didn't keep
5 hadn't been closed down 6 would stop

4 When students have answered the questions, elicit the rules and put students into pairs to think up similar sentences using *If only* …. Invite students to share their sentences.

Answers

1 stronger 2 our own 3 can't

41 **5** Tell students not to write anything while they listen. They should cover Exercise 6 so that they aren't distracted by the task there. When they have listened, they compare answers in pairs and discuss what they learned about Greg's and Emily's jobs and the problems they have.

Answer

They feel unenthusiastic.

41 **6** Students read through the sentences and discuss in pairs any that they think they know the correct option for. When they have listened again, elicit the answers and ask students to rephrase each sentence using *wish*, e.g. *1 She wishes she hadn't applied for an office job.*

Answers

1 hadn't applied 2 wasn't 3 he'd give me 4 you'd be
5 earned 6 wouldn't

» AUDIOSCRIPT TB PAGE 288

7 Students work alone. Tell them to refer to the rules box if they aren't sure. When they have finished, they compare answers in pairs. Elicit the answers and ask which sentence is different to the others. (5 is a second conditional sentence – *only if* has a similar meaning to *provided that* or *as long as*.)

FAST FINISHERS

Ask fast finishers to look at sentence 1. Elicit or point out that the same information could be written in a different way, e.g. *If only I had answered the questions more quickly / If only I hadn't spent so long doing the questions.* They do the same for the other sentences apart from sentence 5. When everyone has finished, elicit alternative ways to make the same wishes, e.g. *2 If only our apartment wasn't so small; 3 If only it hadn't rained so much; 4 If only I was rich; 6 I wish I didn't have to work weekends.* (5 isn't a wish but a second conditional sentence.)

Answers

1 I'd have got a better mark in the exam if only I'**d finished** all the questions.
2 My family all wish we **didn't** live in such a cramped apartment.
3 *correct*
4 *correct*
5 Dad said he'd give me £10, but **only if** I helped him tidy the kitchen first.
6 I wish my boss **wouldn't** keep asking me to work weekends.

8 Ask the class to read the first problem and, without looking at the wish at the end, say what the problem is. (*He spent too much on a guitar and couldn't afford to go on holiday.*) Ask students to read the other situations without writing the wishes. Elicit the problem in each case and then students write what the wish could be. Elicit ideas from different students.

Possible answers

1 I wish I had checked before paying all that money. / If only I hadn't been so stupid!
2 I wish I was more careful with my belongings. / If only I hadn't put my wallet in my jacket pocket.
3 I wish I didn't get carried away when I saw a bargain! / If only you'd been there to stop me getting carried away!

9 Look at the photos on page 131 with the class. Put students into pairs and tell them to describe two photos each, saying where the people are, what they think is happening and how the people are feeling. When they have finished, they work together to make sentences about them. Invite students to share their ideas with the class, first describing the situation and then saying what the people are wishing.

Possible answers

1 I wish I'd never started this job. If only I was working somewhere else. I wish the managers would stop asking me to do things.
2 If only I had more money. I wish I hadn't spent everything.
3 I wish I hadn't eaten that. I wish I didn't feel sick.
4 I wish I had set off earlier. If only I had taken a taxi.

» PRACTICE EXTRA: UNIT 8 – GRAMMAR – *WISH* AND *IF ONLY*
» GRAMMAR WORKSHEET: UNIT 8
» ALSO REFER TO WORKBOOK PAGE 48

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VOCABULARY
MONEY: IDIOMS AND PHRASAL VERBS

1 Look at the questions with the class. Elicit who they would ask for advice about money and who might give them advice without them asking for it. Students then discuss the questions in pairs. Invite students to share the best advice they have ever been given. You could tell them a piece of famous advice in English: *Never a borrower nor a lender be* (from Shakespeare's play *Hamlet*) and elicit what it means and why it might be good advice.

Answers
Students' own answers

42 **2** Ask the students to look at the four pieces of advice and to discuss in pairs the one they think is the most important. Elicit ideas and then play the recording. Elicit the answers and anything they can add about the advice.

Answers
1 C 2 D 3 A

42 **3** Before students listen again, ask them to read the expressions and try to work out what they mean from their knowledge of the individual words. When they have listened, elicit the answers and the meanings of individual words, e.g. *drain, daylight, rags*. Elicit the literal meaning of the expressions and the metaphorical meaning, e.g. in 2 the literal meaning would be like pouring the money from a bucket into the drain and watching it disappear from view. The expression means 'wasting money very quickly for no reason'.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGES 288–289

4 Students work alone and then compare answers in pairs. You may want to remind students that they will need to use the correct form of the verbs. When they have finished, elicit the answers and ask them to rephrase the sentences without using the expressions, e.g. *1 My cousin has to do two jobs to earn enough to feed himself.*

Answers
1 make ends meet
2 false economy
3 poured money down the drain
4 daylight robbery
5 went / goes from rags to riches
6 break the bank

5 Set a time limit of five minutes for students to read the stories and discuss the endings. You could ask some students to start from story 4 and work their way upwards, so that if not all the students finish discussing all the stories, there will be some who have discussed story 4. Invite students to share their ideas with the class.

MIXED ABILITY
To save time, weaker students could work in pairs and read two stories each, or in groups of four and read one story each. When they have finished, they summarise their story to the other students in their group and they work together to think of the four possible endings.

Answers
Students' own answers

43 **6** When students have listened to the stories, they work in groups to discuss what they understood. Elicit the answers and then check the meaning of some of the words from the stories, e.g. 1 *squander* (waste), *sue* (take someone to court in order to try to win money from them); 2 *con* (trick), *scale* (the relationship between the size of things on a diagram or map and their actual size); 3 *eccentric* (unusual or different to most people); 4 *pottery* (objects made of baked clay). Don't elicit the meanings of the words in blue yet, as these will be looked at in the next exercise.

Answers
These answers can be heard on the recording.
1 In court, Coogan was successful, and to this day, the California Child Actors Bill, known as the Coogan Act, protects the rights of child performers.
2 The judge ruled that the investors had approved the investment and the building was built exactly as in the plans. They had failed to look closely enough at the plans and identify the scale, and so had no case for compensation against McMahon.
3 When the grandchild finally died in 1989, 30 people claimed the inheritance, and a judge awarded sums ranging from 3 to 15 million dollars to the 12 most closely related to Burt, according to the terms of his will.
4 He offered the vase for sale on an online auction site, where it became the subject of a bidding war, selling for over £400,000, which the vendor intends to put aside for his young daughter's future.

» AUDIOSCRIPT TB PAGE 289

7 Students cover the definitions in Exercise 7 and look at the texts together. Using the context to help them, they decide what the words in blue might mean. Elicit ideas and then students uncover the definitions and do the matching. Ask students to write the infinitive form of the verbs. Elicit the answers and ask the students to think of another sentence for each expression which illustrates its meaning, e.g. *I'm putting aside €10 a week from my wages to save up for a holiday next summer.*

Answers
1 share out 2 come down (in price) 3 put (money) aside
4 splash out on (something) 5 shop around
6 come into (some money) 7 rip (someone) off 8 get by on

8 Look at the instructions with the class and then at the first gap. Don't elicit the correct expression, but ask what tense the main verb should be in and why (past simple because this is a second conditional question). Students work in pairs to complete the sentences. Elicit the answers before students discuss the questions to make sure they have used the correct expressions. When they have asked and answered the questions, invite students to share their ideas.

Answers
1 came into 2 put money aside 3 come down
4 shop around; splash out on 5 rip you off

COOLER
Students work alone. They think of some advice they would like about money, e.g. *How can I find the best bargains?* When they are ready, put them into groups of four. They take turns to ask for and offer advice. Each student must think of something different to say when giving advice. When they have finished, invite each group to tell the class one of their questions and the best advice given.

» PRACTICE EXTRA: UNIT 8 – VOCABULARY – MONEY: IDIOMS AND PHRASAL VERBS
» VOCABULARY WORKSHEET: UNIT 8
» ALSO REFER TO WORKBOOK PAGE 49

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VOCABULARY
MONEY: IDIOMS AND PHRASAL VERBS

1 **What advice have you been given about money? Do you follow the advice?**

42 **2** **Listen to the podcast about how teenagers can manage their money. Which three pieces of advice does the woman talk about, and in what order?**

A Try to become financially independent.
B Don't become a victim of online fraud.
C Only buy what you really need.
D Don't believe everything you see.

EP **3** **Listen again. What do you think these expressions might mean?**

42

1 a false economy	**4** go from rags to riches
2 pour money down the drain	**5** make ends meet
3 daylight robbery	**6** break the bank

4 **Complete the sentences with an expression from Exercise 3.**

1 My cousin has to do two jobs just to _____ – to feed himself and have a roof over his head.
2 Buying a cheap scooter turned out to be a _____ because it's so fuel-inefficient, so I'm probably spending more in the long run.
3 I wish I hadn't _____ by paying for a course of guitar lessons, because I've spent a fortune, but I'm not improving.
4 Don't go to the café at the airport. It's £5 for a cup of coffee – that's _____!
5 *Slumdog Millionaire* tells the story of how a young man _____ by winning a TV quiz show.
6 Getting a bike needn't _____, as you can get a second-hand one.

5 **Read the beginnings of the true stories on the right and discuss how you think each ended.**

43 **6** **Now listen to how the stories actually ended.**

EP **7** **Look at the phrasal verbs in the stories. Which phrasal verb means the following?**

1 distribute
2 become cheaper
3 save money for later
4 spend a lot of money
5 look for the best price in different places
6 inherit money from someone who has died
7 cheat someone by making them pay too much for something
8 manage to live (with a small amount of money)

8 **Complete the questions with a phrasal verb from the stories, taking care to use the correct form and word order. Then ask and answer with a partner.**

1 If someone in your class _____ a substantial amount of money, what would you advise them to do with it?
2 How easy do you find it to _____ (money) for your future?
3 Have you ever waited for the price of something to _____ before buying it? And if so, what was it and why did you wait?
4 When you buy clothes, do you _____ for bargains, or do you prefer to _____ something expensive?
5 Are there any shops or restaurants which you avoid because you feel they _____ (you)?



1 Child star Jackie Coogan, who appeared alongside Charlie Chaplin in *The Kid*, accumulated some $4 million in earnings by the age of 21. As a minor in the eyes of the law, the money was paid to his mother and stepfather, his legal guardians. But rather than **putting** it **aside** for him, they lived a life of luxury, **splashing out on** fur coats and diamonds. 'Every dollar a kid earns before he's 21 belongs to his parents,' said his stepfather. On learning that his fortune of $4 million had been squandered, Coogan sued them. In court, Coogan was …



2 In 1919, oilman J.D. McMahon conned investors after he talked them into investing in a 480-foot (146-metre) skyscraper for the booming Texas oil town of Wichita Falls. But the architectural drawings had the scale in inches, not feet, and so a rather more modest 480-inch (12-metre), four-storey building without a lift or stairs was constructed. McMahon took the money and went on the run. Investors accused McMahon of **ripping** them **off** and sued. The judge ruled that …



3 When eccentric millionaire Wellington Burt died in 1919, his will contained a rather unusual clause. It prevented his immediate family from **coming into** the money. Instead, his fortune was to be put into a trust fund until 21 years after the death of his youngest grandchild, and then **shared out** between 12 of his future, as yet unborn, descendants, leaving them more than enough to **get by on** for the rest of their lives. When the grandchild finally died in 1989, …



4 An anonymous individual from England was **shopping around**, looking for a bargain in charity shops. Noticing that a yellow vase had **come down** in price to just one pound, he bought it. Not knowing about Chinese pottery, he offered it for sale on an online auction site, where it …

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WRITING
A FORMAL LETTER OR EMAIL






1 **Look at the photos. If you needed money, which of these jobs would you apply for? Why? How useful is it for students to have part-time jobs?**

2 **Match 1–7 to a–g to form phrases referring to skills and experience which employers look for. Then for each skill name a job in which that skill is particularly important.**

1 being able to perform well under	**a** sales
2 a sense of	**b** skills
3 experience of working in	**c** player
4 the ability to meet	**d** attitude
5 being a strong team	**e** humour
6 excellent communication	**f** deadlines
7 a can-do	**g** pressure

3 **Complete the tips from a careers advice website for young people by matching the headings to sections A–D.**

Educational background | Personal information
Personal statement | Work experience

Writing a successful job application

Whether you're writing a CV of your own or completing an online application form, the sections tend to be quite similar. Here's an overview.

A _____ If applicable, list your employment history, describing your main duties and responsibilities, emphasising any that are most closely related to the job you're applying for.

B _____ Just include the basics, such as your name, email address and other contact details.

C _____ This is a well-structured, carefully argued case that you're the right person for the job, referring to the job specification set out in the advert.

D _____ Provide information on your academic achievements, including the institutions you've attended, courses taken and any qualifications gained.

4 **Complete the tips by writing *You should, There's no need to* or *Don't* or *Never* in each gap. Then add a reason.**

0 *You should* take a look at the company's social media page before you apply, because … *it will help you find out about the company.*
1 _____ exaggerate or say things which aren't true in your application, because …
2 _____ know what your strengths are, and write about these in your application, because …
3 _____ use formal verbs, such as *demonstrated, completed, achieved* and *inspired*, because …
4 _____ express yourself in a way which suggests you have an extremely high opinion of yourself, e.g. *I demonstrated my genius at an early age; my English is perfect* because …
5 _____ use vague language, e.g. *I did some work in a café for a while*, because …
6 _____ select appropriate examples of your achievements and skills from your past experience, because …
7 _____ finish the whole application in one sitting, because …

5 **Improve these extracts from job applications by replacing the verb in *italics* with one of the formal verbs with a similar meaning from the box in the correct form.**

assist complete construct demonstrate enhance establish gain inspire launch provide supervise

1 I *got* project management experience when a friend and I *started* a school newspaper.
2 When I was *looking after* a group of younger teenagers, I *did* judo coaching.
3 I *showed* strong interpersonal skills by *having* excellent relations with the elderly people I was *helping*.
4 Last year, I *did* a pool lifeguard training course, which greatly *improved* my understanding of pool safety procedures.
5 While working at a youth camp, I *got* the children to *make* their own shelters out of branches.

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WRITING
A FORMAL LETTER OR EMAIL

WARMER

Write on the board: *I need more money. What part-time job can I do at the weekend or in the evening?* Put students into small groups to discuss the question. Tell them that they must have a reason for their answer. Set a time limit of one or two minutes and then invite different groups to give you advice. Ask the students if anyone has a part-time job and, if so, whether they would recommend doing it.

1 Students work in pairs and do a separate task to each other. Student A describes the first two photos and compares the level of satisfaction each one can bring. Student B describes the second two and describes the abilities and character necessary to do the job well. They then discuss the questions in the exercise together. Invite students to share their ideas with the class.

Answers

Students' own answers

2 Look at the first phrase and elicit the correct ending. Invite students to suggest jobs in which people have to perform under pressure, e.g. a doctor. Students then complete the phrases in pairs and discuss one or two jobs for each phrase with reasons for their choice. Elicit the answers and some of the jobs with reasons for choosing them, e.g. *A doctor has to perform well under pressure – people's lives depend on them.* You could follow this up by writing *teacher* on the board and eliciting which of the skills would be useful and which they think would be less useful. Elicit ideas and explain to students why some surprising skills are important, e.g. *being a strong team player* – even though teachers spend time in the classroom alone, they often work together sharing ideas and organising activities.

Answers

(Possible answers in brackets)
1 g (pilot)
2 e (teacher)
3 a (telesales agent)
4 f (journalist)
5 c (soldier)
6 b (estate agent)
7 d (paramedic)

3 When students have completed the matching, ask them to cover the text and elicit what they would write about for each of the headings in the box, e.g. *Educational background – exam results, subjects studied; Personal information – address, phone number, etc.; Personal statement – about your character and interests and other reasons why you would be good for the job; Work experience – past and present jobs and duties*. Ask students if they have ever filled in an application form and, if so, what kind of information it asked for.

Answers

A Work experience
B Personal information
C Personal statement
D Educational background

4 Look at the example sentence with the class. Ask why it is useful to find out about the company, e.g. *You can use the information to make your personal profile more relevant to the job*. Students work in pairs to complete the exercise. When they have finished, invite pairs to share their ideas with the class. More than one idea may be possible, even if most people disagree with it, e.g. 2 *You should exaggerate … because it will give you a better chance of getting the job*. If some students have written different ideas to others, allow them to discuss which is the best advice and why.

FAST FINISHERS

Ask fast finishers to imagine that their friend has been invited to an interview because of the helpful advice you gave them for filling in their application form. Tell them to think of similar advice to give them before the interview, e.g. *You should smile and look into the interviewer's eyes when you walk into the room, as this will make a positive impression from the start*. When everyone has finished, invite fast finishers to share their interview advice with the class.

Possible answers

1 Never / Don't … lying isn't acceptable.
2 You should … it's important to sell yourself and show what makes you a strong candidate.
3 You should … they demonstrate that your English is good.
4 Don't / Never … they might think you are arrogant.
5 Don't … information sounds more convincing if it contains specific details.
6 You should … this can convince them that you have the right skills.
7 There's no need to … you can save it and continue later.

5 Look at the first word in italics with the class and elicit which word could replace it. Make sure students use the correct form of the verb. Students complete the exercise alone and then compare answers in pairs. If they aren't sure which verb to use, they should leave it or make a guess. Elicit the answers and the meanings of some of the verbs from the context of the sentences, e.g. 5 *I inspired the children – because of my behaviour, enthusiasm and example, the children wanted to do this and were able to do it.*

MIXED ABILITY

Weaker students work in pairs and use a dictionary to help them if they aren't sure of the meanings of some of the words. You could give them some extra help by giving clues. For example, in sentence 2, *did* has a similar meaning to *offered*; in sentence 4, *did* has a similar meaning to *finished*; in sentence 1, *started* has a similar meaning to *set up*.

Answers

1 gained; launched
2 supervising; provided
3 demonstrated; establishing; assisting
4 completed; enhanced
5 inspired; construct

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6 Look at the instructions with the students and ask them to think about how many paragraphs to use and what to include in each one. Elicit the number of paragraphs and write 1–3 or 1–4, depending on their answer, vertically on the board. Now elicit what information should appear in each one and write this next to the numbers, e.g. *1 Reason for writing; 2 Relevant information about your experience, character, interests; 3 Additional relevant information; 4 A polite end to the email.* Students might prefer to separate character and interests (paragraph 2) and experience (paragraph 3).

Answers

Students' own answers

7 Tell students not to worry about the options yet, just to read the email and check it against the task in Exercise 6. When they have read the email, they discuss their ideas in pairs. Elicit their opinions and then go through the task with them, asking what Simon said about each point, e.g. *Has he had experience of similar work? (Yes, at the school tennis club and childminding.) Why would he like to do the job? (To develop his skills with children, help improve his management of children.) How do his skills and experience make him a suitable candidate? (He has taught tennis, he learned to focus on the positives, he is punctual and reliable.)*

Answer

Yes, he has.

8 Tell students that, although both options are correct, one sounds better than the other. Students work alone and then compare in pairs. Elicit the answers and encourage students to use this language in their own emails later.

Answers

1 particularly appeal to me
2 am considering a career in teaching
3 enable me to develop my skills in
4 gained
5 in my role as
6 providing instruction
7 to the best of their ability
8 focus on the positives
9 My duties include
10 I have demonstrated that I am consistently punctual

9 Look at the *Prepare to write* box with the students. Before they start, write on the board: *1 job, 2 help, 7 happy*. Tell students that, although these words would be correct in these gaps, they should think of something more sophisticated. The other gaps can only really be filled with one word. Students work alone and then compare answers in pairs. Elicit the answers and encourage students to use some of the words and phrases from the *Prepare to write* box in their own emails.

Answers

1 post / position
2 enable
3 team
4 attitude
5 under
6 deadlines
7 delighted

10 C1 Advanced Writing Part 2: A formal letter or email

In this part, students have a choice of tasks. Each task has a limit of 220–260 words, and the students should use the correct style and tone depending on the audience. In this task, the email is part of a job application, so the language should be formal and sophisticated. It is essential that students read the task carefully and follow the instructions completely, using paragraphs to order ideas logically and clearly.

Tips The vocabulary activities in Exercises 5 and 8, the sample email in Exercise 7 and the *Prepare to write* box give the students the sort of vocabulary necessary, as well as providing a model that they can follow to organise their email. Encourage them to read the task carefully, marking or underlining the sort of work that is being offered and the information they need to provide.

Although the beginnings and endings of letters of application can use set phrases, emphasise that the main body of letters of application should not be 'generic' (pre-rehearsed/neutral), but must be specific to the particular job being applied for and the kinds of skills / background which can be brought to it.

Students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their email when they have finished to check for mistakes. If they do the writing in pairs, they can then swap emails with a partner to see if they have completely addressed the task.

Model answer

Dear Sir/Madam,
I am writing in order to apply for one of the advertised posts in your Tourist Information Centre. As I would like to gain experience of dealing with the general public, my preference would be for the customer-facing role in the visitor reception area.
I am a sociable and outgoing person, and feel my personality would be well suited to this work, as I always enjoy meeting new people. Having lived in the town all my life, I am familiar with the geography of the area, have first-hand experience of visiting the major tourist attractions in the region, and would be able to advise visitors on how they can get the most out of their visit.
I have successfully completed courses in Mandarin and Italian, and have reached a good level in these languages, as well as English, which could be an asset when speakers of these languages visit the centre. As a keen cyclist, kayaker and caver, I also have first-hand knowledge of some of the most rewarding places to do these activities.
As I am still at school, this would be my first experience of the world of work. I am sure it would enable me to gain confidence, and further develop my communication skills. In addition, my ambition is to work in the travel industry, and this placement would undoubtedly help me to understand the needs of tourists.
I would be delighted to have the opportunity to discuss my application further at an interview.
Yours faithfully,

COOLER

Put students into small groups. Each group writes a list of four or five unusual summer jobs that might be offered to students. They then swap lists with a different group. The students look at the jobs available and each decide which one they would be best at, giving reasons why. Invite groups to share one or two of the job offers with the class and say which ones would suit them, with reasons.

ALSO REFER TO WORKBOOK PAGES 50–51

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6 **Look at the task and discuss how you would organise your answer.**

Kids' Summer Camp – Helpers Wanted
We provide week-long Summer Outdoor Sports Camps for children aged 8–12 and need temporary staff to help with the coaching and activities. Accommodation and competitive rates of pay are provided. Experience of similar work is desirable but not essential. To apply, explain why you would like to do the job and outline how your skills and experience make you a suitable candidate.

Write your **email**.

7 **Quickly read Simon's answer through to the end. Has he fully addressed the task?**

Dear Sir or Madam,

I am writing to apply for the post of helper looking after youngsters on your summer camps. There are several aspects of the work which **(1)** *sound good / particularly appeal to me*: the outdoor activities and the opportunity for interaction with children, as I **(2)** *am considering a career in teaching / might become a teacher*. The camp would **(3)** *enable me to develop my skills in / help me get better at* managing groups of children.

I **(4)** *gained / got* relevant experience at my school tennis club **(5)** *in my role as / when I was* an assistant coach. This involved helping the head coach in organising the children into groups, watching them play and **(6)** *telling them what to do / providing instruction* in order to enable them to play **(7)** *to the best of their ability / really well*. What I learned from this was how to **(8)** *focus on the positives / talk about the good things*. For example, instead of explaining why a boy's previous shot went into the net, I would explain to him what he needed to do in order to hit it over the net next time.

In addition, for the past two years, I have worked as a childminder for some of the families in the apartment building where I live. **(9)** *Stuff I do includes / My duties include* collecting the children from pre-school and keeping them entertained until their parents arrive home from work. **(10)** *I have demonstrated that I am consistently punctual / I am always punctual* and reliable, qualities that I would bring to this role as well.

I would be delighted to have the opportunity to join your summer camp and look forward to hearing from you.

Yours faithfully,

Simon Bogart

8 **Select the *options* which would enable Simon to produce a sophisticated answer and demonstrate a wide range of grammar and vocabulary.**

9 **Complete the phrases in the *Prepare to write* box.**



PREPARE TO WRITE

A letter of application

Applying for the job

I would like to apply for the [1] _____ which was advertised …
The post would [2] _____ me to develop my skills …
I feel I would be well-suited to …

Describing skills

I am a strong [3] _____ player with a can-do [4] _____.
I am able to work effectively [5] _____ pressure and meet [6] _____.
I have first-hand experience of …

Signing off

I would be [7] _____ to have the opportunity to discuss my application further at an interview.

Formal verbs

assist, construct, demonstrate, enhance, inspire, provide, supervise

10 **Now write your answer to the task below in 220–260 words.**

Look at this email to students at your school from the Director of your local Tourist Information Centre.

Work experience opportunity
As part of this year's Youth Employment Week, your local tourist office is offering students a week's paid work experience. Roles are available in either our café or our visitor reception area. Apply by email to the tourist office, stating which role you are interested in and why, and describing any relevant skills and experience you have. You should also explain how the work experience would contribute to your future career plans.

Write your **email**.

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LIFE SKILLS WORK SKILLS

JOB INTERVIEWS

LIFE SKILLS

Preparing for and carrying out a job interview

At some point in the next few years, you'll probably start to have interviews, either for university or for work. It's important to know how to prepare for and perform well in an interview in order to give yourself the best chance of success.

1 **Answer the questions with a partner.**

1. In some countries, teenagers have part-time jobs. What are the pros and cons of this?
2. Some universities interview students as well as looking at exam results. Why do you think they do this?
3. What is it important to do and not do before and during an interview?

2 **Read the *Top tips* for interviewers and interviewees. What two kinds of interview do they talk about?**

44

Top tips for interviewers

▶ Explain the format of the interview

The interviewee will be nervous, so try to make them feel comfortable. One way to do this is by explaining what's going to happen. For example, a typical interview starts with a short introduction to the company and job or to the university and the degree, followed by a series of questions for the interviewee and then finally some time for the interviewee to ask any questions he or she might have. If that's the format you choose, let the interviewee know before you start.

▶ Ask open-ended questions

Questions that start with 'Do you …?' or 'Have you …? and so on can be answered with a simple 'yes' or 'no'. In some cases, that's enough. However, you'll learn much more if you ask some questions that start with 'what', 'how' or 'why'. For example, if you're interviewing somebody for a history degree, then instead of asking, 'Do you like 20th century history?' ask them why they like it or how they think it should be taught in schools. If it's for a job that involves coaching a children's sports team, then after asking 'Do you have experience of working with children?' make sure you ask the interviewee *what* experience they have or *why* they like such work.

▶ Ask 'What would you do if …?' questions

When it comes to job interviews, you want to know how well the interviewee would do the job they're applying for. Therefore, think of problems they might actually encounter and ask them what they would do in such situations. For instance, returning to the example of coaching the children's sports team, you might ask, 'What would you do if two children started to fight in front of you?' or 'Imagine a child has a serious accident during a game. What would you do first?'

Top tips for interviewees

▶ Do your research

Before the day of the interview, research the company or the university you're applying for. The interviewers will expect you to know about them before you walk in the room and will be unimpressed if it becomes clear you don't know anything at all. What's more, you should also think of what kind of questions you might be asked and practise your answers beforehand, with a friend or family member if possible.

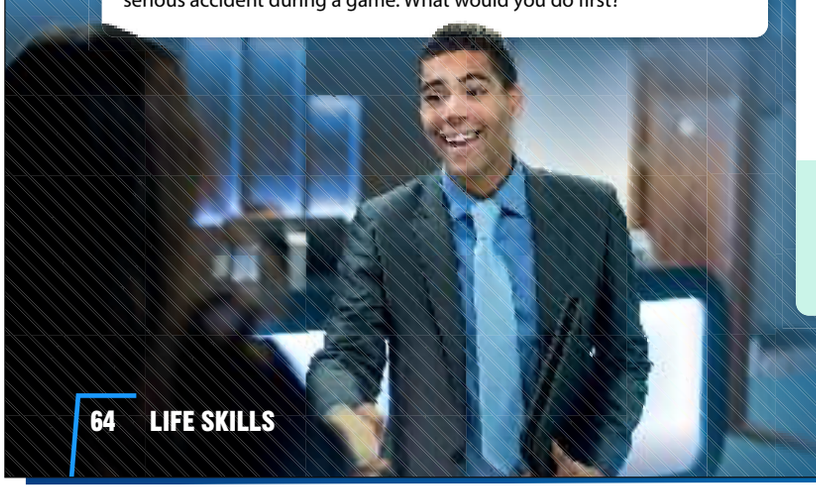
▶ Answer interview questions with examples

The interview is your chance to sell yourself. This means not just talking about your experience and abilities but also giving examples of them. For instance, if it's for a job in a primary school, don't just say, 'I've worked with children before.' Let the interviewer know when and where you worked and what the experience involved. If there's something you'd like the interviewer to know – maybe you've done first aid training, for example – but the interviewer doesn't ask you about it directly, find a way to include it in one of your answers.

▶ Have some questions of your own

Interviewers can tell who really wants a job or a place on a course and who doesn't. After they've finished asking you their questions, they'll probably say, 'Is there anything you'd like to ask us?' Make sure you have at least one or two questions that show your interest. For instance, in a job interview, 'What training will I get?' will show you're serious about doing your work well. However, don't ask questions that suggest you're lazy or don't really care, such as 'How long is the lunch break?' or 'When can I take my first holiday?'

Remember: You shouldn't take it personally if you aren't chosen for a job. Instead of thinking, 'If only I'd done this!' or 'I wish I had said that!', think of each interview as a learning experience to help you do better next time.



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LIFE SKILLS

Overview

TOPIC	Work skills: Job interviews
VOCABULARY	Interviews and jobs: interviewee, open-ended questions, experience, research, interviewers, unimpressed, beforehand, sell yourself, abilities, training, (don't) take it personally, hypothetical situations, give a good/bad impression, responsibilities, motivated, part of a team, apply, skills
READING	Top tips for interviewers and interviewees
PROJECT	Role play: a job interview In the project stage, the students carry out job interviews in pairs and decide which of the two candidates they interview is the most suitable for the job.

WARMER

With books closed, ask the students to think of one question they could ask other students in the class. Encourage them to ask something interesting or unusual, not just simple facts such as *How many brothers and sisters have you got?* The questions should be open, not ones which can be answered *yes* or *no*. When they are ready, students mingle and ask and answer each other's questions. When they have all talked to several other students, invite them to say which question they found the most difficult to answer and why.

LIFE SKILLS

Preparing for and carrying out a job interview

When students have read the *Life skills* box, ask if anyone has had an interview (not just for a job but perhaps when trying to join a club). If so, elicit some of the questions they were asked and how they felt. If no-one has ever had an interview, ask how they think they would feel.

1 Set a time limit of two to three minutes for students to discuss the questions. When they have finished, ask if any of the students have got a part-time job and, if so, what they do, when and how they fit it in with their other commitments. Then discuss all the questions with the class.

Possible answers

1 pros: can earn pocket money, learn skills, gain work experience; cons: can detract from schoolwork, less time to spend with friends
2 to make sure you're really suited to a particular course; to find out about your extra-curricular interests; in the case of international students applying to universities in English-speaking countries, to ensure a candidate has the necessary level of English
3 Before an interview: find out as much as you can about the company, practise interview technique with a friend or relative, think about questions you may be asked
During an interview: smile and look at the interviewers, answer questions as honestly and fully as you can, ask questions if you don't understand something or need more information

2 Tell the students to read the whole text quickly, even if they find the answers near the beginning. Set a time limit of about two minutes. Elicit the answers and then ask students to cover the text and discuss in pairs what they can remember about the tips given.

Answers

job interviews and university interviews

44 The Reading text is recorded for students to listen, read and check their answers.

3 Give students time to read the statements and see what they remember from the previous exercise. Tell them that, when you elicit the answers, you will want to know what it says in the text which shows whether the statement is true or false. They should note down where the information for each statement can be found, to make it easier to refer back to it later on. When students have finished, elicit the answers and how students know.

FAST FINISHERS

Ask fast finishers to look again at the text and think of their own statements which are either true or false. When everyone has finished the exercise, elicit the answers and then invite fast finishers to read out a statement for the other students to find the answer.

Answers

1 F … *and then finally some time for the interviewee to ask any questions …*
2 T … *you want to know how well the interviewee would do the job … you might ask, 'What would you do if two children started to fight in front of you?' or 'Imagine a child has a serious accident …'*
3 F … *practise your answers beforehand, with a friend or family member if possible.*
4 T … *not just talking about your experience and abilities but also giving examples of them.*
5 F *If there's something you'd like the interviewer to know … find a way to include it in one of your answers.*
6 T … *don't ask questions that suggest you're lazy or don't really care …*

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45 **4** Before students listen to the recording, ask them to think of one question that the interviewer might ask. Elicit ideas from the students and, when they have listened to the recording and answered the question in the Student's Book, ask if their question was asked. When students say which person followed most of the advice, ask them for examples, e.g. *He gives a detailed answer to the first question with examples of the duties he had to do.*

Answer

Ben

45 **5** Students look through the questions and discuss any of the answers they think they remember from the first listening. When they have listened again, they compare answers in pairs. Elicit the answers.

MIXED ABILITY

Make photocopies of the audioscript and offer them to students who find listening difficult. When the recording is played a second time, they can read and listen at the same time and note where the answers are on the audioscript.

Answers

1 She helped customers find the books they wanted.
2 That she organised a second-hand clothes sale at school.
3 A customer is angry and wants their money back because the expensive jacket they bought was damaged.
4 That she hasn't prepared for the interview. That she comes across as not very keen.
5 He tells him what the shop sold (snacks, drinks and flowers), what he did there (take the money and fill the shelves), why he liked it (he was busy and likes being busy) and that he had to smile and be friendly but be sensitive at the same time.
6 His answers are clear and show how he would actually deal with the situation, whereas Jackie's response shows that she wouldn't really know what to do.
7 He doesn't ask any questions.

» **AUDIOSCRIPT TB PAGE 289**

6 Ask the students to imagine they are the owners of the clothes shop. They should discuss the two candidates and say what they liked and disliked about both. They shouldn't just dismiss one of them straightaway. They then decide who they would employ. Elicit ideas from different pairs and reasons for their choice.

Answers

Students' own answers

7 Students discuss the question in pairs. Set a time limit of about one minute and elicit some ideas. Ask the students to imagine they are in a job interview like Jackie and Ben. They take turns to ask about each other's experience and then to think of a hypothetical situation to find out what their partner would do. Invite students to say how well their partner answered the questions.

Answers

Students' own answers

BACKGROUND INFORMATION

Summer camps for children and teenagers are found in many countries. They are very popular in the USA, where the school summer holidays can last for three months. Summer camps started in the late 19th century as a result of the Industrial Revolution. As more people moved to cities for work, there were fewer opportunities for children to help with their parents' work during the summer. The aims of the early camps was to help boys reconnect with nature, as well as learn useful skills. The first camp was called Gunnery Camp, which was set up in the 1870s. Camp Farwell became the first summer camp for girls in 1889.

Camp America was set up in 1969 and is now the biggest summer-camp organisation in the USA. It is popular because it offers a visa for foreign volunteers, as well as free food, accommodation, medical insurance and flights.

PROJECT ***Role play: a job interview***

Ask students to look at the job advert. Ask what the job is for, what they have to do and what would be good things to mention at the interview, e.g. experience with children and working in a team, abilities in sports, arts and crafts, cooking and cleaning. When students have decided who to work with, set a realistic time limit for them to think of six interesting and relevant questions to ask. Faster students can write more if they have spare time, and weaker students can stop even if they only have four or five questions. Both students in each pair should write the same set of questions.

When the students look at stage 3, remind them that the students they will be interviewing might have written slightly different questions, so they should be prepared to think on their feet. Give students a few minutes to think of ideas and then change the pairs so that students are now with someone from a different part of the room. They then ask their new partner to help them practise for the interview. The students ask and answer their questions and give each other feedback on how well they did.

Students now go back to their original groups of four to carry out the interviews in stage 4. When they have finished, they should discuss the two interviews they heard in the same way as in Exercise 6 – not simply coming to a decision, but discussing their thoughts about both candidates. They should also be as positive as possible in stage 6. Encourage students to avoid negative phrases such as *You didn't give much detail*, and to be more encouraging by saying something like *I think it would be better if, next time, you gave some more detail …*

PROJECT EXTENSION

As a follow-up, ask the students to research strange interview questions on the internet and to find their favourite question and to try to decide how they would answer it. Tell the students to bring their questions to the next lesson and, as a warmer, the students can mingle and ask as many people as possible their question to see if anyone can answer it well. When they have finished, invite students to share their question with the class and explain how they would answer it.

COOLER

Keep the students in the same groups as for the project. Ask them to think of a summer job that they think they would be good at. When they are ready, they take turns to tell each other which job they chose and why. Invite each group to share one of their ideas with the class and see if the other students can guess which student thinks they would be good at it.

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3 **Read the *Top tips* again and say whether these statements are true (T) or false (F).**

1 In a typical interview, the interviewee only answers questions.
2 Questions about hypothetical situations can help you learn about an interviewee.
3 Preparation for an interview is better done alone.
4 Examples can show why an interviewee is good for a job.
5 You shouldn't mention something about yourself unless the interviewer asks you about it.
6 Some questions can give a bad impression of the interviewee.

45 **4** **Listen to Jackie and Ben being interviewed for a job in a clothes shop. They've both read the *Top tips* for interviewees. Who follows most of the advice?**

45 **5** **Listen again and answer the questions.**

1 What did Jackie do in her uncle and aunt's bookshop?
2 What experience does she mention that the interviewer doesn't ask about?
3 What situation does the interviewer describe?
4 Thinking about the *Top tips*, what does Jackie's question at the end tell us?
5 What details does Ben tell the interviewer about his work in the hospital shop?
6 How is Ben's response to the situation with the angry customer different to Jackie's?
7 What does Ben fail to do?

6 **With a partner, decide who should get the job and why.**

7 **What skills and experiences could you talk about in an interview for a job in a shop?**

Project
Role play: a job interview

You are going to role-play an interview for the following job:

Funtastic SPORTS CAMPS Needs You!

We organise exciting summer camps for children and we are now hiring activity leaders for this July.

Responsibilities include:

- looking after groups of twenty to thirty children for two weeks
- leading sports and arts and craft activities
- helping with cooking and cleaning

Do you like children? Are you energetic and motivated to be part of a great team? If so, then apply today!

1 ASSIGN ROLES

In groups of four, divide into two pairs: pair A and pair B.

2 PREPARE

With your partner, prepare a list of six interviewer's questions, using the *Top tips* advice.

3 THINK

Individually, imagine you're preparing for the interview. Use the *Top tips* advice. You can invent skills and experience if necessary.

4 INTERVIEW

Pair A interviews the students from Pair B, one at a time.
Pair B interviews the students from Pair A, one at a time.
While your partner is being interviewed, listen and take notes. How well do they follow the advice?

5 DECIDE

With your partner, decide which student from the other pair gets the job.

6 FEEDBACK

Give each interviewee feedback on how well they did and how they can improve next time.

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REVIEW 2 UNITS 5–8

VOCABULARY

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

advances breakthrough cutting-edge drawback prototype radical triggered

Technological [1] _____ have led to virtual reality being put to a wide range of uses. However, one [2] _____ when we compare VR with actual reality is that the senses of touch, taste and smell are missing. Now a major scientific [3] _____ might mean that users can experience one more sense, namely touch, virtually. Researchers from Northwestern University have created a [4] _____ of a device which adds touch to what VR can do. Imagine being on a video call with a loved one and being able to hold hands. This [5] _____ technology makes that a reality. When you touch your screen, a response will be [6] _____ on the patch worn on the other person's skin. The system, known as epidermal VR, could lead to [7] _____ improvements in the lives of people who have lost arms or legs.

2 **Match the sentence halves.**

1 Online streaming is a new but important
2 Set in one of the most beautiful places on earth,
3 After watching the trailer,
4 Cinemas are not as full as they used to be,
5 The film-makers must have been so disappointed
6 I bought the book after reading the blurb,

a that the movie was a box-office flop.
b I decided that it wasn't my kind of film.
c except when the occasional blockbuster is showing.
d the film was an absolute masterpiece.
e source of revenue for Hollywood film-makers.
f but I was quite disappointed with the story.

3 **Add a word from the box to the correct place in each sentence.**

by down (x2) into out (x2)

1 Gemma splashed on several new outfits for her holiday.
2 Phones and laptops often come in price a few months after they are released.
3 I never buy bottled water. In my opinion, it's like pouring money the drain.
4 Aaron hasn't always been wealthy – he came money when his great aunt died.
5 Melinda had to take a loan to pay her university fees.
6 Ava has to get on what she earns as a delivery driver.

4 **The words in blue are in the wrong sentence. Move them to the correct place.**

1 Santi gets a small support from his grandparents to help with his university expenses.
2 Since losing her job, Pilar is really well-off.
3 The government gives a lot of financial allowance for people to start their own businesses.
4 Designer shops are unaffordable; the clothes aren't worth the money.
5 House prices are becoming a rip-off; it's impossible for young people to get on the housing ladder.
6 Sofi and Dan always eat at expensive restaurants. They must be broke.
7 The government is going to withdraw a new arts centre for the town.
8 Hold on a minute. I need to fund some money from the ATM.

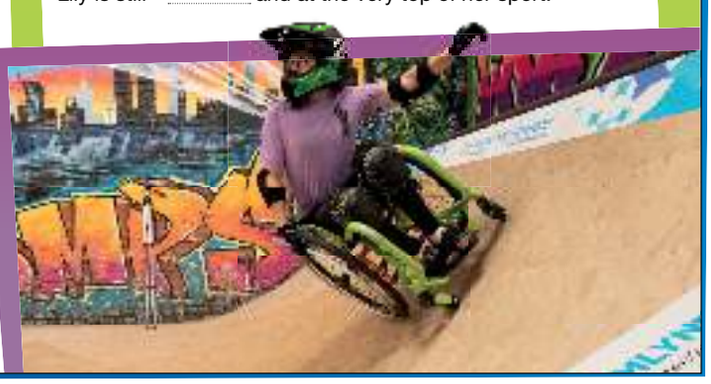
5 **Complete the article with words and phrases from the box.**

adversity against all odds apparent appropriate conscious inferior overcome self-discipline thriving vulnerable

LILY RICE, WHEELCHAIR MOTOCROSS CHAMPION

Lily Rice, from Wales, is an example of someone who has succeeded [1] _____. Born with a rare genetic condition, Lily is no stranger to [2] _____. She has had to undergo many operations, but she has [3] _____ every setback with cheerful determination. She has always been [4] _____ of the need to work harder than others to achieve her goals, but has never let her disability make her feel [5] _____ to others in the sporting world.

Lily started her sporting career as a Paralympic swimmer, but a few years later, she discovered the sport of Wheelchair Motocross (WCMX). It was immediately [6] _____ to Lily that this was something she could be good at. However, she would need a wheelchair that was more [7] _____ for the tricks involved in the sport. As luck would have it, the sport's founder, Aaron Fotheringham, had one to spare. Lily applied the same [8] _____ she had always shown and started making history within a very short time. After just seven months, she became the first female in Europe to achieve a wheelchair back-flip. Lily's condition makes her more [9] _____ to injury, but she tries not to spend too much time thinking about that. Lily is still [10] _____ and at the very top of her sport.



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REVIEW 2 UNITS 5–8

Overview

VOCABULARY	Technology and progress; Adjectives and dependent prepositions; Phrasal verbs; Films and books; Entertainment: adverb and adjective collocations; Compound adjectives; Challenges and achievements; Noun suffixes; Money and wealth; Money: idioms and phrasal verbs
GRAMMAR	The future; Gerunds and infinitives; Conditionals; *Wish* and *If only*
EXAM TASKS	Reading and Use of English Part 2; Reading and Use of English Part 4

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 2
Practice Extra: Units 5–8
Test Generator: Unit tests 5–8; Term 1 test

WARMER

Put students into groups of four. Each student in the group looks at a different unit (5–8) and looks at the grammar lesson in that unit. They then write an example sentence using one of the structures. When they are ready, they take turns to read out their sentences and the other students say what the structure is. The students discuss any differences there are between their language and the English structure, e.g. *In our language, we follow prepositions with an infinitive, but in English they use a gerund*. Students then share some of their ideas as a class.

VOCABULARY

1 Students cover the word box and look at the text in pairs. They discuss possible words which could be used in each gap, e.g. *1 changes, advances, improvements* (not *progress,* as this would be followed by *has led*, not *have led*). They then uncover the word box and see how many of the words they thought of it contains. Elicit the answers and alternative words they thought of.

Answers

1 advances 2 drawback 3 breakthrough 4 prototype
5 cutting-edge 6 triggered 7 radical

2 Put students into pairs. They cover the sentence endings and try to think of ways in which each start could be finished, e.g. *Online streaming is a new but important … way for musicians to earn money; … way to distribute films*. Elicit some ideas and then students uncover the endings and do the matching. Elicit the answers and the meanings of some of the words, e.g. *trailer, blurb, flop, revenue*.

Answers

1 e 2 d 3 b 4 c 5 a 6 f

3 Students work alone and compare answers in pairs. Elicit the answers and the meaning of the phrasal verbs. Ask or elicit follow-up questions using the same verbs, e.g. *Have you ever splashed out on something you didn't really need?*

Answers

1 Gemma splashed **out** on …
2 … often come **down** in price …
3 … pouring money **down** …
4 … he came **into** …
5 … take **out** a loan …
6 Ava has to get **by** on what she earns …

4 Students work in pairs. Ask one student to close their book or cover the exercise. The other student reads out the first four sentences, but leaves the blue word out, making it obvious where the word is, e.g. *Santi gets a small … something … from his grandparents to help with his university expenses*. The other student tries to think of a word which could go in the gap. The students swap roles for the last four sentences. They then look at the exercise and see if any of the words they used are highlighted in blue. Elicit where each highlighted word should go.

Answers

1 allowance
2 broke
3 support
4 a rip-off
5 unaffordable
6 well-off
7 fund
8 withdraw

5 Give students about a minute to look quickly at the text. When they have finished, ask them to cover the text and ask them questions, e.g. *Where is Lily from? (Wales) What sport did she do to start with? (Paralympic swimming) What does WCMX stand for? (Wheelchair Motocross).* Students then work alone to complete the text and compare answers in pairs. Elicit the answers.

FAST FINISHERS

Ask fast finishers to look through the text to find other useful collocations and phrases. When everyone has finished the activity, invite the fast finishers to test the rest of the class on these, e.g. they could come to the board and write: *She has had to u_____ several operations*. The other students try to guess the missing word and then work out the meaning (possible phrases: *undergo an operation, achieve her goals, As luck would have it, she started making history*).

Answers

1 against all odds
2 adversity
3 overcome
4 conscious
5 inferior
6 apparent
7 appropriate
8 self-discipline
9 vulnerable
10 thriving

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GRAMMAR

1 Look at the first sentence with the class. Ask if either option is grammatically incorrect (*no*). Ask which is correct and why the other verb form is wrong. (*If the trailer put them off, it would be strange for them to be going to see it in the future.*) Students work in pairs to decide on the correct verb forms. Elicit the answers and, when both are correct, what difference the verb forms make to the meaning.

Answers

1 were going
2 *Both are correct.*
3 will be running
4 would get
5 'll be doing
6 will have stopped
7 will suffer
8 're going to see

2 Students work alone and compare answers in pairs. If they have any different answers, they look at the Grammar section on page 46 of the Student's Book and try to decide who is correct. Elicit the answers.

Answers

1 to be
2 being
3 winning
4 to withdraw
5 funding
6 to hear
7 to splash out
8 Launching

3 Look at the first sentence with the class. Write on the board: *If there had been less negativity in the club, I might have become a member.* Ask if this is grammatically correct (*yes*) and if it is the correct answer (*No – it is a third conditional sentence and they need to make a mixed conditional.*). Elicit the correct answer and ask how this differs in meaning from the third conditional. (It tells you the current result of an imaginary past, not the past result.) Students work in pairs or alone. Elicit which sentences are correct and then the correct form of the others.

MIXED ABILITY

To help weaker students and save a little time, you can tell them in advance that sentences 4 and 6 are correct so that they focus on finding the errors in the other sentences. Alternatively, put them into pairs and tell them to use the information on page 54 to help them find the errors.

Answers

1 If there **was/were** less negativity in the club, I might have become a member.
2 If products **are** marketed properly, they tend to sell better.
3 The film would have been a blockbuster if Kate Winslet **had played** the main character.
4 *correct*
5 You might find that bag at a more reasonable price if you ~~**will**~~ shop around.
6 *correct*
7 The product **would have been** more successful if they had put more time and money into the prototype.
8 If Monica weren't so hostile towards her rivals, she **would** probably enjoy the tournaments more.

4 C1 Advanced Reading and Use of English Part 2

There is an example of this task type in Unit 5. Briefly review what students need to do in Part 2 and, if necessary, read out the C1 Advanced exam information on TB page 82. Elicit that in the Unit 5 task, all the answers were dependent prepositions and parts of phrasal verbs. Here in the Review, there will be more variety because the exercise can test anything, but mainly grammatical items, from the previous four units.

As students have seen this task type in Unit 5, you could tell them to do this 'under exam conditions'. Allow them ten minutes and then elicit the answers. Elicit what language point each gap in the text is testing (*0 phrasal verb particle; 1 phrasal verb particle; 2 a second conditional structure; 3 phrasal verb particle; 4 gerund after a preposition; 5 past modal; 6 phrasal verb; 7 an infinitive; 8 modal of possibility*).

Answers

1 ahead
2 would
3 into / towards
4 being / getting / feeling
5 have
6 looked
7 to
8 may / might / could

5 C1 Advanced Reading and Use of English Part 4

There are examples of this task type in Unit 4 and in Review 1. Elicit what the students have to do and any helpful tips that they can remember. If necessary, read out the C1 Advanced exam information on TB page 61.

Students should do the exercise under exam conditions. Allow them ten minutes and then elicit the answers and what each question is testing, e.g. in the example sentence, it is testing the correct verb form after the wish expression *If only*, and the phrase *take out a loan*.

Answers

1 know what | he was GOING to
2 will have BEEN widened | by the
3 wouldn't / would not have TAKEN | the decision
4 any VALUE | in asking
5 I hadn't / had not RUSHED | into buying OR I hadn't / had not RUSHED | to buy
6 will / 'll have been | LIVING here (for)

COOLER

Learn to learn: Ask students to choose a text that has appeared somewhere earlier in the Student's Book and to take one paragraph and look for any useful phrases or grammatical items that they didn't look at in detail for an exercise. As an example, look at the introduction to the text on page 9:

Phrases: *Is there more to it? After all, to be at stake, rely on something to do something else*

Grammar: *those who* + present perfect, *those who best* + infinitive without *to*

When students have done the same thing, either alone or in pairs, they present the most interesting or useful items to the class.

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GRAMMAR

1 Choose the correct verb form. Sometimes both are correct.

1 We *were going* / *will be going* to see the critically acclaimed film but the trailer put us off.
2 The company *will produce* / *will have produced* a prototype by the end of the year.
3 It is predicted that all vehicles *will be running* / *are running* on clean energy within about 30 years.
4 No one thought that Matt *would get* / *will get* a part in the play, but he was offered the main role.
5 What do you think you*'ll be doing* / *'re going to do* in five years' time?
6 I think people *will be stopping* / *will have stopped* using cash by the middle of the century.
7 If Victoria doesn't train harder, she *will suffer* / *will be suffering* a major defeat.
8 We'*re going to see* / *will see* the highly anticipated new Tarantino movie, which is out tomorrow.

2 Complete the sentences with the verb in brackets in the correct form: *-ing* or *to* + infinitive.

1 Matias claims _____ well-off but I don't see how he can be. (be)
2 Camila denied _____ unable to make ends meet. (be)
3 American swimmer Michael Phelps is famous for _____ the most gold medals at the Olympics. (win)
4 Did you remember _____ the money from the bank? We'll need it today. (withdraw)
5 Unfortunately, the council has stopped _____ the annual film festival. (fund)
6 We were disappointed _____ the film had been a box-office flop. (hear)
7 You really can't afford _____ on unnecessary things. (splash out)
8 _____ a new product takes a major effort from the entire team. (launch)

3 Correct any mistakes in these sentences. Some are correct. The type of conditional is given in brackets.

1 If there would be less negativity in the club, I might have become a member. (mixed)
2 If products were marketed properly, they tend to sell better. (zero)
3 The film would have been a blockbuster if Kate Winslet plays the main character. (third)
4 If I won a million euros, I would share it out among my friends and family. (second)
5 You might find that bag at a more reasonable price if you will shop around. (first)
6 James wouldn't be broke if he hadn't wasted all his money on that holiday. (mixed)
7 The product will be more successful if they had put more time and money into the prototype. (third)
8 If Monica weren't so hostile towards her rivals, she will probably enjoy the tournaments more. (second)

4 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A CASHLESS FUTURE?

The development of contactless payments has meant a steep decline in the number of payments made in cash. Many believed that security issues would prevent contactless from catching **(0)** *on*, but that wasn't the case. While it may seem as though a cashless future lies **(1)** _____, that is unlikely to happen for many years. 'If we abandoned cash completely, it **(2)** _____ certainly put the most vulnerable at risk,' says economist Poppy Everett. Banker Amal Rodrigo agrees that rushing **(3)** _____ a cashless world could be a disaster for the poorest members of society.

Many elderly people are afraid of **(4)** _____ left behind by technology in a world moving faster than they could ever **(5)** _____ imagined. In some rural areas, too, credit and debit cards are **(6)** _____ upon with suspicion, especially by those who were brought up **(7)** _____ believe that being in debt is somehow immoral.

The change will be gradual. It is predicted that technology-based companies will lead the way and **(8)** _____ well have stopped accepting cash by the end of the decade.

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

0 'I would love to be able to borrow some money from the bank,' Mark said. **TAKE**
'If only *I could take out a loan,* ' Mark said.

1 Roland was unsure of his next steps. **GOING**
Roland didn't _____ do next.

2 They will make the roads wider within the next ten years. **BEEN**
The roads _____ end of the decade.

3 I only decided to buy an electric car because it's environmentally friendly. **TAKEN**
I _____ to buy an electric car if it hadn't been environmentally friendly.

4 Do you think it is useful to ask the public for their opinion? **VALUE**
Is there _____ the public for their opinion?

5 I regret buying a new phone so quickly. **RUSHED**
I wish _____ a new phone.

6 We moved here a year ago next Friday. **LIVING**
Next Friday we _____ exactly one year.

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9 EDUCATING GENERATION Z

ABOUT YOU

▶ 09 **Watch the video and then answer the questions.**
What other subjects or skills would you have liked to be taught in school, apart from the usual ones?
Do you know about any very unusual schools? Would you have liked to attend one?
What do you think about schools where the students themselves choose what to study?

VOCABULARY AND READING

EDUCATION

1 Match the definitions to the words and phrases in the box.

aspirations career path careers advice
critical thinking internship leadership
networking scholarship social skills trainee

1 building up and maintaining contacts with people who may help you in your professional life
2 a person who is in the process of being trained for a specific job
3 the act of leading a group of people
4 hopes, dreams, goals and ambitions of an individual in his or her life
5 the ability to think independently and not accept everything you are told
6 work experience, often unpaid
7 the development of an employee in his or her profession
8 advice given to young people on careers which may be suited to their skills and interests and how to enter them
9 money given to a student to allow them to study at a particular school or university, often dependent on their ability
10 the ability to behave in a socially appropriate manner and interact with others in an acceptable way



2 Are the words in the box in Exercise 1 associated with school/university, with work or with both?

3 Complete the sentences with a word or phrase from Exercise 1.

1 Alistair was really happy to get a job as a _____ hairdresser in his local salon.
2 Whatever field of work you are in, _____ is vital, as the more people you know, the better.
3 Without _____, you won't get very far in life. Everyone needs to have positive relationships with others.
4 It is easier to get a _____ to an American university than a British one as they tend to have more money available to help less well-off students.
5 When I was at school, we didn't really get much _____. Most people just went out and got whatever job they could find.
6 Many young people now want to be YouTubers rather than following a more traditional _____.
7 The ability to make crucial decisions and communicate effectively are essential _____ skills in the modern workplace.
8 There is a lot of fake news on the internet these days, which is why it is so important for young people to develop _____ skills.
9 One way of building up your CV is to do an _____. You may not get paid, but it can give you an advantage later on.
10 Schools should help students to raise their _____ as that is the first step on the road to success.

4 Look at the title of the article on the opposite page. Would you answer the question Yes or No? Why? Compare your ideas with a student who answered differently.

5 Read the article quickly. Which of your points were mentioned?

6 Read the article more carefully and answer the questions.

1 What non-academic reasons does the YES! writer give for the importance of children going to school?
2 What changes does the writer mention in terms of
a the school curriculum?
b teaching methods?
3 What is the opinion of the YES! writer on the careers advice given in schools?
4 What systemic problems does the NO! writer blame for schools not preparing students for work?
5 What should schools be doing, according to the NO! writer?
6 According to the NO! writer, how could schools improve the careers advice they give to students?
7 Is there anything the writers of the two texts agree on?

7 Discuss the questions with a partner.

1 Who do you agree with more, the YES! or the NO! writer?
2 Does your school prepare you for the workplace?

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9 EDUCATING GENERATION Z

Unit Overview

TOPIC	Education
VOCABULARY	Education; Education: phrasal verbs; Education: verb and noun collocations
READING	Do schools prepare you for work?
GRAMMAR	Cleft sentences
LISTENING	Three short conversations about schools
SPEAKING	Talking about yourself
EXAM TASKS	Reading and Use of English Part 1; Listening Part 1; Speaking Part 1

Digital Resources

Lesson Plus: Unit 9
Practice Extra: Unit 9
Test Generator: Unit test 9

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 152; TB page 265
WORKBOOK: pages 52–57
VIDEO AND VIDEO WORKSHEET: Schools of thought
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 9; Vocabulary worksheet Unit 9

BACKGROUND INFORMATION

Each generation covers a range of about 15 to 16 years:

Generation X is the name given to people born between the mid-1960s and the start of the 1980s. Generation Y (also called Millennials) are people born from about 1980/81 to the mid 1990s. Generation Z were born from the late 1990s to about 2012.

The generation before Generation X are often referred to as Baby Boomers, because after the Second World War, there was a big increase in the number of babies born. The name Generation X was made popular by a novel of the same name. Interestingly, a moderately successful punk band, made up of Baby Boomers, called themselves Generation X in 1976. Generation Y are often called Millennials, as they were aged between four and 20 at the start of the new millennium. Generation Z were almost called the iGen or Post-millennials. The next generation haven't been officially named yet, but Generation Alpha has been suggested.

WARMER

With books closed, write the headings *Generation X, Generation Y* and *Generation Z* on the board. Students work in small groups and discuss when you have to be born to be a member of each. Elicit ideas and tell the class the information in the *Background information* box. They now discuss their opinions of the main differences between members of the three generations. Set a time limit of about two minutes and then elicit ideas from the class.

ABOUT YOU

09 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the questions. Give them about 30 seconds to think alone before they discuss their ideas together. Invite each group to share one of their ideas with the class.

VOCABULARY AND READING
EDUCATION

1 Students work in pairs and look through the box together to see how many words they understand. They match these to the definitions and then discuss which definitions they think the other words match. Elicit the answers and ask follow-up questions using some of the words, e.g. *What are your aspirations for the future? When have you used critical thinking? Why do people do unpaid internships?*

Answers

1 networking
2 trainee
3 leadership
4 aspirations
5 critical thinking
6 internship
7 career path
8 careers advice
9 scholarship
10 social skills

2 Look at the first word in the box (*aspirations*) and elicit which it is associated with and in what way. (Both – in school or university, it could be the aspiration to get good marks, to aspire to get into a certain university or to go on an Erasmus placement to another country. In work, it could be an aspiration to work in a particular field or be promoted to a higher position. Or it could be an aspiration to find a job that will give satisfaction and help others, for example.) Students then discuss the other words in the same way, saying how they relate to studying, work or both. Elicit the answers and examples.

Answers

Associated with school/university – careers advice, scholarship
Associated with work – career path, internship, networking, trainee
Associated with both – aspirations, critical thinking, leadership, social skills

CONTINUED ON PAGE 138

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3 Students work alone and then compare answers in pairs. Elicit the answers and then look at sentence 1. Ask students what a trainee hairdresser would do when they start work (*sweep up the hair, wash customers' hair*, etc.). Discuss other sentences in a similar way where appropriate.

FAST FINISHERS

Write a short dialogue on the board, e.g. *A: What do you want me to do? B: This week, you'll work with Jack. If you do well, we'll let you work on your own next week.* Elicit the word which this relates to from Exercise 1 (*trainee*). Ask fast finishers to write a similar dialogue for one of the other words from the exercise. When everyone has finished the exercise, elicit the answers and ask fast finishers to act out their dialogues. Other students should try to guess the word being illustrated.

Answers

1 trainee
2 networking
3 social skills
4 scholarship
5 careers advice
6 career path
7 leadership
8 critical thinking
9 internship
10 aspirations

4 Give the students about 30 seconds to think about the question and then ask them to put their hand up if they answered *Yes*. Organise the class into groups in which, if possible, at least one student answered differently to the others. Allow them to discuss their answers and reasons for two minutes and then elicit ideas.

Answers

Students' own answers

5 Set a strict time limit of about three minutes for students to read the text and mark any examples for and against the question. Elicit ideas from the class and then ask the students to work in pairs and describe the photo on page 68, saying how this relates to a point made in the article. (*It shows students of both genders doing some kind of design and technology or other practical subject.*)

MIXED ABILITY

Put students into pairs. One reads the first column and the other reads the second. They note any arguments they find and then tell each other what they learned.

Answers

Students' own answers

46 The Reading text is recorded for students to listen, read and check their answers.

6 When the students have read the text, encourage them to cover it and try to answer the questions in their own words. Once they have done this, they can refer back to the text to see if there are any extra pieces of information that they forgot to mention. Elicit the answers. Refer students to the point about school bells and the ability to self-organise and ask how this could be possible in a school situation.

Answers

1 To learn social skills, punctuality, discipline and consideration of others, how to work out differences (resolve any issues) you may have with them.
2 a Boys and girls now do the same subjects. More traditional subjects, like cooking, needlework, woodwork and metalwork, have been replaced with more modern subjects, like design technology.
b There is now a focus on '21st-century skills' such as critical thinking, media literacy and taking the initiative. Students are more likely to work in groups, do research and give presentations to help them learn collaboration and leadership skills.
3 It benefits students and treats them as individuals.
4 Too much emphasis on league tables, tests and exams; long syllabuses, resulting in lecture-style learning; students having to make choices too soon; no opportunity to learn to self-organise or develop the 21st-century skills schools say they want to focus on.
5 Developing students' flexibility.
6 Use psychometric testing and assessment centres to identify individual students' skills; more focus on networking
7 They agree that teachers do a good job at motivating students / instilling a positive work ethic.

7 Look at the questions with the class and point out that, even if students agree most with the NO! writer, there may be things that their school does do to prepare students for work. Set a time limit of about three minutes and ask students to think of examples and reasons for their answers. Elicit ideas and have a whole-class discussion on how their school does or doesn't prepare them for work.

Answers

Students' own answers

TALKING POINTS

Before students start, look at the questions with the class and elicit what subjects are included on their curriculum. You could list these on the board for reference. When thinking about their answers to the questions, students could suggest not only subjects to add or reject, but also how the hours spent on each subject could be changed, e.g. *Keep PE, but have it only once a week and in the last two lessons of the day, so we don't have to go to a lesson afterwards when we're tired.* Put the students into groups of four or five and set a time limit of about four to five minutes. Invite each group to present their ideas to the class and have a class vote on the best presentation.

COOLER

Ask the class what questions they might be asked in a careers advice session. Elicit ideas and then ask students to work in pairs to think of about four or five more questions a career advisor might ask a student to help find them a suitable career. When they are ready, students join up in groups of four. One pair interviews the other pair and then they swap roles. When they have interviewed each other, the two pairs each discuss the answers they were given. They then try to advise the two students they interviewed about what they could do in the future. Invite students to share some of the advice they were given and whether they agree with it or not.

ALSO REFER TO WORKBOOK PAGES 52–53

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DO SCHOOLS PREPARE YOU FOR WORK?

46



YES!

Going to school has always had a vital purpose outside of the subjects studied and exams passed, which is to impart social skills to young people, allowing them to play a positive role in society. Even back in the days of memorising facts, schools prepared you for work by teaching you basic language and maths skills and also things like punctuality, discipline and consideration of others. All of these are still relevant today – the workplace may be changing but there are still rules to follow. Schools still do an excellent job at instilling a good work ethic in students. While the family is their earliest influence, it is at school that they get to associate with different kinds of people and resolve any issues they may have.

Having said that, I do think schools have moved on. The curriculum today looks very different from when our parents were at school. My mum did cooking and needlework, while my dad did woodwork and metalwork. Nowadays, both genders do design and technology with options such as electronics, textiles and graphics. Schools focus on 21st century skills, such as critical thinking, media literacy and taking the initiative. Even with traditional subjects, students are likely to be asked to work as a group to research and give presentations. What this does is help them develop skills needed in the workplace, such as leadership and collaboration.

In many countries, it is now a legal requirement for students to be provided with independent career advice. Schools see it as their role to raise aspirations and help learners achieve their full potential. Many partnerships exist between schools and workplaces, and it is the students who benefit most as they get the opportunity to do internships in the holidays. In return, managers come into school to talk about career paths and how to develop the skills they are looking for. The days when schools only focused on academic pathways are long gone. Each student is viewed as an individual with their own unique set of talents.



NO!

Generation Z – those born in the last few years of the 20th century and first decade of the 21st – were born into a different world to those tasked with educating them. Schools don't prepare these young people for the complex working world they will enter. The blame doesn't lie with the schools themselves and certainly not with the teachers, for whom I have great admiration. It is the system which is responsible for this disconnect between schools and workplaces. What I mean is that governments have become obsessed with exam results, meaning that developing really useful skills has to take a back seat. Teachers are often under a lot of pressure to complete an over-long syllabus, resulting in a return to traditional 'lecture style' lessons rather than a more useful discovery-style methodology. This is the opposite of what students need to prepare them for working life.

Another issue is that the system forces students to make choices at a young age and labels them as 'academic' or 'practical' sometimes as young as 12. What schools should do is develop their students' flexibility; this is what employers need in our rapidly changing world. Similarly, schools are still organised along very traditional lines, with a series of bells dictating when to move on to the next timetabled lesson. This means that students don't learn to self-organise or prioritise – key workplace skills.

While governments have taken steps to ensure teenagers get career guidance, this is often done simply to fulfil government requirements. Schools simply don't have the time or resources to provide meaningful and individualised advice. They could, for example, make use of psychometric testing, which evaluates each individual's aptitude, preferences and potential. They could also use assessment centres, where students can spend a whole day taking part in a range of tasks to help them to identify where their skills lie. What actually happens is that the focus of the careers sessions is university applications and how to get scholarships. There needs to be more focus on getting students networking with potential employers, hopefully leading to a trainee position when they leave school.

TALKING POINTS

If you were designing a school curriculum for today, what would/wouldn't be on the curriculum?
How would the school day/week/year look different?
What kind of careers advice would be available?

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GRAMMAR
CLEFT SENTENCES

1 Look at the two cleft sentences from the article and the non-cleft versions. What is the difference between them in terms of meaning and structure?

1 *Cleft:* What schools should do is develop their students' flexibility.
Non-cleft: Schools should develop their students' flexibility.
2 *Cleft:* It is at school that they get to associate with different kinds of people.
Non-cleft: At school they get to associate with different kinds of people.

2 Match example sentences 1–5 to rules a–e.

1 It's the students who suffer when the curriculum keeps changing.
2 What impresses me most is the students' work ethic.
3 What my brother decided to do was to apply for a scholarship.
4 It was for the sake of her career that she moved to Milan.
5 What students need to do is visit as many universities as possible.

We form cleft sentences with:
a *what* clause + verb + *is*/*was* + noun phrase
b *what* clause + verb + *is*/*was* + infinitive without *to*
c *what* clause + verb + *is*/*was* + *to* + infinitive
d *it* + *is*/*was* + noun phrase + relative clause
e *it* + *is*/*was* + adverbial phrase + relative clause

» GRAMMAR REFERENCE AND PRACTICE PAGE 152

3 Change these examples of cleft sentences into non-cleft sentences.

1 It is the system which is responsible for this disconnect between schools and workplaces.
2 What this does is help them develop skills needed in the workplace, such as leadership and collaboration.
3 It is the students who benefit most as they get the opportunity to do internships in the holidays.

4 Complete the sentences with *It* or *What*.

1 _____ this school excels in is developing critical thinking.
2 _____ upsets me most is that tuition fees are going up.
3 _____ is Sarah I went to school with, not her sister, Rachel.
4 _____ was his poor maths result that stopped him graduating.
5 _____ I believe is that education matters, because without it, countries can't develop.
6 _____ is the Minister of Education who is responsible for our increased workload.
7 _____ the government needs to do is to give more support to schools.

5 Rewrite the sentences, emphasising the underlined information. Start each sentence with the word in brackets.

0 Tom got the highest mark in the class. (It)
It was Tom who got the highest mark in the class.
1 Lack of education is the leading cause of poverty in most countries. (It)
2 Toby desperately wanted to become a police officer. (What)
3 I loved singing in the choir most when I was at school. (What)
4 Businesses should pay for educating the workforce of the future. (It)
5 If you can read this, you should thank teachers. (It)
6 The lack of funding for special education annoys me most. (What)
7 Its excellent education system led to Singapore's success. (What)
8 In the UK, most polytechnic colleges became universities in 1992. (It)

6 Correct any mistakes in these sentences. Some are correct.

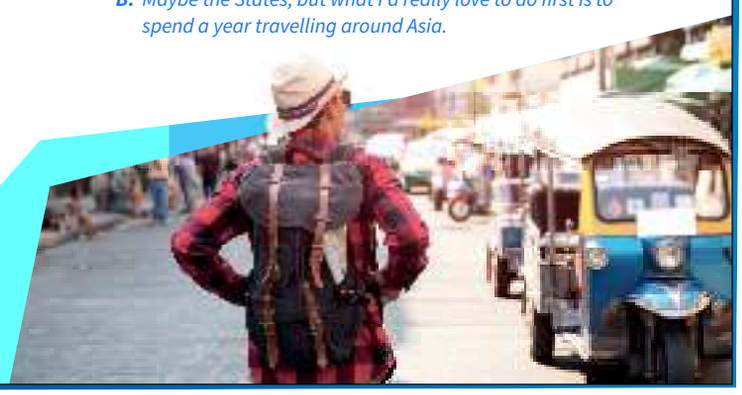
1 It was John what suggested running the course on Saturdays.
2 What Robbie said was he prefers this class to his last one.
3 What we should do arrange a meeting with the headteacher.
4 Is it parents who need to encourage their children.
5 What work best is allowing students to choose their own project.
6 It made me choose the school was its exam results.
7 It was Davide came late today, not Ariel.
8 It's by writing things down that I learn best.

7 Complete the cleft sentences so that they are true for you.

1 What I'd love to do most after high school is _____.
2 It is _____ that I find most difficult at school.
3 It is _____ who helps me most with my studies.
4 What schools should do to help students is _____.
5 What annoys me most in life is _____.

8 Share your ideas from Exercise 7 with a partner. Ask him or her follow up questions. Try to expand your answers using cleft sentences where appropriate.

Example
A: *What would you love to do most after high school?*
B: *Well, what I'd love to do is to go to university in another country.*
A: *Which country?*
B: *Maybe the States, but what I'd really love to do first is to spend a year travelling around Asia.*



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GRAMMAR
CLEFT SENTENCES

WARMER

With books closed, put students into small groups. Ask them to write two sentences, one starting with the word *It* and one starting with the word *What* (but not a question). When they are ready, elicit the sentences. Tell students that in this lesson, they are going to look at some other sentences starting with these two words.

1 Students look at the sentences and question in pairs or small groups. Elicit the answer and ask if they have come across a cleft sentence before. Ask where this sort of structure might be useful, e.g. when writing an opinion essay, it can emphasise the point that the writer is trying to make.

Answers

The cleft sentences emphasise the part of the sentence which follows the *It* or *Wh-* clause.

1 The cleft sentence starts with a clause beginning with a *wh-* word (*What*) and the main verb *is* is added.
2 The cleft sentence starts with *It* and includes the relative pronoun *that*.

2 Students do the matching in pairs. Elicit the answers and then ask the students to say what the sentences would look like without a cleft form, e.g. *1 Students suffer when … ; 2 I am most impressed by … ; 3 My brother decided to apply … ; 4 moved to Milan for the sake of her career; 5 Students need to visit …*

Answers

1 d 2 a 3 c 4 e 5 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265

3 If you elicited the non-cleft sentences after Exercise 2, the students can do this exercise alone. If not, allow them to work in pairs. Elicit the answers and point out that in sentence 2, we can say *This helps them develop* or *This helps them to develop* with no change in meaning (the same is true of the cleft sentence itself).

Answers

1 The system is responsible for this disconnect between schools and workplaces.
2 This helps them develop skills needed in the workplace, such as leadership and collaboration.
3 The students benefit most, as they get the opportunity to do internships in the holidays.

4 Before students do the exercise, ask them to look at the rules box in Exercise 2 and elicit what the two words *What* and *It* are followed by (*What* by a verb with or without a subject and then the verb *to be*; *It* by *is/was* and then a noun or adverbial phrase, not another verb straight away). Students complete the exercise alone. Elicit the answers and encourage students to say the sentences with emphasis on the information at the start of each sentence, e.g. *What <u>this school excels in</u> is developing critical thinking.*

Answers

1 What
2 What
3 It
4 It
5 What
6 It
7 What

5 Look at the example sentence and elicit which other relative pronoun would be possible (*that*). Students work alone or in pairs, using the grammar rules to help them where necessary. When they have finished, elicit the answers and which rule each sentence corresponds to.

MIXED ABILITY

To help weaker students, allow them to work in pairs. You could tell them the second word of each sentence too, so that they can see where the sentence order has to change (*1 It is, 2 What Toby, 3 What I, 4 It is, 5 It is, 6 What annoys, 7 What led, 8 It was*).

Answers

1 It is lack of education that is the leading cause of poverty in most countries. (rule d)
2 What Toby desperately wanted was to become a police officer. (rule c)
3 What I loved most when I was at school was singing in the choir. (rule a)
4 It is businesses who/which/that should pay for educating the workforce of the future. (rule d)
5 It is teachers (who/that) you should thank if you can read this. (rule d)
6 What annoys me most is the lack of funding for special education. (rule a)
7 What led to Singapore's success was its excellent education system. (rule a)
8 It was in 1992 that most polytechnic colleges in the UK became universities / that most polytechnic colleges became universities in the UK. (rule e)

6 Look at the first sentence with the class and elicit what is wrong (the relative pronoun should be *who* or *that*). Students work alone and then compare answers in pairs.

Answers

1 It was John **who / that** suggested running the course on Saturdays.
2 *correct*
3 What we should do **is** arrange a meeting with the headteacher.
4 **It is / It's** parents who need to encourage their children.
5 What **works** best is allowing students to choose their own project.
6 **What** made me choose the school was its exam results.
7 It was Davide **who / that** came late today, not Ariel.
8 *correct*

7 Look at the first sentence with the class. Elicit some ideas from the class. While students are writing their ideas, write these on the board: *1 verb in the infinitive without 'to'; 2 noun or verb + '-ing'; 3 a person; 4 verb in the infinitive without 'to'; 5 noun (+ relative clause or '-ing' form).* When students have finished, ask them to check that they have used the same forms. If they have something different, elicit the sentence to see if it is correct or ask them to change it to the form on the board.

Answers

Students' own answers

8 Look at the example with the class. Students ask and answer the questions and then choose one of them to practise so they can act out the dialogue in front of the class.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 9 – GRAMMAR – CLEFT SENTENCES
» GRAMMAR WORKSHEET: UNIT 9
» ALSO REFER TO WORKBOOK PAGE 54

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VOCABULARY
EDUCATION: PHRASAL VERBS

47 **1** Look at the instructions with the class. Elicit what a boarding school is and ask the students to work in pairs to imagine what Francesca might say. When they have listened to the recording, elicit the answers. Ask the students if they would like to go to a boarding school and ask them to give their reasons.

Answers

1 She started school halfway through the year; she found the teaching methods different; she forgot to hand in assignments; her English was not good.
2 She felt sad.

47 **2** Ask the class to read through the text and discuss in pairs what the missing words can be. If they don't know the phrasal verbs that are needed, you could ask them to use other verbs or phrases which have a similar meaning, e.g. *1 communicate with, get on with, make friends with.* Elicit ideas and then play the recording. Elicit the answers.

Answers

1 catch up 2 read up on 3 hand in 4 going over
5 falling behind 6 getting through 7 drop out 8 broke up

» AUDIOSCRIPT TB PAGE 289

3 Students read the text again and think of the meaning of each phrasal verb from the context of the sentence. They then do the matching. Elicit the answers and then ask follow-up questions using the phrasal verbs, e.g. *If you are falling behind in class, how can you catch up with the other students? Do you ever read up on topics before a lesson? Have you ever handed work in late?*

Answers

2 research 3 submit 4 review 5 not do well enough
6 pass 7 leave before the end 8 finish the term

EDUCATION: VERB AND NOUN COLLOCATIONS

48 **4** Students work in pairs. Ask them to read the text and think of words which could fit into the gaps. Look at gap 1 and elicit possible words, e.g. *sending, giving*. Tell them not to write anything yet. Elicit ideas and then play the recording once for the students to listen without writing anything. Allow students to complete any gaps they are sure of and then play the recording again for them to complete the text. Elicit the answers and why these collocations are useful when they were able to think of other verbs that would have a similar meaning. (*They are more sophisticated, for example when writing a formal letter or emails of application, as in Unit 8.*)

Answers

1 submitting 2 pay 3 gain 4 set 5 sets 6 fulfil
7 fulfil 8 pay

» AUDIOSCRIPT TB PAGE 289

5 Students work in pairs. When they have decided which word doesn't fit, they try to think of what the three correct phrases mean. Elicit the answers and how they are similar or different to each other, e.g. in 1, *gaining an insight into something* or *an understanding of something* are similar – we get more knowledge about it. *Gain experience* means we actually do something.

Answers

1 a goal of 2 requirements 3 want 4 understanding
5 applications

6 C1 Advanced Reading and Use of English Part 1

In this part of the exam, students read a text with eight gaps (plus one example). For each gap, there is a choice of four options, only one of which is correct. All four options will be the same kind of word, e.g. all nouns or all verbs in the same tense. The task tests understanding and knowledge of vocabulary, including the precise meaning of individual words, collocations, set phrases and phrasal verbs. Also, some questions test knowledge of a grammatical aspect of vocabulary, e.g. knowing which option which fits correctly with a following preposition or verb form.

Tips Students should first read the text quickly without worrying about the gaps to have an understanding of what it is about. They then look at each gap and try to think of what the missing word could be. If the same word is not one of the options, they have to choose the one with a similar meaning or which collocates with the lexical item before or after the gap.

Look at the example with the class and elicit why this is the correct answer (the verb *pay* collocates with *attention to*). Encourage stronger students to cover the rest of the page and try to do the exercise without looking at previous exercises. When students have finished, elicit the answers.

FAST FINISHERS

Tell fast finishers to look at the text again and find other collocations which might be useful, e.g. *a learning difficulty, identify the condition.* When everyone has finished the exercise, elicit the answers and then ask students to cover the text. Ask fast finishers to read out sentences with a part of the collocation they identified missing, e.g. *Dyslexia is a specific learning … .* The other students try to think what the missing word is.

Answers

1 A 2 D 3 B 4 C 5 C 6 B 7 A 8 D

7 Look at the sentences on page 131 with the class. Tell the students to work alone to complete the sentences. When they have compared sentences with a partner, invite students to tell the class the most interesting thing they found out about their partner.

Answers

Students' own answers

COOLER

Students write a sentence using one of the phrasal verbs or collocations from the lesson. They then get into groups of four or five. Each student takes turns to read out their sentence, but when they get to the participle of the phrasal verb or the second part of the collocation, they pause as if trying to think of the word. The other students in the group suggest what the word should be. Give them an example to start with by saying: *Does anyone know the date when we break … ?* and trying to elicit the word *up*.

» PRACTICE EXTRA: UNIT 9 – VOCABULARY – EDUCATION: PHRASAL VERBS; EDUCATION: VERB AND NOUN COLLOCATIONS
» VOCABULARY WORKSHEET: UNIT 9
» ALSO REFER TO WORKBOOK PAGE 55

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VOCABULARY

EDUCATION: PHRASAL VERBS

47 **1 Listen to a girl called Francesca talking about a term she spent at a boarding school in the UK. Answer the questions.**

1 What problems did she have?
2 How did she feel when she left the school?

EP 47 **2 Listen again and complete what Francesca says with the phrasal verbs you hear.**

When my parents decided to send me to school in the UK for a term, I had a really hard time. It was half way through the year and I didn't know how I would be able to [1] _____ with the other students. For one thing, the way of learning was quite different from my country. We would often be asked to [2] _____ a topic before the next lesson but back home we were always told exactly what to do. Then there were so many assignments to do that I was always forgetting to [3] _____ my work. And also teachers didn't spend much time [4] _____ the work in the next lesson, so we didn't really get a chance to learn from our mistakes. Added to all this, my English was not too good and I realised that I was [5] _____. To be honest, I didn't think I had any chance of [6] _____ the end of term exams and I was very tempted to [7] _____. But, to my amazement, I passed every subject and was actually sad when we finally [8] _____ for Christmas.

3 Match the phrasal verbs you wrote in Exercise 2 to the definitions in the box.

finish the term	leave before the end		
not do well enough	reach the same point		
pass	research	review	submit

Example

1 reach the same point

EDUCATION: VERB AND NOUN COLLOCATIONS

EP 48 **4 Listen to part of a headteacher's talk to students who are hoping to go to university and complete the summary with verbs which collocate with the nouns in bold.**

The headteacher is talking to the students about [1] _____ their **applications** to universities. She advises them to try and [2] _____ a **visit** to a few of them. Going to the universities will help students to [3] _____ an **understanding** of campus life. Some students may have [4] _____ themselves the **goal** of entering a high-ranking university, which [5] _____ very high **standards** for its students. Students should only apply if they are likely to [6] _____ the **requirements** of the course they want to do. The headteacher believes that if the students work hard, they can [7] _____ their **dreams**. She moves on to talk about ways in which students may [8] _____ their **fees**.

5 Choose the incorrect or least likely option.

1 University is a good opportunity to gain *understanding of* / *insight into* / *a goal of* / *experience of* different ways of life.
2 Students need to submit their *essays* / *requirements* / *homework* / *proposals* by the end of this week.
3 I have every confidence that I will be able to fulfil my *ambition* / *goal* / *dream* / *want* of becoming an engineer.
4 Unfortunately, Pete's parents were unable to pay *fees* / *understanding* / *attention* / *a visit*.
5 It is important for teachers to set *homework* / *standards* / *applications* / *goals* for their students.

6 Read the text below and decide which answer (A, B, C or D) best fits each gap.

DYSLEXIA

Dyslexia is a specific learning difficulty in which people find reading and writing challenging. All teachers need to **(0)** *B* attention to the children in their care in order to identify the condition. They should look out for students who are **(1)** _____ behind in class. Before being diagnosed, children might avoid **(2)** _____ in homework, in an attempt to hide their difficulties. In the past, a high percentage of dyslexic students would have **(3)** _____ out of school, but now we know that, with the right support, dyslexic students are just as likely as any other students to excel.

Teachers in mainstream schools have gained an **(4)** _____ of the condition over the past few decades and now the majority of students with dyslexia are able to **(5)** _____ through their exams and finish high school. Teachers who work with dyslexic students have over time gained **(6)** _____ of what works best for them. Also, governments have set **(7)** _____ for the amount of support they must be given, including extra time in exams. There is no reason why anyone with dyslexia can't achieve any **(8)** _____ they set themselves.



0	**A** gain	**B** pay	**C** get	**D** have
1	**A** falling	**B** going	**C** coming	**D** catching
2	**A** doing	**B** setting	**C** submitting	**D** handing
3	**A** walked	**B** dropped	**C** left	**D** broken
4	**A** admission	**B** acceptance	**C** understanding	**D** opinion
5	**A** pass	**B** make	**C** get	**D** go
6	**A** insight	**B** experience	**C** intelligence	**D** information
7	**A** standards	**B** marks	**C** opinions	**D** beliefs
8	**A** proposal	**B** dream	**C** requirement	**D** goal

7 » WORK IN PAIRS. TURN TO PAGE 131.

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LISTENING

1 **Read this introduction to an article about an alternative school in the USA. Do you have any schools like this in your country?**

Community High School of Arts and Academics in Roanoke, Virginia was founded by a group of parents who were frustrated by the limitations of the national curriculum. They wanted their children to become independent learners who could follow their own interests rather than studying a pre-defined course. The students' and teachers' passions have a great influence on what is studied, and students' work is not graded.

2 **Read questions 1 and 2. Identify the key words in the questions and options. Note down some synonyms for them.**

You hear two friends talking about the alternative school in Exercise 1.

1 How does the boy feel about students influencing the curriculum?
- **A** He is confident it would be popular with all the students.
- **B** He is sure that all students would choose the same subjects.
- **C** He is unconvinced that it would work in practice.

2 How would both speakers feel about having no grades?
- **A** It may put some students at a disadvantage.
- **B** It would be harder to enter higher education.
- **C** It would take the pressure off the students.

49 **3** **Listen once. For questions 1 and 2, choose the answer (A, B or C) which fits best according to what you hear. Discuss your answers with a partner.**

49 **4** **Listen again and check your answers.**

5 **Read the extract from the audioscript. Discuss why each of the incorrect answers for questions 1 and 2 is wrong.**

Girl: Did you read the article about the school in Virginia which doesn't teach the normal curriculum? Apparently, students can study whatever they're interested in.

Boy: But what happens if they're all interested in different things?

Girl: Well, I suppose it's by consensus – like what the majority want to study. It sounds quite democratic, doesn't it?

Boy: Yes. I like the sound of that. Though what I'd want would be to study music every lesson, but I don't expect that would appeal to everyone. What if the rest of the class liked history or something that wasn't relevant to your personal career goals?

Girl: Well, I think it would be good if all schools and students agreed with them about not giving grades. School would be a lot less stressful and more fun.

Boy: It's not about enjoying yourself, is it? I mean how do the students compete with those from other schools when it comes to jobs and college admissions?

Girl: They prepare them for the SATs – you know, the university admission tests – but I'm not so sure about those who want to do something else after high school.

50 **6** **You hear two friends discussing a geography assignment. Listen twice and answer questions 3 and 4. Discuss your answers with a partner. Explain why the other options are wrong.**

3 What is the girl's biggest problem with the assignment?
- **A** finding evidence from her own experience
- **B** learning the technical terms for parts of the river
- **C** getting the assignment finished by the deadline

4 Why does the boy mention the field trip?
- **A** to let the girl know what she had missed
- **B** to tell the girl he has enough information
- **C** to explain how it helped with the work on rivers

51 **7** **You hear two friends who have met after a long time. Listen twice and answer questions 5 and 6.**

5 What is the woman's attitude to her school days?
- **A** She remembers them with affection.
- **B** She regrets her bad behaviour.
- **C** She is very glad they are over.

6 What do they agree about their experience of school in general?
- **A** It was easy to play tricks on their teachers.
- **B** Some aspects of school were good fun.
- **C** Their teachers were extremely dull.

8 **Discuss the questions with a partner.**

1 Would you like to go to an 'alternative' school like the one in Roanoke? Why? / Why not?
2 Have you ever been on a field trip? Do you think they are a good way to learn?
3 How do you think you will look back on your schooldays?



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LISTENING

WARMER

Ask students to work in groups to think of one thing they would choose to make their school different. They should have a reason for their decision. Set a time limit of two minutes and then elicit ideas from different groups.

1 When students have read the introduction, ask them to cover it and elicit how the school in Virginia is different to their own school. Students then work in pairs to discuss similar schools in their country and also to discuss the advantages and disadvantages of such a school. Invite students to share their ideas.

Answers

Students' own answers

2 Look at the first question with the class and elicit which pieces of information are key, e.g. *feel*, *students influencing the curriculum*. Elicit what they might hear in the recording instead of these words, e.g. *I feel – In my opinion, As far as I'm concerned*. Students then do the same for question 2 and the options for both questions. Elicit ideas from the class.

Possible answers

1 How does the boy feel about students influencing the curriculum? (pupils deciding what to study)
A He is confident it would be popular with all the students. (is sure/convinced … everyone would like it / it would appeal to everyone)
B He is sure that all students would choose the same subjects. (certain … everyone / the class … want to study similar things)
C He is unconvinced that it would work in practice. (not sure / doesn't believe … be a success when it actually happened)
2 How would both speakers feel about having no grades? (not having their work marked)
A It may put some students at a disadvantage. (not be good for)
B It would be harder to enter higher education. (more difficult to get into university/college)
C It would take the pressure off the students. (be less stressful for)

49 **3** Tell the students to give reasons for their answers, referring to synonyms for the key words they identified in Exercise 2 if possible. Elicit some ideas and reasons, but don't tell the students if they are right or wrong yet.

Answers

Students' own answers

49 **4** Before students listen again, ask them to note anything that the speakers say which helps them to identify the correct answers. Ask if anyone changed their mind when listening for the second time and then elicit the answers and reasons for them.

Answers

1 C 2 A

» AUDIOSCRIPT TB PAGES 289–290

5 When students look at the dialogue, ask them to first identify where the information that gave the correct answers is and then find the information that shows the other options are wrong. When they have found the extracts, elicit the answers.

Possible answers

Distractors
1 A *He is confident it would be popular with all the students*. The boy says he *doesn't expect* that it would appeal to everyone.
B *He is sure that all students would choose the same subjects.* The boy says he would choose music, but others might choose history or other subjects.
2 B *It would be harder to enter higher education.* The boy asks how the students will compete for college admission, but the girl says the school prepares them for admission.
C *It would take the pressure off the students*. The girl suggests this, but the boy thinks it is missing the point.

50 **6** **C1 Advanced Listening Part 1**

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 25. Remind students that the two questions for each extract have different focuses, for example identifying feeling, attitude, opinion, gist, detail, etc. Information necessary to answer question 2 may sometimes occur before some of the information necessary to answer question 1. This is especially the case when question 2 is a gist or global question. Therefore, it is essential that students read the questions and options carefully before they start listening so they know what they should be listening out for.

Allow a few seconds for the students to read through the two questions and think about what they might hear. Tell them to try to mark the correct answer on the first listening and then check it and think why the other answers are wrong on the second listening. Elicit the answers and the reasons why the other options are wrong.

Answers

3 A 4 B

» AUDIOSCRIPT TB PAGE 290

51 **7** This time, students treat this as an exam question. When they have listened twice, ask them to write the two answers on a piece of paper, in big enough letters so you can see from a distance what they have written. They lift up their answers at the same time, so you can see who is correct. Students then put the answers down again. Elicit the correct answers and the reasons why they are correct.

MIXED ABILITY

When you ask students to hold up their answers, note weaker students who have got the correct answer and, when they put down their pieces of paper, elicit the answers from one or two of these students. This will help to boost their confidence.

Answers

5 C 6 B

» AUDIOSCRIPT TB PAGE 290

8 Look at the questions with the class and elicit what a *field trip* is (a day out or longer to learn something for a school subject). Set a time limit of about three minutes for students to discuss the questions and then invite them to share their ideas.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 56

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SPEAKING
TALKING ABOUT YOURSELF

1 Students work in pairs to discuss the photo. Invite them to share their ideas.

Answer
The two boys are introducing themselves / meeting for the first time.

2 Set a time limit of about a minute for students to discuss the question and then elicit possible topics.

Possible answers
family, where you live, hobbies, holidays, likes and dislikes

52 **3** When students have listened, elicit the topics and anything the students remember about them. You could follow up by putting students into pairs to discuss their answers to the four questions they heard.

Answers
Students' own answers

» AUDIOSCRIPT TB PAGE 290

4 Look at the first point with the class and ask them to look at any phrases which, if they were removed, wouldn't really change the meaning of the text. Students then look at the other points in pairs. Elicit ideas.

Possible answers
1 it's quite hard to choose just one; But, if I had to, I'd say
2 so; But; Why I say that is; Another thing is that; So that's the reason
3 Second conditional (*But, if I had to, I'd say I like the main square best*); relative clause (*where you can meet your friends and relax*)
4 positive aspects, architecturally, stunning, chill out, great atmosphere
5 Well; Actually
6 General opening statement (*there are lots of positive aspects to my home town*); introducing reasons for your answer (*Why I say that is …*); concluding sentence (*So that's the reason it's my favourite thing about my town.*)

5 Students look at the points alone and choose the ones they find the most difficult. When they are ready, they discuss their choices in pairs, giving examples of problems they have faced. Invite students to share their experiences.

Answers
Students' own answers

6 Set a time limit of two minutes for students to discuss their ideas in pairs and then invite them to share their ideas.

Possible answers
Reasons for difficulties: insufficient experience of listening to speakers with different accents and in different contexts; vocabulary has been learned but not practised enough, so is difficult to access; interference from first language; not having enough knowledge of the world to think of answers
Solutions: Read and listen widely to different sources, including speakers from different countries. Use expressions to give you thinking time or fill gaps. Practise using paraphrase.

53 **7** Ask the students to note down key words which can help them to identify the question. Elicit the words they noted and the possible questions.

Answers
1 Do you often use the internet for your studies?
2 How important do you think it is to speak another language?
3 Do you think school trips are a valuable way to learn?

53 **8** Before students listen again, ask them if they can remember any problems the speakers had. Play the recording and elicit the answers.

Answers
Student 1: Couldn't think of a few words (*autonomous learning*, *fake news*), but used paraphrase appropriately.
Student 2: Couldn't think of ideas to answer the question, but used expressions to gain thinking time.
Student 3: Was not sure what had been asked, but asked for clarification and went on to give a good answer.

53 **9** When the students have completed the phrases, elicit what they were and the difference between asking someone to repeat the question or rephrase the question. (*You might ask someone to repeat if you didn't hear the words, but to rephrase it if you didn't understand the question.*)

Answers
1 rephrase that 2 interesting question
3 things to say 4 you call it

» AUDIOSCRIPT TB PAGE 290

10 Encourage students to use some of the expressions from the *Prepare to speak* box in their answers. When they have finished, invite three students to answer one question each in front of the class.

Answers
Students' own answers

11 Put students into pairs. Ask one student to look at the bottom of the first column on page 131 and the other student to look at the top of page 132. Students look at the example and try to write a similar sentence for the other six words. Allow them to use a dictionary if necessary.

FAST FINISHERS
Keep the second part of the exercise for fast finishers. When everyone has finished paraphrasing the words, fast finishers say one of their paraphrases for the class to guess the word.

Answers
Students' own answers

12 Set a time limit for students to prepare their answers. Tell them not to script what they are going to say, just to make notes of useful vocabulary.

Answers
Students' own answers

13 C1 Advanced Speaking Part 1

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 26. Remind students to give extended, but relevant, answers to the questions. Encourage them to talk for 30 seconds for each question.

Answers
Students' own answers

COOLER
Ask pairs to think of one more question similar to those in Exercise 12 but about money or work. Then put them into groups of three or four, but not with their partner. They ask and answer their questions.

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SPEAKING

TALKING ABOUT YOURSELF



1 **What do you think is happening in the photo?**

2 **What type of things might you talk about when you meet new people? Discuss with a partner.**

52 **3** **Listen to four people answering questions about themselves. Do they talk about any of the topics you mentioned?**

4 **Read Marisol's answer. Find examples of the following:**

1 expressions to gain thinking time
2 linking words and expressions
3 complex sentence structures
4 advanced vocabulary and collocations
5 fluency markers, for example *in fact*, *on the whole*, *you see*
6 organising the response

> Well, there are lots of positive aspects to my home town, so it's quite hard to choose just one. But, if I had to, I'd say I like the main square best. Why I say that is that there are lots of cafés and restaurants where you can meet your friends and relax. Another thing is that, architecturally, the square is stunning, with a lovely fountain in the middle. Actually, people go there just to chill out and there's a great atmosphere. So that's the reason it's my favourite thing about my town.

5 **Discuss with a partner which of the following can be a challenge when you are speaking English.**

a understanding the other speaker's pronunciation
b understanding the other speaker's fast speech
c the other speaker's use of difficult or colloquial language
d not being able to think of the word I need on the spot
e not having the specific vocabulary to express exactly what I want to say
f not being able to think and speak fast enough
g my pronunciation or grammar
h thinking of relevant ideas
i other

6 **Why do you think you have the difficulties you discussed in Exercise 5? What possible solutions can you think of?**

53 **7** **Listen to three students answering a question each. What questions do you think they were asked?**

53 **8** **Listen again. What difficulties did the students have? What solutions did they use?**

53 **9** **Look at the *Prepare to speak* box. Can you remember any phrases from the students' answers? Add them to the correct category. Then listen again and check.**

PREPARE TO SPEAK

Overcoming problems

Asking for repetition
Sorry, I didn't catch that. Could you say it again?
Sorry, could you [1] _____?
Would you mind repeating the question?
Sorry, what was that?

Trying to gain time
Mm, I haven't really thought about that before.
Mm, well that's an [2] _____.
Hmm, let me think about that.
… there are a few other [3] _____ about this.

Paraphrasing
What would [4] _____?
… one of those things you use for …ing
… things that …
… the/a person who …
It's when people/you …
It's something like … / something which …
It's what you do when …

10 **With a partner, ask and answer these questions from Exercise 7.**

1 Do you often use the internet for your studies?
2 How important do you think it is to speak another language?
3 Do you think school trips are a valuable way to learn?

11 » **WORK IN PAIRS. STUDENT A, TURN TO PAGE 131. STUDENT B, TURN TO PAGE 132.**

12 **Work in pairs. Prepare answers to *your* questions only. How will you structure your answers? Note down the vocabulary and linkers you will use.**

Student A

1 Do you prefer academic or practical subjects? Why?
2 What do you enjoy most about going to school?
3 What do you hope to be doing in five years' time?
4 Which extra-curricular activity would you like to introduce to your school? Why?

Student B

1 How do you use technology in your studies?
2 What extra-curricular activities do you do at school?
3 Who helps you most with your studies?
4 What subject would you add to your school's curriculum if you could? Why?

13 **Ask and answer the questions with your partner. Try to use the phrases from the *Prepare to speak* box.**

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10 CRIME AND PUNISHMENT

ABOUT YOU

▶ 10 **Watch the video and then answer the questions.**
Why do you think some people end up committing crimes?
Are there any 'crimes' which you think aren't serious enough to be classed as crimes at all?
Why are TV series about criminals so popular?

VOCABULARY AND READING

PUNISHMENT FOR CRIME

EP **1 Select the most suitable headline for each news story.**

Burglar found not guilty Fake phantom fined
Suspect released and all charges dropped
World's stupidest criminal

1 27-year-old Nicholas Wig has been **charged with** burglary after he broke into an empty house in Minnesota and logged onto his Facebook page on the property owner's computer. He then stole a number of items and left the house, forgetting to log out of Facebook. He was **arrested on suspicion of** burglary following a phone call from the victim. If **found guilty of** the offence, he could be **sentenced to** up to ten years in prison and ordered to **pay damages** to his victim.

2 24-year-old Anthony Stallard from Portsmouth, UK was **reported to** the police when he was seen waving his arms around and shouting 'woooooo' in a cemetery. He **pleaded guilty to** behaviour which was likely to cause distress, and was **issued with** a £35 penalty. Mr Stallard is believed to be the first person to be **prosecuted for** pretending to be a ghost.

2 Check the meaning of the words and phrases in Exercise 1.

3 Complete the questions with a verb from Exercise 1 in the correct form.

1 If you saw someone you know breaking into a house, would you _____ them to the police?
2 Should police officers be allowed to use force when they are _____ someone for a violent offence?
3 For what offences can people be _____ with a fine in your country, and how common is this?
4 Should a fifty-year-old man be _____ for a crime that he committed as a 25-year-old, or should he be let off?
5 If a person _____ guilty in court to the crime that they've been _____ with, should their punishment be less severe?
6 Should criminals be allowed to _____ damages to their victim in order to avoid being _____ to a term in prison?

4 With a partner, ask and answer the questions in Exercise 3.

5 What is happening in the pictures? How serious are these issues? What can be done about them? Should they be considered crimes?









6 Quickly read the article on the opposite page about an approach to tackling crime. Which of the offences shown in pictures A–D is mentioned? What reason is given for handing out severe punishments for minor offences?

7 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 The writer suggests the subway incident described in the first paragraph shows
A how carefully supervised night-time transport is.
B how badly some people behave in public.
C how excessive police actions can sometimes seem.
D how little awareness there is of certain regulations.

2 What were the New York authorities said to have done to Mr Castillo?
A accused him of a crime he was innocent of
B put his health at risk without justification
C given him a long prison sentence
D fined him an unreasonable amount of money

3 What does 'go after' mean in paragraph 3?
A follow behind **C** arrest
B try to catch **D** charge

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10 CRIME AND PUNISHMENT

Unit Overview

TOPIC	Crime
VOCABULARY	Punishment for crime; Crime and punishment: collocations; Crime: suffixes
READING	Broken windows – a theory of crime
GRAMMAR	Inversion
WRITING	An essay
EXAM TASKS	Reading and Use of English Part 5; Writing Part 1

Digital Resources

Lesson Plus: Unit 10
Practice Extra: Unit 10
Test Generator: Unit test 10

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 153; TB page 265
WORKBOOK: pages 58–63
VIDEO AND VIDEO WORKSHEET: Trouble with the law
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 10; Vocabulary worksheet Unit 10

WARMER

Write the word *crime* vertically on the board. Write *pickpocket* horizontally so that one of the '*c*' letters is also the *c* in *crime*. Put students into pairs to write four more words connected to crime, which include the letters *r*, *i*, *m* and *e*, so that the words can be connected to the word *crime* on the board. When students are ready, put them into groups of four with another pair to compare the words they used. Elicit words and choose four to write on the board.

ABOUT YOU

▶ 10 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions. Invite groups to share their ideas with the class and elicit some names of crime series.

VOCABULARY AND READING

PUNISHMENT FOR CRIME

1 Ask students to read just the four headlines first. Students work in pairs to discuss what they mean and what details they would expect to find in the stories. Elicit ideas and then ask the students to read the stories and do the matching. Elicit answers and important details from the stories.

Answers

1 World's stupidest criminal
2 Fake phantom fined

2 Look at the headlines again and elicit the meanings of *burglar* (someone who steals things from a building), *fined* (told to pay money for doing something wrong), *suspect* (a person the police think committed a crime), *released* (set free), *charges* (a list of the crimes someone is accused of committing). Students work in pairs and try to make similar definitions for the phrases in blue. If they don't know any of the definitions, they can look them up. Elicit the meanings.

MIXED ABILITY

Weaker students can look up the words straight away and then read the texts again, knowing the definitions, to make sure they fully understand the meaning. If there are any other words they are unsure of, they can look these up as well if they can't guess the meaning from context.

Possible answers

charged with: officially accused of a specific crime; arrested on suspicion of: detained by the police because they think the person has committed a crime; found guilty of: thought by a judge and/or jury to have committed a crime; sentenced to: given a punishment by a judge for a crime; pay damages: give a specified amount of money to compensate for a crime; reported to: have information passed to someone in authority about them because they are doing or have done something wrong; pleaded guilty to: admitted in court that they committed the crime that they were accused of; issued with: formally given; prosecuted for: taken to court for

3 Look at the first sentence with the class and elicit the correct verb and what this means, e.g. *would you tell the police you had seen them*. Students then complete the sentences alone or in pairs. Elicit the answers and ask students to paraphrase the gapped words to check their understanding of them if necessary.

Answers

1 report
2 arresting
3 issued
4 prosecuted
5 pleads/pleaded; charged
6 pay; sentenced

4 Discuss the first question with the class, eliciting reasons for their decision. Remind students about the crimes which they didn't think were serious in the *About you* section and ask if they would report someone for doing these. Students work in pairs or small groups to discuss the other questions. Set a time limit of about three or four minutes and invite students to share their ideas.

Answers

Students' own answers

5 Put students into pairs and ask them to describe two photos each, using the questions in the exercise to compare their two photos. They then discuss all four situations and rank them in order of seriousness. Discuss the four photos with the class, eliciting the best way of stopping each from happening.

Answers

A homelessness B spraying graffiti C Dodging a travel fare
D sitting improperly on a train
Students' own answers

CONTINUED ON PAGE 150

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BACKGROUND INFORMATION

James Wilson and George Kelling based their Broken Windows Theory on a change in police procedures which took place in New Jersey in the 1970s. The authorities put police officers back on foot patrols rather than in cars. This helped residents feel safer and also improved their relationship with police officers. Despite this, the actual number of crimes didn't fall. What the police managed to reduce was antisocial behaviour, such as gangs of teenagers being noisy.

While investigating this, Wilson and Kelling became aware of the links between the antisocial behaviour and actual crime. A psychologist did an experiment in a crime-ridden area and a safe area. He left a broken-down car in each one. The one in the crime-ridden area was attacked after about ten minutes and stripped of everything of value. The one in the safer area remained untouched for a week, so the psychologist then smashed part of it. Soon, other people had joined in and it, too, was destroyed. The broken window in the car had changed people's behaviour.

6 Set a time limit of about three minutes for students to read through the text and identify the offence. Elicit what they are and why the police acted so harshly, but don't ask for students' own opinions yet, as they discuss these later.

Answers

offence: D – sitting improperly on public transport. The argument for handing out severe punishments is that it is an effective way to prevent crime and catch criminals.

7 **C1 Advanced Reading and Use of English Part 5**

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 30.

Remind students that for an option to be the correct answer, the whole of what it says should match what's written in the text. An incorrect option may at first seem to express a similar idea to what's in the text, but it will contain something that is clearly different from what's said in the text.

Tips Once students have read the text all the way through, they should look back at the sections relating to each question and read them carefully to find the right answers. If they find that the options for a question are confusing or complicated, they could try rewording the question. They then try to answer this without referring to the options. They could then find the option that best mirrors their own answer. If it's still hard to identify the correct option, students could start by eliminating options that they feel confident are incorrect.

Tell students to read through the questions so they know what they are trying to find and to mark these sections of the text as they read. They can then easily return to them when they have finished reading. Elicit the answers and the information in the text which shows they are the correct options.

54 The Reading text is recorded for students to listen, read and check their answers.

FAST FINISHERS

Ask fast finishers to look at the wrong options in each question and approach them as if they were a True / False activity. They decide why they are false. When everyone has finished, if anyone gives a wrong answer to any of the questions, invite fast finishers to explain why their option is wrong.

Answers

1 C (*And all that for a petty violation, which would have merely been considered bad manners …*)
2 B (*However, police officers arrested and imprisoned him, denying him access to the medication which he need for his diabetes. The court ruled that under no circumstances should the police have withheld Mr Castillo's medication, and that in doing so, they had endangered his life.*)
3 B (*Don't they have any real criminals to go after?*) Students may think C *arrest* is correct and there is little difference in meaning between the police catching a criminal and arresting them. *Go after* here links back to the idea of 'pursuing minor offences', referred to in the first sentence of the paragraph. The idea is wider than just *following behind*, *arresting* or *charging*. It means trying to find and stop people who are committing crimes rather than arresting them after the crime has been committed.
4 A (*This in turn leads to more buildings being vandalised; a sense of lawlessness spreads from the buiding to the street.*)
5 D (The writer refers to a New York police chief who claimed that *only when you take care of the minor crimes can you hope to have success in dealing with the major ones*. And the writer thinks the police chief may be right (*he may be on to something*). The case of Kyron Hornsey is given as an example. So the implication is that people detained for minor offences on the subway may be responsible for more serious crimes.)
6 D (*Police officers who make arrests for these minor offences are driven by the prospect of overtime pay.*)

TALKING POINTS

Ask students to look at the questions alone and think about their own answers and the reasons for them. Give them about one minute and then put them into small groups to share their ideas. When they have finished, discuss the three questions as a class.

COOLER

Tell the students to imagine their town is thinking of introducing a similar zero-tolerance approach to anti-social and minor criminal behaviour. Put students into groups and ask them to discuss the most important issues which need to be addressed. Set a time limit of two or three minutes and then invite groups to share their ideas.

ALSO REFER TO WORKBOOK PAGES 58–59

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BROKEN WINDOWS

– a theory of crime



54

It was 4 am and the downtown subway was almost empty when the man in the blue coat reclined and nodded off to sleep. Little did he know at the time that this would land him in trouble with the law. As the train passed through Brooklyn, a tap on the shoulder woke him up. It was a police officer. The man had fallen asleep lying across two seats, and that, according to the police officer, was a crime, for which he was now being arrested. Not only was he detained for the next 12 hours, but he was also issued with a fine before being released. And all that for a petty violation, which would have merely been considered bad manners were it not for Rule 1050(7)(J) of the city's transit code – sitting improperly on a subway seat.

However, the law doesn't always side with the police. A diabetic called Juan Castillo filed a case against New York City when he found himself charged with the same offence while riding the subway to work in Manhattan. Mr Castillo had lifted his leg onto a seat to give himself the injection of insulin that his condition made necessary. Not for one moment did he imagine that this simple act would lead to a criminal charge. However, police officers arrested and imprisoned him, denying him access to the medication which he needed for his diabetes. The court ruled that under no circumstances should the police have withheld Mr Castillo's medication, and that in doing so, they had endangered his life. Mr Castillo was awarded $150,000 in damages. Other police prosecutions have done little to win over the hearts and minds of New York's population, such as the case of 55-year-old dentist Caroline Stern and her boyfriend, George Hess, 54, arrested on a subway platform in July. 'We were dancing,' said Stern. 'That's it.'

Observers may well wonder just what the New York Police are playing at, by pursuing such minor offences. Is it an attempt to massage the crime figures by making needless arrests to hit their targets? Don't they have any real criminals to go after? In actual fact, the zero-tolerance approach to policing New York's subway over recent decades has its basis in one of the most influential sociology theories of the twentieth century – the Broken Windows Theory, a concept put forward by the criminologists James Wilson and George Kelling. They argued that if, for example, a window is broken and left unrepaired, people walking by will conclude that no-one cares about the damage, and no-one is in charge. This in turn leads to more buildings being vandalised; a sense of lawlessness spreads from the building to the street onto which it faces, and gradually to the surrounding area. This effectively becomes an invitation to further anti-social or criminal behaviour. It is an epidemic theory of crime, arguing that criminality is infectious and can spread from a simple broken window to an entire community.

Wilson and Kelling's theory has been applied in many urban areas around the world. Only when you take care of the minor crimes can you hope to have success in dealing with the major ones, claimed a former New York City police chief. And he may be on to something. When 19-year-old Kyron Hornsey was reported to the police and subsequently arrested on suspicion of occupying a number of seats on the subway, he was taken to the police station. There, officers recognised his face from a wanted poster, and he was charged with a number of robberies. Not until he broke subway seating laws had officers finally been able to catch him. He was tried in court for robbery, found guilty of six offences, and sentenced to a year's imprisonment.

But by no means is everyone convinced that the scheme is working. Critics have alleged that in many cases, police officers who make arrests for these minor offences are driven by the prospect of overtime pay for dealing with the paperwork following the arrest. This was hardly the reason for which the police crackdown against the rule-breakers was introduced. Many of the arrests were made by the police's homeless outreach unit, although their focus is supposed to be on getting more homeless people off the streets and into shelters. Before law-makers around the world try to imitate New York's zero-tolerance approach, they ought to bear this in mind.

4 What point does the theory described at the end of the third paragraph make about broken windows?
- **A** They can lead to an atmosphere where crime flourishes.
- **B** Buildings which have them tend to be dangerous places.
- **C** As soon as they are mended, they are likely to be smashed again.
- **D** Many people may wish to move away from a neighbourhood which has them.

5 The arrest of Kyron Hornsey is mentioned to illustrate how
- **A** criminals often use the subway when going to commit a crime.
- **B** police activity on the subway is failing to reduce overall crime figures.
- **C** the police frequently recognise wanted suspects when they are riding the subway.
- **D** people detained over minor subway offences may well be responsible for more serious crimes.

6 Opponents of the zero-tolerance approach to subway policing say that
- **A** police officers find it hard to keep up with the documentation.
- **B** the result is likely to be an increase in homelessness.
- **C** the police officers are not paid for the extra work resulting from the arrests.
- **D** some arresting officers may have hidden motives.

TALKING POINTS

To what extent do you think arresting someone for putting their feet on a train seat is justified?
If there was no other litter in the street, would you drop the first piece? If the street was full of litter, might you add to it?
How convincing do you think the Broken Windows Theory is?

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GRAMMAR
INVERSION

1 Match 1–6 to a–f to make sentences from the article.

1 Little did he know at the time that this
2 Not only was he detained for the next 12 hours,
3 Not for one moment did he imagine that
4 Under no circumstances should the police have withheld
5 Not until he broke subway seating laws
6 Only when you take care of the minor crimes

a Mr Castillo's medication.
b this simple act would lead to a criminal charge.
c but he was also issued with a fine.
d can you hope to have success in dealing with the major ones.
e had officers finally been able to catch him.
f would land him in trouble with the law.

2 Compare these versions of the sentences with those in Exercise 1. How are they different?

1 He didn't know that this would land him in trouble with the law.
2 He was detained for the next 12 hours and issued with a fine.
3 He never imagined that this simple act would lead to a criminal charge.
4 The police shouldn't have withheld Mr Castillo's medication.
5 Officers had only been able to catch him after he broke subway seating laws.
6 Authorities can only have success in dealing with major crimes when they take care of the minor ones.

3 Find and underline the subjects, the auxiliary verbs and the verbs in the sentences in Exercise 1. How are the sentences beginning *Not until* and *Only when* different from the others?

4 Complete the rules with one of the options in brackets.

1 Inversion can be used in order to _____ the point being made. *(emphasise / question)*
2 Inversion is often used after words and phrases with a _____ meaning: *No way; Under no circumstances; Never; Not only* and so on. *(negative / positive)*
3 Inversion can also be used after words with a _____ meaning e.g. *Little; Rarely*. *(limiting / positive)*
4 Inversion usually makes sentences more _____. *(informal / formal)*
5 When you use *Only when* and _____, the verb in the second clause is inverted. *(Not only / Not until)*

» GRAMMAR REFERENCE AND PRACTICE PAGE 153

5 Complete sentences 1–7 by adding phrases a–g. Then discuss whether or not you agree with the statements and say why.

1 Little _____ how much suffering their behaviour causes.
2 Only when a criminal has been punished _____ to stop breaking the law.
3 Under no circumstances _____ to adult prisons; they should go to a young offenders' institution instead.
4 Not only _____, but they are also ineffective, as they provide opportunities for criminals to network.
5 Only when they increase the length of prison sentences _____ reduce the rate of serious crime.
6 Rarely _____ their mindset while in prison; most will reoffend once they are released.
7 No way _____ in a prison; it's too dangerous.

a are they likely
b do criminals change
c should teenagers be sent
d will governments be able to
e do most criminals care about
f are prisons expensive to run
g would I want a job

6 Rewrite the sentences so that the meaning is the same.

0 I'm rarely so shocked when reading about a crime.
Rarely *am I so shocked when reading about a crime*.

1 There's no way I'd ever steal something from a shop.
No way _____

2 You won't mend your ways until you've spent time in prison.
Not until _____

3 The murderer should not be released from prison under any circumstances.
Under no circumstances _____

4 He had four convictions for shoplifting, and he'd spent time in prison for assault.
Not only _____

5 We didn't realise that one of our classmates would become a notorious criminal.
Little _____

6 The old lady will only feel truly safe when the robber is behind bars.
Only when _____

7 Correct any mistakes in these sentences. Some are correct.

1 No way can be she guilty.
2 Not until have you been a victim of a crime yourself do you know how horrible it can feel.
3 Little did anyone realise that the grandmother of eleven was an accomplished bank robber?
4 Never has it been easier for criminals to commit online fraud.
5 With no circumstances should you touch anything at the scene of a crime.
6 Not only Cañon City, Colorado, USA have 13 prisons, but it also has a prison museum.
7 Rarely do people get tried twice for the same crime.

8 » WORK IN PAIRS. TURN TO PAGE 131.

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GRAMMAR
INVERSION

WARMER
Write two sentences on the board: *Graffiti is really annoying. I worry about being burgled.*

Remind students of cleft sentences from Unit 9 and ask them to rewrite the sentences starting with *It* and *What* (*It is graffiti which is really annoying; What I worry about is being burgled*). Students work in pairs or small groups to make their own cleft sentences about crime. Elicit ideas.

1 Students do the matching in pairs and then check their answers in the text. Elicit the answers and ask questions, e.g. *1 Who does 'he' refer to and what was the thing that would land him in trouble?*

Answers
1f 2c 3b 4a 5e 6d

2 Look at the first three words in sentence 1 of Exercise 2 with the class. Elicit what type of words they are: *He* (subject), *didn't* (auxiliary verb) and *know* (main verb). Do the same with the beginning words from sentence 1 of Exercise 1: (*Little*) *did* (auxiliary verb), *he* (subject), *know* (main verb).

Answers
The words here are in the normal order – subject, verb, object – whereas in Exercise 1, the subject and the verb are inverted (the other way round). This makes some information sound more important or dramatic.

3 Students should have identified these while doing Exercise 2. Ask them to quickly look through the sentences again and then elicit the differences between the first four sentences and the last two.

Answers
Sentences 5 and 6 are different from the other four because the inversion occurs in the verb in the *second* clause, not in the verb immediately after *Only when* and *Not until*.

4 Look at rule 1 and elicit the correct answer. Students then complete the exercise in pairs. Elicit the answers and then look at rule 2 with the class. Give them an example: *Under no circumstances can students leave the room without asking permission*. Elicit other ideas and do the same with 3 and 5.

Answers
1 emphasise
2 negative
3 limiting
4 formal
5 *Not until*

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265

5 Look at the first sentence with the class and elicit the correct answer. Students then complete the exercise alone and compare answers in pairs. Elicit the answers before they discuss the statements.

Answers
1e 2a 3c 4f 5d 6b 7g

6 Look at the example with the class and re-elicit what changes needed to be made. Elicit what they have to remember in present or past simple tenses (to add the auxiliary *do/did*). Students work alone and then compare in pairs. Elicit the answers.

FAST FINISHERS
Ask fast finishers to use the same inverted stems in Exercise 6 (*No way …, Not until …,* etc.) to make sentences of their own. When everyone has finished, elicit the answers and invite fast finishers to share their sentences with the class.

Answers
1 No way would I ever steal something from a shop.
2 Not until you've spent time in prison will you (finally) mend your ways.
3 Under no circumstances should the murderer be released from prison.
4 Not only did he have four convictions for shoplifting, but he'd also spent time in prison for assault.
5 Little did we realise that one of our classmates would become a notorious criminal.
6 Only when the robber is behind bars will the old lady feel truly safe.

7 Students work in pairs. First ask them to read the sentences and try to identify the correct ones. Elicit ideas and, if there is any disagreement, invite students to justify their answers by looking at examples of sentences on the page. When they know which two are correct, they work together to correct the others. Elicit what is wrong in each and what the correct form should be.

Answers
1 No way can **she be** guilty.
2 Not until **you have been** a victim of crime yourself …
3 … that the grandmother of eleven was an accomplished bank robber**.** (*no question mark*)
4 *correct*
5 **Under** no circumstances should you touch anything …
6 Not only **does** Cañon City, Colorado, USA have 13 prisons …
7 *correct*

8 Look at the exercise on page 131 with the class. Students work alone and then compare answers in pairs. Ask one student to read out the example emphasised sentence so that they sound like a politician. Invite other students to do the same for the other four sentences.

Answers
1 Only when we build more prisons can we make the streets safer.
2 Under no circumstances will criminals be able to get away with light punishments for repeat offences.
3 Not only am I going to be tough on crime, but I'm also going to be tough on the causes of crime.
4 No way will criminals get let off with a warning any more – anyone found guilty will be punished.

9 Look again at the example sentence in Exercise 8 and ask how the politician might continue, starting: *Not only are …,* e.g. *Not only are people afraid to go outside, but they are also afraid in their own homes!* Now do the same with a sentence starting: *Only when …* Students work in small groups to do something similar with one of the ideas in Exercise 9. Each group chooses one person to be their politician, who should sound as much like a politician as possible when presenting their policy.

Answers
Students' own answers

» PRACTICE EXTRA: UNIT 10 – GRAMMAR – INVERSION
» GRAMMAR WORKSHEET: UNIT 10
» ALSO REFER TO WORKBOOK PAGE 60

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VOCABULARY
CRIME AND PUNISHMENT: COLLOCATIONS

55 **1** Look at the questions with the class. When students have listened, ask them to discuss what was said in the recording that showed them the correct answers. Elicit the answers and justifications for them, e.g. *1 Did he work on big criminal cases …? Quite the opposite really …; 2 He'd think of a punishment that was very specific to that person's crime.*

Answers
1 false
2 true
3 not stated

2 Look at the instructions with the class and note that, sometimes, two of the options will be possible. Elicit what *organised crime* means – groups such as the Mafia who control different types of criminal activity, such as smuggling, gambling, etc. When students have completed the exercise, elicit the answers and the meanings of the collocations. *Petty* has a similar meaning to *minor*, but while some collocations can be made with both (*petty/minor crime*), others only work with one of the words (*petty theft, minor offence*).

Answers
1 petty crime, petty theft
2 jail sentence
3 minor crime, minor offence
4 light punishment, light sentence
5 repeat offence, repeat offender
6 community service

55 **3** As the students listen, they should try to note anything else the speaker says. Elicit the answers and anything else the students remember from the recording, e.g. *He didn't work on cases involving organised crime, he tried people for vandalism and petty theft.*

Answers
organised crime; petty theft; light punishments; minor offences; repeat offender; jail sentence; community service

» AUDIOSCRIPT TB PAGES 290–291

4 Look at the first sentence with the class. Elicit what makes sense in terms of meaning (*a less serious crime*) and what is necessary grammatically (*either* a + *singular noun or a plural or uncountable noun without* a). Students work in pairs. When they have completed the exercise, elicit the answers and ask what other forms of community service there are (e.g. cleaning graffiti off walls).

Answers
1 minor offences / minor crimes
2 petty theft
3 community service
4 jail sentence
5 organised crime
6 light punishments
7 repeat offenders

5 Elicit the main opinions of the writer. (*Don't send petty criminals to prison, but be tougher on organised crime and gang members.*) Set a time limit of about two minutes for students to discuss their ideas and their reasons. When they have finished, have a class vote on whether or not they agree with the blog and invite students to give their reasons.

Answers
Students' own answers

CRIME: SUFFIXES

6 When students have completed the exercise, elicit the answers and the meaning of *to let down, to be convicted, to abandon, a therapy session*. Ask which of the four punishments they think helped the victims the most and which made the offender the most aware of what they had done wrong.

Answers
2 theft
3 cruelty
a burglary
c vandalism
1 c 2 b 3 d 4 a

7 Look at Exercise 2 with the class and ask them to find two words which have the same root (*offence* and *offender*). Elicit the difference between them (the *offence* is the crime and the *offender* is the person). Ask what the related verb is (*to offend*). Students write these into the table (gaps 5, 6 and 7) and then work in pairs to complete as much as possible of the rest of the table. Elicit the answers and ask students to complete the table with any missing words.

MIXED ABILITY
The words that have appeared on the page so far are the nouns for the activity. You could ask students to find these (*shoplifting* appears in Exercise 6 on page 76, as does *steal*) and leave the verbs for now. When eliciting the answers, make sure that all the students complete the tables with the correct words.

Answers
1 burglary 2 crime 3 criminal 4 cruelty 5 offence
6 offender 7 offensive 8 imprisonment / prison 9 imprison
10 shoplifting 11 shoplift 12 theft 13 steal
14 vandalism 15 vandalise

8 Tell students that this is a chance for them to use their imagination. There are no right or wrong answers. Look at the person on the left of the photo with the class and elicit what he does as a job (probably works in construction) and what he might have done wrong. Then look at the instructions with the class and elicit what they have to do first and what they shouldn't do for now. (*They shouldn't complete line 8.*) Set a time limit of about three minutes before they swap and another minute to think of the punishment. Invite students to share some of the ideas with the class and ask them to explain why they chose that punishment.

Answers
Students' own answers

COOLER
Students work in pairs. They mime a crime and the other students have to guess what it is. If they decide to show a crime that hasn't been mentioned in the text, encourage students to write down the noun, person and verb in their notebooks, e.g. *murder, murderer, to murder*.

» PRACTICE EXTRA: UNIT 10 – CRIME AND PUNISHMENT: COLLOCATIONS; CRIME: SUFFIXES
» VOCABULARY WORKSHEET: UNIT 10
» ALSO REFER TO WORKBOOK PAGE 61

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VOCABULARY
CRIME AND PUNISHMENT: COLLOCATIONS

55 **1** **Listen to two friends talking about a judge. Are the following sentences true, false or not stated?**

1 Judge Cicconetti specialised in trying people for major offences.
2 Judge Cicconetti issued punishments that he felt fitted the crime a person had committed.
3 The man is in favour of Judge Cicconetti's approach.

EP **2** **Which one or two of the words on the right can be used with the words on the left to make collocations?**

0 organised	*crime / ~~offender~~ / ~~service~~*
1 petty	*crime / service / theft*
2 jail	*punishment / sentence / theft*
3 minor	*crime / offence / service*
4 light	*punishment / sentence / theft*
5 repeat	*offence / offender/ service*
6 community	*crime / offender / service*

55 **3** **Listen again. Tick the collocations in Exercise 2 that the speakers use.**

4 **Complete the blog with suitable collocations from Exercise 2.**

People found guilty of [1] _____ _____ shouldn't be sent to prison if it's their first conviction. For example, if someone has committed a [2] _____ _____, such as stealing a snack from a supermarket, they should be made to do [3] _____ _____. This could be something like picking up litter in a public park. This form of justice makes financial sense for society at large since whenever a judge issues a criminal with a [4] _____ _____, the cost of locking them up is so high that it's just not worth it. The money could more usefully be spent on putting more police officers on the streets.

However, I think that for gang members involved in [5] _____ _____, such as human trafficking and the illegal drugs trade, authorities should adopt a zero-tolerance approach. It is absurd for gangsters to be given [6] _____ _____ such as a fine, or a suspended prison sentence, meaning that they don't go to prison at all. If the criminal justice system was tough on them, perhaps they would learn their lesson, and there wouldn't be so many [7] _____ _____ who commit the same crimes again and again.

5 **In groups, discuss to what extent you agree with the opinions in Exercise 4, and why.**

CRIME: SUFFIXES

6 **Complete the sentences with the words in the box. Then match 1–4 to a–d to see what punishments Judge Cicconetti gave to these offenders.**

burglary cruelty theft vandalism

1 High school students who let down tyres on school buses were ordered to
2 A teenager found guilty of the _____ of a bicycle was instructed to
3 A woman convicted of _____ to animals after abandoning 35 kittens in a snowy wood was made to
4 A man who broke into someone's home was forced to

a attend a therapy session for victims of domestic _____.
b spend ten days cycling to raise money for a local charity.
c organise a picnic for youngsters whose outing had been cancelled due to their act of _____.
d spend a night alone in a forest.

EP **7** **Complete the table. Most of the words have been used in this unit.**

Noun (thing/ activity)	Noun (person)	Verb	Adjective
[1]	burglar	burgle	–
[2]	criminal, criminologist	(de)criminalise	[3]
[4]	–	–	cruel
[5]	[6]	offend	[7]
[8]	prisoner	[9]	–
[10]	shoplifter	[11]	–
[12]	thief	[13]	–
[14]	vandal	[15]	–

8 **In pairs, invent details 1–7 about one of the offenders below. Then swap your details with another pair and design an appropriate Cicconetti-style punishment to fit their crime and complete line 8 of the form.**

1 Name: _____
2 Age: _____
3 Reason for arrest: _____
4 Scene of alleged crime: _____
5 Previous criminal history: _____
6 Who their victim was: _____
7 How their victim has suffered: _____
8 Punishment: _____



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WRITING
AN ESSAY

1 Discuss the questions.

1 Which places in your area, city or country do you think have the highest rates of crime?
2 How often do you see police officers on the street in your area, and do you think there are enough? Why? / Why not?
3 Do you know of any measures being taken in your area to reduce rates of crime?
4 Do you think it's better for the authorities to be tough on crime or more relaxed?

2 Look at the essay task and discuss these questions.

- What are the advantages and disadvantages of the three suggested approaches to reducing crime?
- To what extent do you agree with the three opinions expressed, and why?

Your class has been discussing a newspaper article about ways to reduce crime in cities. You have made the notes below.

Ways to reduce crime in cities:
- increase police numbers
- educate about consequences of crime
- better local facilities

Some opinions expressed in the discussion:
"There are not enough police officers on the streets."
"Life in prison is extremely hard."
"When people have something to do, they don't commit crimes."

Write an essay discussing **two** of the ways to reduce crime in cities. You should explain **which way you think is more likely to succeed**, **giving reasons** to support your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.



3 Read this student's answer. Does it answer the question satisfactorily?

It's probably fair to say that my city has a lot of crime right now, with some areas becoming very dangerous places. Something has to be done – the question is what.

One way in which this rise in crime could be tackled is for local authorities to spend more on policing. With such a small number of officers policing a whole city, it's not surprising that most crime goes undetected and most criminals unpunished. It is obvious that in order to catch a large number of criminals, there has got to be a sufficient number of police officers. But merely putting more police on the streets isn't enough to reduce crime rates. Crime figures won't come down until the law gets tougher on criminals. The authorities have to adopt a zero-tolerance approach and imprison those found guilty of even minor offences.

The real challenge though, is to change people's opinions and behaviour. Young people need to realise that crime does not pay under any circumstances. For this there is one measure which I am in favour of above all else. If someone who has finished their prison sentence manages to have a normal and successful life again, then they should be asked to go into schools and tell youngsters about their own experience. If kids could hear from an ex-criminal that a life of crime isn't worth it, that could be a very powerful deterrent.

Everyone is harmed by high levels of crime in their neighbourhoods. But it is my belief that our streets will only be safer places when the whole of society is involved in the fight against crime.

4 Consider the following comments about the sample answer. Which ones are true? Write *Yes* or *No*.

1 The opening paragraph is a relevant and appropriate introduction.
2 The writer's use of informal language in one sentence is inappropriate for an essay.
3 The writer hasn't demonstrated a good range of English, as they have failed to use enough different verb forms, e.g. continuous and perfect tenses.
4 The use of paragraphs is effective, with each one having a clear focus.
5 The writer explains in the third paragraph which measure they are more in favour of.
6 The writer's references to their own city are irrelevant, as the question does not ask for this.
7 The writer has used their own words when expressing an opinion from the discussion.
8 The final paragraph provides a suitable conclusion.
9 The writer uses an excellent range of natural idiomatic language.
10 Complex sentence structures in the essay include successful examples of inversion.

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WRITING AN ESSAY

WARMER

Write on the board:

Punish crime; Solve crime; Prevent crime; Make people less likely to want to commit crime

Divide the class into four groups. Give each group one of the headings and ask them to discuss ways this can be done which will help to make society safer. You could give them an idea for each to start with, e.g. *Punish crime – send people to prison; Solve crime – employ more police officers; Prevent crime – have more CCTV cameras; Make people less likely to want to commit crime – increase employment opportunities so that people have enough money to live.* Set a time limit of about two minutes and then invite each group to share their ideas with the class.

1 Students work in small groups. If you did the Warmer, they can use some of the ideas discussed to answer the questions. Set a time limit of about three minutes and then discuss the questions with the class. When they have finished, ask each group to think of an example of a crime, giving details of the criminal, e.g. *A 17-year-old boy who has never been in trouble before was caught writing graffiti on a school wall. A 45-year-old woman who lost her job was caught shoplifting because she couldn't afford to feed her children.* The students swap their crimes with a second group and discuss the best punishment for the crime they were given. Invite groups to share the crime with the class and then say what they thought the punishment should be and why.

Answers

Students' own answers

2 Tell students to work alone. When they have read the task and thought about their ideas, elicit the three approaches mentioned and ask the class what they think of them. Elicit any disadvantages that they can think of as well as advantages, e.g. *It costs a lot of money to employ police officers; Tougher laws only work if criminals believe they will get caught, so this has to be combined with the first idea; Better local facilities can prevent anti-social behaviour like graffiti and vandalism, but will it prevent theft or murder?*

Answers

Students' own answers

3 Ask students to read the answer once and elicit which two points the writer addressed and whether their ideas of the advantages and disadvantages of each were similar to the students' own ideas. They then decide in pairs if the writer has answered the question satisfactorily. Ask the class what they like or dislike about the essay. You could start by giving your own opinions about the introduction, saying that the second sentence (*Something has to be done – the question is what*) leads on nicely to the next two paragraphs where ideas are suggested. It is also quite dramatic and makes you want to read on. Students then discuss the rest of the essay in the same way and share their ideas as a class.

Answer

Yes

4 Look at the first point with the class. Ask if the students like or dislike the personalisation, where the writer talks about their own city. (*There is no correct answer, but there is nothing wrong with doing this.*) Students then work in pairs to talk about the other points. For each answer, they should give reasons. When they have finished, discuss all the points with the class. Ask the students how many of these points they had identified when doing Exercise 3. If they noticed these things, it indicates that they are able to evaluate what an essay should include, the style required and how it should be organised.

FAST FINISHERS

Ask fast finishers to re-read the essay and choose five words or phrases that they think could be very useful for an essay on crime and which some people in the class might not know. When everyone has finished, elicit ideas and encourage students to make a note of any that they didn't know (e.g. *tackle crime, undetected, zero-tolerance approach, crime does not pay, deterrent*).

Answers

1 Yes
2 Yes. The use of *kids* at the end of paragraph 3 is inappropriate in an essay – *pupils* would be better.
3 No. A variety of appropriate verb forms are used.
4 Yes
5 Yes
6 No. Using a relevant example from personal experience can be good.
7 Yes. For example, *With such a small number of officers policing the whole city*.
8 Yes
9 The sample answer is good, but Exercise 5 gives examples of how it could be improved to make it excellent.
10 No. See Exercise 6.

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5 When students have finished, elicit the answers and the meanings of the phrases, e.g. *adversely affected* means 'to be affected in a negative way'; a *crime wave* is 'a large amount of crime happening at once'.

Answers

has a lot of crime – is experiencing a crime wave
very dangerous places – no-go zones
spend more on – invest more heavily in
it's not surprising – it's no wonder
It is obvious – It goes without saying
people's opinions and behaviour – hearts and minds
have a normal and successful life again – get their life back on track
harmed – adversely affected

6 Ask students to try to transform the sentences without looking at the Grammar section on page 76 and to check their answers when they have finished. Elicit the answers.

MIXED ABILITY

You could tell the weaker students which three sentences these are so that they just have to concentrate on doing the transformation. Also, tell the students to use the sentences on page 76 to help them with their transformations.

Answers

1 Crime figures won't come down until the law gets tougher on criminals. → Not until the law gets tougher on criminals will crime figures come down.
2 … crime does not pay under any circumstances. → … under no circumstances does crime pay.
3 … our streets will only be safer places when the whole of society is involved … → Only when the whole of society is involved … will our streets will be safer places.

7 Look at the *Prepare to write* box with the class. Tell students that some of the words are in the sample essay in Exercise 3, but others are in the idiomatic phrases in Exercise 5. When students have found the words, elicit the answers.

Answers

1 fair
2 wonder
3 question
4 measure
5 belief

8 Students work alone to rank the four problems by seriousness and then get together in small groups to compare ideas and decide on the best deterrent for each. Invite the groups to share their ideas with the class.

Answers

Students' own answers

9 Go through the instructions with the class. Students then look at the rest of task, in the green box. Allow students 10–15 minutes to note down useful words and expressions that they could use in their essay.

Answers

Students' own answers

10 C1 Advanced Writing Part 1: An essay

Remind the students about what is required when writing an essay. If necessary, look back at page 33 in the Student's Book and elicit what they wrote for that task.

Tips Encourage the students to read the task very carefully, especially information such as *which you will argue is a priority* in the first point. They will lose marks if this isn't addressed.

The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their essay through when they have finished to check for mistakes and to make sure they have addressed everything in the task.

Model answer

You don't have to look hard to find evidence of antisocial behaviour in most cities these days. Travelling by suburban train, you can see large numbers of train carriages, station platforms and walls spray-painted by so-called graffiti 'artists', who many people consider vandals. It could be argued that this is ugly, and it creates the impression that a neighbourhood is dangerous. Personally, I don't buy into that. In fact, not only is graffiti harmless, but much of it actually has artistic value.
On the other hand, theft is something that society should be more concerned about. It's probably fair to say that most people don't consider the theft of something small (such as sweets from a shop) to be a serious offence. It is revealing that the word 'petty' (meaning unimportant) is used to describe crimes such as this. But no way would you consider it a petty matter if you or your parents owned a small supermarket and people were stealing merchandise regularly, even if they were items of little financial value.
For these reasons, it is my belief that theft is the biggest of these problems and that a zero-tolerance approach to all forms of stealing should be adopted. Whenever anyone steals anything, it has a real impact on the victim or the victim's business. It is widely believed that someone who has managed to get away with a minor theft will go on to commit more serious crimes. For these reasons, it is time to get tough on all stealing, including on so-called petty theft.

COOLER

Students look at the three types of antisocial behaviour in the writing task. In small groups, they decide which are the biggest problems in their town and why. When they are ready, have a class vote about the biggest problem out of the three things and invite students to give reasons for their choice.

» ALSO REFER TO WORKBOOK PAGES 62–63

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5 **The answer in Exercise 3 is good, but the student could demonstrate their language ability further by using idiomatic expressions such as these. Replace the phrases in orange in the essay with these idiomatic phrases.**

adversely affected	get their life back on track
it goes without saying	hearts and minds
invest more heavily in	is experiencing a crime wave
it's no wonder	no-go zones

6 **Find three sentences that can be rewritten with inversion using the following structures:**

1 Not until … (in paragraph 2)
2 Under no circumstances … (in paragraph 3)
3 … only when … (in paragraph 4)

7 **Complete the phrases in the *Prepare to write* box with a word from the essay.**

PREPARE TO WRITE

Opening paragraphs

Start with a common opinion or observation

It's probably [1] _____ to say that …
It's widely believed/accepted that …
Many people hold the opinion that …
It's no [2] _____ that …
According to …, …

Mention a question or controversy

… the [3] _____ is what.
There are many different views on …
There's no real consensus on whether …

Closing paragraphs

Make recommendations

There is one [4] _____ which I am in favour of above all else.

Restate your position

Having looked at / considered / explored … I've come to the conclusion that …
It is my opinion / [5] _____ that …
Personally, I …

Discuss what could happen in the future

If … were to …, they/it could …
Perhaps one day, … will …
It is my hope that …





8 **Put the following offences in order from the most serious to the least, giving reasons. Then decide what could be done to deter offenders from doing them again.**

- playing loud music late at night
- having a barbecue in a park in which it's not allowed
- parking in a space reserved for disabled drivers
- stealing a packet of biscuits from a large shop

9 **Read the writing task and write a plan for your essay.**

- Decide which two antisocial behaviours you will discuss, and which you will argue is a priority.
- Plan three to five paragraphs. For each one, think of the central topic and the points that you want to make.
- Consider using some inversion structures in your essay. (But don't overdo it – two or three will be plenty!)
- Pay attention to your opening and closing paragraphs. Select an approach and some suitable phrases from the *Prepare to write* box.

Your class has been discussing the seriousness for society of antisocial behaviour. You have made the notes below.

Antisocial behaviour among young people:
- dropping litter
- acts of vandalism
- petty theft

Some opinions expressed in the discussion:
"Dirty streets are unpleasant for people to walk in."
"Graffiti can sometimes be a real work of art."
"All crimes are serious – there's no such thing as petty crime."

Write an essay discussing **two** of the antisocial behaviours among young people. You should explain **which is the more serious problem, giving reasons** to support your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

10 **Write your essay in 220–260 words.**

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LIFE SKILLS LEARNING TO LEARN

ACADEMIC NOTE-TAKING

LIFE SKILLS

Taking notes

Taking notes methodically is an essential skill that is useful not only at school but in further education and work as well. It helps you consolidate what you learn, do homework, prepare presentations and revise for exams.

1 **Do the questionnaire and calculate your score (see page 135). Do you agree with what it says about you?**

NOTE-TAKING QUIZ

1 Tick the sentence that best describes you.

- **a** ◯ I don't take notes very often.
- **b** ◯ I take notes often but hardly ever review them.
- **c** ◯ I take notes often and review them often.

2 Tick the thing(s) you do when taking notes.

- ◯ use different colours
- ◯ underline key information
- ◯ use bullet points

3 What do these abbreviations mean? Tick the one(s) you use in your notes.

- ◯ b/c
- ◯ e.g.
- ◯ prob
- ◯ s/b
- ◯ s/t
- ◯ w/o

2 **Read the *How to* guide about note-taking opposite. Match headings 1–4 to paragraphs A–D.**

1 Techniques for better note-taking
2 Brain activation: why notes are necessary
3 A skill to use beyond the classroom
4 Notes, cues and summaries

3 **Read the *How to* guide again and answer these questions.**

1 How does taking notes help you learn?
2 How do the following help when taking notes?
  a abbreviations **b** bullet points
  c symbols, pictures and diagrams
3 What are 'cues' and when do you write them?
4 What are the two ways you can use your cues?

56 **4** **Read Ben's notes as you listen to part of a lecture about the police. What information has he missed? Ignore letters a–f for now.**

April 29	History of the police in the UK
Before 1829?	Before 1829 – no police, only army and volunteers wanting rewards
(d)	(a)
1829	1829 – Robert Peel (politician) set up world's 1st prof. police force in London
Name?	(b)
Initial public reaction?	At first public suspicious – thought they were 2nd army
Why did public trust grow?	Public trust grew b/c … · police followed code of conduct · wore blue uniforms (so diff from army – red) · X guns
(e)	(c)
(f)	

56 **5** **Listen again, adding the missing notes in (a), (b) and (c). Then in (d) and (e) write cues for the notes you have added.**

6 **Study the notes for five minutes. Then cover them and use the cues to test your memory.**

7 **Write a summary of what you've learned in (f).**

57 **8** **Listen to part of an introduction to a university course in forensic science. Are these statements true or false?**

Forensic scientists

1 work directly with suspects.
2 work mainly inside.
3 only try to find out who committed the crime.
4 only work with biological evidence.

57 **9** **Use the Cornell Method to divide a page of your notebook. Then listen to the lecture once or twice again and take notes. Don't forget to use**

- abbreviations
- different colours/underlining
- bullet points.

10 **Write cues for your notes. In another lesson, use the cues to test what you remember and then write a summary of what you've learned.**

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LIFE SKILLS

Overview

TOPIC	Learning to learn: Academic note-taking
VOCABULARY	Note-taking: abbreviations, bullet points, symbols, cues, process the information, take notes, put (something) into your own words, underlining, key information, visual, memorable, review notes, summary / summarise, learning resource
READING	How to: Take notes like a pro!
PROJECT	Presenting and taking notes In the project stage, the students prepare presentations and take notes on their classmates' presentations

BACKGROUND INFORMATION

The Cornell Note-Taking System was created by Professor Walter Pauk of Cornell University. The reason why it is successful is that it encourages students to think about the notes they have made and to summarise them in their own words. Students are encouraged to cover the main notes they have made and to try to remember the main information using the questions and key words in the left-hand column. It is suggested that answering the questions out loud can help even more, and students should review past notes each week to reinforce them in the memory.

WARMER

With books closed, ask the students to work alone and think about something they know a lot about. It could be a place, a person, a film or a game. It can be anything at all, as long as they know some facts about it. Allow about two minutes for students to think about what to tell their partner. Students then tell each other about their topic in pairs. Tell the person listening to note down the most important facts while they are listening, but they can't stop their partner or ask them to repeat something – they should act as if listening to a radio show. When they have both spoken, students change partners and tell their new partner what they learned from their original partner using their notes to help them. Ask how easy or difficult students found this and how helpful their notes were.

LIFE SKILLS

Taking notes

Look at the *Life skills* box with the class. Elicit the meaning of *methodically* (doing something in an organised and careful way) and *consolidate* (to strengthen something so that it becomes more effective and longer lasting).

1 When students have finished the quiz, they compare their results in pairs and discuss them. Elicit the meanings of the abbreviations and ask the class why colours, underlining and bullet points can be effective.

Answers

Students' own answers
Abbreviations: b/c = because, e.g. = for example, prob = probably, s/b = somebody, s/t = something, w/o = without
e.g. comes from Latin and is short for *exempli gratia*

2 Look at the four headings with the students. Ask them to think about ideas that might appear in the text for the first heading, based on what they read in the quiz, e.g. things such as colours, underlining and abbreviations. Students then look at the other headings in pairs and think of what the text might say. Elicit ideas and then set a time limit of about two minutes. Ask the students if any of their ideas were mentioned in the text and then elicit the answers.

Answers

1 B 2 A 3 D 4 C

58 The Reading text is recorded for students to listen, read and check their answers.

3 Give students time to read the questions to think about what they remember and what the answers might be. When they have read the complete text, ask them to cover it and try to answer the questions in their own words. Elicit the answers and ask students if they think that, having read it, they will change their own way of note-taking in the future.

FAST FINISHERS

Ask fast finishers to think about abbreviations they use in texts and messages which they could also use in note-taking and also other symbols or abbreviations that they use in different subjects which they could use, e.g. = for *equals* / *the same as*. If they have access to the internet, they could look up some abbreviations. When everyone has finished the exercise, elicit the answers and then invite the fast finishers to present their symbols to the class.

Answers

1 It makes you process the information you're hearing.
2 a Abbreviations help you take down quickly what the teacher is saying.
b Bullet points help you write lists.
c Symbols, pictures and diagrams make your notes more visual and memorable.
3 Cues are key words and numbers and questions about your notes; you write these after class.
4 You can cover the notes and use them to test yourself, or you and a friend can test each other with them.

CONTINUED ON PAGE 162

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56 **4** Ask students to look at the questions in the first column. Ask: *What was the police force like before 1829?* (*There wasn't one – there were only volunteers and the army.*) *What happened in 1829?* (*Robert Peel started the police.*) Tell students that, despite the topic of the lesson, you don't want them to write any notes while they listen for the first time. When they have listened to the recording, students discuss what they heard in pairs.

Answers

Missing information: the result of having no police force, name of police force, what people called the policemen

56 **5** This time, students make notes. Encourage them to write one or two key words and abbreviations where appropriate, and remind them that they are only completing a, b and c. When students have listened again, in pairs they think of appropriate cues and questions for d and e. To elicit the answers, invite students to ask questions using their cues, e.g. *What problems were there before 1929? What was the name of the first police force? What was their nickname?* (*Bob* is a short form of *Robert,* which is why *bobby* comes from *Robert.*) Elicit the answers from other students.

Answers

(a) Lots of crime, esp (= especially) in cities
(b) London Metropolitan Police
(c) called *bobbies* (from name Robert Peel) – name still used in UK today
(d) Problem?
(e) Name? / Nickname?

» AUDIOSCRIPT TB PAGE 291

6 Carry out an experiment with the class. Tell half the class to read the notes alone in silence and use any memory techniques they can think of. The other half work in pairs. Once they have read the notes, they talk about them in pairs and test each other on different points. Students then cover the notes and see what they can remember. Ask students from each half of the class how they felt either learning alone or with a partner.

Answers

Students' own answers

7 Tell students to keep the notes covered and just use the cues to help them write the summary. The summary doesn't have to use full sentences. When they have finished, students check that they have included all the information. Ask them to count the words they wrote and elicit the summary from the student who used the least words.

MIXED ABILITY

Allow weaker students to uncover their notes while they write their summaries, but encourage them to use their own words where they can.

Answers

Students' own answers

57 **8** Look at the instructions with the students and elicit what a forensic scientist does. If no-one knows, don't tell them, but if some do and some don't, it would be good to share briefly the information they know. Students look at the four statements and discuss in pairs whether they think they will be true or false. When they have listened, elicit the answers and what students heard which helped them to decide.

Answers

1 false 2 true 3 false 4 false

57 **9** Look at the instructions and tell students that they aren't necessarily taking notes about the statements in Exercise 8, but whatever they think is interesting or important information to note down. Tell students not to try to write too much, as they will then miss the next part of the talk. Colours might also mean they miss parts of the talk as they change pen. Ask the class if they want to listen for a third time to complete their notes.

Answers

Students' own answers

» AUDIOSCRIPT TB PAGE 291

10 Allow students to compare their notes and add anything to their own notes that they might have missed. They then work together to write the cues. Ask the students how many cues they wrote to see what differences there are between their notes.

Answers

Students' own answers

PROJECT ***Presenting and taking notes***

Put students into groups and look at stage 1 with the class. Ask if they know what any of the programmes are. Students then decide who is going to research each one.

Students can do the research and prepare the presentation at home. Encourage them to practise giving the presentation and set a time limit on how long each of the three parts should last. They should write notes rather than script the whole presentation, as they should be looking at the audience when giving their presentations rather than looking down at the piece of paper.

While students are listening to each other's presentations, they should make notes of the main points, even if they had the same information in their own presentation. They then get together in their groups of three and compare the notes they made. They then create one sheet of notes for each programme made up of notes from all of the presentations together and write the cues and questions for the points. They then summarise one of the programmes each, preferably a different one to the one they presented.

PROJECT EXTENSION

As a follow-up, ask the students to work in pairs and research the experiences of some people who have personally been on an Erasmus programme while at university. They then choose a city and imagine that one of them has been on an Erasmus programme there. They then write an interview, asking the student about different aspects of life on the programme – accommodation, language, free time, studies, etc. When they are ready, the pairs act out their interviews in front of the class while the other students make notes. When they have all finished, students compare the notes they made and what they think the most important information from each interview was.

Invite the students to say which interview made the Erasmus programme the most and least attractive and why.

COOLER

The students work in small groups. They work together to make a page of Cornell Method notes on the Cornell method itself, from what they learned in the reading text. They also write the cues and work together to write a summary from their notes. Invite each group to read out their summary to the class.

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How to: Take notes like a pro!

A

There have probably been times in class when taking notes has seemed like too much effort. However, it's that effort itself that helps you learn. When you're listening to your teacher in class (or reading a textbook), you may well be following everything, but understanding is not the same as learning. To really learn and remember something, you have to process the information yourself. Taking notes helps you to do this. After all, you can't take good notes without thinking about how to put the information you hear or read into your own words.

B

Firstly, research shows that the more notes you take, the more you learn. More than likely, you already use a range of abbreviations to help you take down what the teacher is saying, but don't be afraid to invent your own. Secondly, you should be using different colours or underlining to indicate key information, as well as bullet points for writing lists. Thirdly, using symbols, pictures and diagrams can make your notes both more visual and more memorable. However, if you want your notes to be really efficient, it's just as important to have a general system for taking them and to make sure you review them properly.

C

The Cornell Method is one of the best known systems for taking notes. It is easy to use in class and ideal for exam revision. All you do is divide the page of your notebook into three sections.

- The largest of these is for the notes themselves – this is where you write **during** class.
- The next is for 'cues' which you write **after** class. Cues are either key information, such as names and dates, or questions that you write for yourself to help you remember the content of the lesson. When it's time to revise, you cover the notes with a piece of paper and use the cues to test what you remember. Alternatively, if you're studying with a friend, you can take turns to test each other with each other's cues.
- Finally, there's a section at the bottom of the page where you write a summary of what you've learned. It's not easy to write a summary of something unless you have understood it well, so this will also help you to process what you've learned.

D

Learning to take good notes requires practice, but like any skill, the more you do it, the easier it will become and the better you will be at it. What's more, it's a skill that will benefit you throughout your life, in higher education and in work. Notes are a valuable learning resource. Taking them really is worth the effort.

Project
Presenting and taking notes

In groups of three, you are going to prepare a presentation and take notes on your classmates' presentations.

1 DECIDE

Decide which member of the group is going to research each of these programmes.

- Erasmus
- The JET Programme
- Peace Corps

2 RESEARCH

Research the programme and prepare a presentation. Include information about

- the objective of the programme
- the length and location of the programme
- the criteria for joining
- the skills that participants gain.

3 PRESENT

Take turns to give your presentations.

4 NOTE

Take notes on the other presentations. Use the Cornell Method.

5 REVIEW

Write cues for the notes and use them to remember and summarise what you learned.

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11 WORKING UP AN APPETITE



ABOUT YOU

▶ 11 **Watch the video and then answer the questions.**

How important to you is eating healthily?
Is there any particular food or drink that you'd struggle to live without?
Do you think schools should teach students about nutrition? Why?

VOCABULARY AND READING

DESCRIBING FOOD

EP **1 Discuss the meaning of the words and phrases.**

1 This chocolate mousse is so rich that it definitely doesn't need any cream with it.
2 Strawberries are extremely cheap for the couple of months when they're in season, but for the rest of the year they're imported and twice the price.
3 When my dad finishes work late and he can't be bothered to cook, he just gets a ready meal from the supermarket and microwaves it when he gets home.
4 I have a weakness for all fatty foods, whether it's cheese, chocolate or anything deep-fried. That's why I eat junk food, even though it's not good for me.
5 We always add salt when we cook vegetables, otherwise they taste bland.
6 Not all preservatives are artificial – natural substances like salt and sugar can also make foods last longer.
7 Produce can only be described as organic if it is farmed without any industrial fertilisers or pesticides.
8 I don't eat many potatoes because they're high in carbohydrates, but low in protein.

2 Complete the questions with a suitable word or phrase from Exercise 1.

1 How much of the _____ in your family's fridge at the moment do you think is locally grown?
2 Do you and your family ever microwave a _____, or do you always cook everything yourselves?
3 Do you reckon _____ food tastes better than other produce, or is it just clever marketing to get people to pay more for their food?
4 Do you believe that so-called 'energy drinks' (which are _____ caffeine) really help you keep going for longer when you do sport?
5 What foods are now _____ in your country, and are you eating them more often than at other times?
6 Would you rather buy organic produce or food containing _____ that would enable it to last longer?
7 If you're at home eating something that tastes a bit _____, what would you add to enhance the flavour?
8 When you eat meat, do you cut off the _____ parts or do you think they add flavour?
9 Should all fast food be considered as _____, or is some of it healthier than that?
10 Do you enjoy eating _____ food that contains lots of butter or cream?

3 With a partner, ask and answer the questions in Exercise 2.

4 Quickly read the introduction to the article on the opposite page. What are the writer's concerns, and what is the writer optimistic about?

5 Read the introduction to the article again and decide which answer (A, B, C or D) best fits each gap.

	A	B	C	D
0	gathered	(B) raised	arisen	grown
1	backs	builds	makes	stores
2	influx	input	income	intake
3	cancelling	limiting	shortening	withdrawing
4	argued	reported	discovered	accused
5	amounts	courses	ingredients	portions
6	deeply	highly	much	well
7	reaching	gaining	getting	finding
8	attempt	ideal	measure	viewpoint

6 Work in two groups. Group A read Cassia's argument. Group B read Lewis's argument. Does the writer

1 explain why junk food is so popular?
2 accept that poor diets can lead to health problems?
3 discuss the financial consequences of having a sugar tax?
4 give an example of a product that should be taxed but isn't?
5 explain how they personally would be affected by a sugar tax?
6 suggest that their behaviour might not be consistent with their opinion?
7 mention a country where a sugar tax might not have been as effective as people say?

7 Speak to someone who read the other argument and summarise to each other what you read. Then decide if you agree more with Cassia or Lewis.



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11 WORKING UP AN APPETITE

Unit Overview

TOPIC	Food
VOCABULARY	Describing food; Describing food: collocations; Food and drink: expressions
READING	The sugar tax debate
GRAMMAR	The passive
LISTENING	A vlog about food photography
SPEAKING	Giving opinions tactfully
EXAM TASKS	Reading and Use of English Part 1; Listening Part 2

Digital Resources

Lesson Plus: Unit 11
Practice Extra: Unit 11
Test Generator: Unit test 11

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 154; TB page 265
WORKBOOK: pages 64–69
VIDEO AND VIDEO WORKSHEET: What's cooking?
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 11; Vocabulary worksheet Unit 11

WARMER

With books closed, put students into small groups. Ask each group to write one food item for each letter of the alphabet. Tell them not to worry about difficult letters such as *Q*, *X* and *Z* and not to use brand names. Set a time limit of two or three minutes and then elicit ideas for each letter. At the end, invite groups to share healthy and unhealthy food items on their lists.

ABOUT YOU

▶ 11 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into groups of three or four to discuss the questions. Set a time limit of about three minutes and encourage students to give extended answers to the questions as if they were in an exam. Invite each group to share one of their ideas with the class.

VOCABULARY AND READING

DESCRIBING FOOD

1 Ask students to look at the main photo at the top of the page. Elicit how many of the items they can name in English. You could ask them to look up words they don't know and note them down in their notebooks. (The photo shows: broccoli, grapes, chillis, olives, spinach, corn (on the cob), blueberries, fish, (red) onion, walnuts, potatoes, aubergine, strawberries, (green) beans, (red, green and yellow) peppers, (Brussels) sprouts, pecan nuts, avocadoes, seeds, bananas, carrots, tomatoes, asparagus, garlic and an orange.)

Look at the first sentence with the class. Ask them what they think the word in blue means and whether their own language has the same word for *rich* (having a lot of money) and *rich* (containing a lot of eggs, cream or butter). Students then work in pairs to look at the other sentences. Elicit the answers and how easy or difficult it was to work out the meaning from either context or similar words in their own language.

Possible answers

Students' own answers
1 rich: made with lots of sugar, cream or butter
2 in season: available naturally (at a certain time of the year)
3 ready meal: a pre-prepared meal that only needs to be reheated
4 fatty: containing lots of fat; junk food: food with little nutritional value
5 bland: with very little taste
6 preservatives: chemicals added to food to make it last longer
7 produce: food items that are grown; organic: produced without the help of artificial fertilisers, etc.
8 high in: containing lots of; low in: containing only small amounts of

2 Ask the students to cover Exercise 1 and look at the first sentence in Exercise 2. Ask them what the missing word(s) might be. If nobody can guess, write the first letter *(p)* on the board. Keep adding letters until someone guesses. Students then work in pairs to try to think of the missing words, then uncover Exercise 1 to check. Elicit the answers. Don't ask the students for their own answers to the questions, as they will do this in the next exercise.

FAST FINISHERS

Ask students to look at the questions and try to think of follow-up questions for some of them, e.g. *1 Can you give some examples of produce which isn't locally grown and where it comes from? 2 What is your favourite ready meal?* When students ask and answer the questions in Exercise 3, the fast finishers can ask their partner some of their questions to make the conversation last a little longer.

Answers

1 produce 2 ready meal 3 organic 4 high in 5 in season
6 preservatives 7 bland 8 fatty 9 junk food 10 rich

3 Look at the first question with the class. Invite a student to ask the question and another student to answer it in as much detail as they can. Encourage students to do the same in pairs. When the students have finished, invite different students to answer one question each.

You could follow up by asking students to close their books. Divide the class into two groups and tell the students to put their hands up to answer a question. Ask questions about the words from the exercises, e.g. *Name a fruit or vegetable that is in season in the winter. Name a meat which is very fatty. Name something apart from potatoes which is high in carbohydrates.*

Answers

Students' own answers

CONTINUED ON PAGE 166

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BACKGROUND INFORMATION

Many countries have introduced sugar taxes on soft drinks and, despite objections by some drinks manufacturers, they have had an effect. In Berkeley, California, sales of taxed drinks fell by 9.6% compared to predicted sales of the same drinks without the tax, whereas sales of untaxed drinks rose by 3.5%. People's shopping bills didn't rise, and shops didn't lose revenue, as people bought alternative products. Another effect of the taxes is that manufacturers of fizzy drinks have reduced the amount of sugar they contain in order to minimise the increase in taxes.

4 Tell students not to worry about the gaps but to just find the answers to the questions. Set a time limit of about a minute and elicit the students' ideas. Ask them what a *sugar tax* is (an extra tax on sugary food) and why it is necessary (to stop people eating and drinking things which are unhealthy).

Answers

The writer is concerned that teenagers are consuming too much sugar and saturated fat. He/She thinks that something must be done to help them improve their diet. Introducing a sugar tax might be one way to do this. He/She is optimistic, as teenagers are consuming fewer sugary drinks than eight years ago.

5 C1 Advanced Reading and Use of English Part 1

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 142. Students should look at the gaps and try to think of what kind of word is needed before they look at the options, e.g. *1 a phrasal verb meaning* contributes *or* represents. Students can eliminate any options they know are incorrect and then choose the correct option from those remaining.

Look at the example with the class. Elicit what *raise concerns* means (*has brought the concerns to the public's attention*). Students then do the rest of the exercise alone. Elicit the answers as a class.

Answers

1 C 2 D 3 B 4 B 5 D 6 D 7 A 8 C

59 The Reading text is recorded for students to listen, read and check their answers.

6 Tell students to mark the text in the places where the information answering each question is given. When students have finished reading, don't elicit the answers yet but ask how many questions the students reading about Cassia answered *yes* to (*five*) and how many the students reading about Lewis answered *yes* to (*four*). Don't elicit the actual answers yet, as the students will summarise them to a partner from the other group in the next exercise without that person knowing what was in the text.

Answers

Cassia: 1 yes 2 yes 3 yes 4 no 5 yes 6 yes 7 no
Lewis: 1 no 2 yes 3 yes 4 yes 5 no 6 no 7 yes

7 Students can stay in their groups from Exercise 6 to summarise their text together. They then form pairs with someone from the other group and tell each other their summaries. When they have done this, set a time limit of about one minute for the students to discuss which person they agree with and why. Elicit the answers to Exercise 6, with details from the texts about what the people said, e.g. Cassia: 1 It is cheap – *… as much as you can afford when you're 17 …* 2 *… fast food is high in fat, sugar or salt …* 3 *… junk food would be much more expensive.* 5 *I would go for the lighter option* (a fresh organic salad) *…* 6 *I'm perfectly aware that my burger is high in salt …*; Lewis: 2 *I accept the need for people to eat healthily …* 3 *… could raise the price of a soft drink from say £1 to £2.* 4 *What about factory-made ready meals …?* 7 The UK and Mexico are both mentioned. Finish with a class vote on which person people agree with and invite the students to say why.

MIXED ABILITY

For this activity, allow weaker students to work in groups of four. This means that two of them present their summaries to the other pair and can help each other if one student gets stuck. They can also stay in their groups of four to discuss whether they agree most with Cassia or Lewis.

Answers

Students' own answers

TALKING POINTS

Put students into groups of three or four. Look at the first question and explain that, in Britain, fresh fruit and vegetables are expensive compared to a lot of countries, even when things are in season, so this statement might not be true where the students live. Set a time limit of about four minutes and then invite the class to discuss their answers in pairs.

COOLER

Students stay in the same groups as for the Talking Points. Tell them to imagine that someone asks them advice for how to eat healthily without spending a lot of money. The groups design a day's meals: breakfast, lunch and dinner; or breakfast, dinner and supper. They decide which ingredients to use and why they have chosen them, also saying when they are in season if they aren't always available cheaply. Set a time limit and then invite each group to present their ideas to the class.

» ALSO REFER TO WORKBOOK PAGES 64–65

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THE SUGAR TAX DEBATE

59

A study which was recently published has **(0)** *B* concerns over the poor diet of many teenagers in the UK. Figures released show that sugar **(1)** _____ up no less than 14.1% of an average 11 to 18-year-old's **(2)** _____ of calories, three times the recommended amount. Experts advise **(3)** _____ the amount of sugar they eat to about 30 grams per day. However, there is some cause for optimism, as teenagers are **(4)** _____ to be consuming two-thirds of the quantity of sugary drinks they did just eight years ago.

Along with other age groups, teenagers are still eating too much saturated fat, and not enough so-called superfoods, such as oily fish like mackerel, which is high in omega-3. Adults eat an average of 4.2 **(5)** _____ of fruit a day, whereas for teenagers, daily consumption is only 2.7. This is **(6)** _____ short of the recommended 'five-a-day', with only 8% of teens **(7)** _____ this target.

Clearly, improving young people's diets is a priority if we are to avoid a diet-based health crisis in the years to come. One **(8)** _____ that has gained popularity in recent years is the so-called 'sugar tax', which has increased the price of junk food, ready meals and other goods high in sugar. However, it's a divisive issue, so let's take a look at the cases for and against.



Why a sugar tax is necessary

Cassia Follings, 17

I think we all accept that we're in the midst of a health crisis, and that poor diet is largely to blame for this. When my friends and I go out and then decide to get a bite to eat, we tend to go for junk food: burgers and fries with a soft drink, then maybe a dessert if I've still got room. I'm perfectly aware that my burger is high in salt, the fries are fatty, and that the dessert is so rich that I probably won't even be able to eat the whole thing!

So, am I part of the problem? Well, you could argue that I am, but let's face it – a meal in a fast food restaurant is as much as you can afford when you're seventeen, unless your parents are loaded! The thing is that almost all fast food is high in fat, sugar or salt – or sometimes even all three. And there's a simple reason – these are the cheapest ingredients out there, so fast food is cheap to make. Manufacturers sell food that's absolutely full of fat, sugar and salt, and people easily get hooked on the stuff.

You could argue that fast food chains should get their act together, do the decent thing and just reduce levels of salt, sugar, artificial preservatives and all the other stuff they use. But they won't. Because if they did, the food would be so bland and tasteless that no-one would buy it. We all love the salt, fat and sugar, and if you took these out, there'd be nothing left, and they'd have no customers.

The solution, as I see it, is for junk food to be made much more expensive. If they can tax tobacco because it's unhealthy, why not do the same for junk food? If a tax – and I mean a massive one, not just 5 or 10% – was introduced on products that are really high in fat or sugar, junk food would be much more expensive. And then if a burger and donuts in a takeaway cost the same as a fresh organic salad in a restaurant, well my friends and I would go for the lighter option, and I'm sure we'd eat more healthily as a result, though we would have to eat out much less often. So until that happens, I'll be enjoying more bargain junk food every weekend with my friends!



Making junk food more expensive would be unfair on young people

Lewis Jackson, 18

I'm not a fan of fast food myself. But I accept that other people are, and I don't think governments should have the right to dictate to others what they should or shouldn't eat. First of all, adding a sugar tax could raise the price of a soft drink from say £1 to £2. Who pays the extra £1? The kid buying the drink, that's who – and the whole idea is to tax companies not consumers, isn't it? It's the young and the poor who will be hit hardest by a sugar tax, and that's not fair.

Sugar taxes are being introduced in a number of countries, but none of them work. The UK introduced a tax on fizzy drinks, but not milky ones, so when a well-known hot drinks chain sold their extra-large hot chocolate containing fifteen teaspoons of sugar, it was exempt from the tax. Where's the sense in that?

Supporters of the idea of a sugar tax point to the example of Mexico, where consumption of sugary drinks fell after it was introduced. But it hasn't been proved that the tax led to the fall; there could have been other causes. Besides, countries with high taxes on tobacco products still have high numbers of smokers, so why would a sugar tax be any different? Are people really going to be persuaded to improve their diet just because some things cost a bit more? Personally, I doubt it.

While I accept the need for people to eat healthily, I feel sugar has been singled out unfairly. It's not the only ingredient with health implications. What about factory-made ready meals, which contain so many preservatives to prolong their shelf life? Those can't be good for you, surely? And even fresh, healthy produce gets imported from the other side of the world. So why not introduce a food carbon tax to offset the massive amounts of pollution caused by inconsiderate people who want to eat organic avocadoes all year round, even when they're out of season? Will anything ever be done about that?

TALKING POINTS

Some people say that eating healthily is more difficult for poorer people. Why do you think that is?
Besides a sugar tax, what other measures could encourage people to have healthier diets?
Should someone whose diet has endangered their own life be allowed to continue eating unhealthily, or should they be forced to improve their diet?

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GRAMMAR
THE PASSIVE

1 Complete the sentences with a phrase from the box.

are being introduced are reported was introduced
gets imported going to be persuaded had been introduced
hasn't been proved weren't being taken will be hit

1 Teenagers _____ to be consuming fewer sugary drinks.
2 If a tax _____ on products that are high in fat or sugar, junk food would be much more expensive.
3 But it _____ that the sugar tax in Mexico led to the fall in sales of sugary drinks.
4 It's the young and the poor who _____ hardest by a sugar tax.
5 Sugar taxes _____ in a number of countries.
6 Are people really _____ to improve their diet just because some things cost a bit more?
7 Until recently, many commentators felt that their concerns about the growing obesity crisis _____ seriously.
8 If a sugar tax _____ years ago, the population today would be much healthier.
9 Even fresh, healthy produce _____ from the other side of the world.

2 Match each of these tenses to a sentence in Exercise 1.

a future passive (with *will*)
b the *get* passive
c future passive (with *going to*)
d present continuous passive
e past continuous passive
f present perfect passive
g past perfect passive
h present simple passive
i past simple passive

3 Complete the rules with a word or phrase from the box.

past participle someone or something
transitive who or what

1 We use the passive when we want to show how _____ is affected by an action.
2 We can use *by* to show _____ does the action or we can omit the agent if it is unknown or unimportant.
3 Most _____ verbs can be used in the passive.
4 The passive is formed with *be* or *get* and the _____ of the verb.

» GRAMMAR REFERENCE AND PRACTICE PAGE 154

4 Join phrases in A, B and C to make sentences in the passive. Then identify which two sentences are false.

A	B	C
1 Weekly pizza deliveries	(use)	as currency by the early civilisations of South America.
2 Approximately 100 billion burgers	(allow)	to contain traces of insect.
3 Chocolate	(consume)	to astronauts on the International Space Station from 2025.
4 Apples, pears and cherries	(consider)	to be members of the rose family.
5 The year 2008	(call)	worldwide so far this century.
6 The food you buy	(make)	the International Year of the Potato.

5 Change these sentences into the passive. Choose whether it is appropriate to include or omit the agent.

1 Brazil produces 15% of the world's coffee.
2 Someone in the kitchen had put peppercorns on our ice cream instead of chocolate sprinkles!
3 I hope that by the end of the month, app users will have downloaded my healthy eating app 10,000 times.
4 Compared to fifty years ago, fewer people these days gather foods which grow wild.
5 One online review has described Tony's Bistro as 'possibly the worst restaurant in the world'.

6 Look at the sentences below. Choose from a–c the reason why they are incorrect. Rewrite the sentences in the active voice.

1 The road surface has been being repaired for the last four months.
2 The house is lived in by five people.
3 Roughly 11,000 branches worldwide are had by South African fast food chain Nando's.

We don't use the passive with:
a a number of state verbs (e.g. *have*, *belong*, *lack*, *resemble*, *suit*)
b intransitive verbs (verbs which don't take an object)
c some continuous tenses (e.g. present perfect continuous)

7 Rewrite any sentences that are incorrect, using the active voice if necessary.

1 Make sure the meat is chopped up into thin strips before frying it.
2 That cookery podcast has been being listened to by loads of people.
3 A very special talent is had by the chef.
4 A fantastic bakery is lived next to by my cousin.
5 Our family meal out was postponed because my mum was sick.
6 This time tomorrow, a meal out will be being had by my friends and me to celebrate my birthday.

8 Correct any mistakes in these sentences. One is correct.

1 The restaurant wasn't opened yet, so let's go back in five minutes.
2 Please ensure that guests are made aware that we've run out of fish.
3 Most restaurant kitchen staff paid by the hour.
4 A new book of stir-fry recipes have just been published.
5 In a few years, potatoes will have been being eaten in Europe for 500 years.
6 I've never understood why aubergines are also being called eggplants – they don't taste anything like egg!

9 » WORK IN PAIRS. TURN TO PAGE 131.



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GRAMMAR THE PASSIVE

WARMER

With books closed, say: *To be healthy, I eat apples.* Ask a student to repeat this and add a healthy food, e.g. *To be healthy, I eat apples and salad.* Invite a new student each time to repeat what has been said before and then add their own idea.

1 Look at the first sentence and elicit the correct choice. Students work in pairs to complete the activity. Elicit the answers and what verb all the phrases except one contain (*to be*).

Answers

1 are reported 2 was introduced 3 hasn't been proved
4 will be hit 5 are being introduced 6 going to be persuaded
7 weren't being taken 8 had been introduced 9 gets imported

2 Students do the matching in pairs. Elicit the answers and point out that the *get* passive is used in several set phrases, e.g. *get married*.

Answers

a 4 b 9 c 6 d 5 e 7 f 3 g 8 h 1 i 2

3 When students have completed the rules, elicit the meaning of *transitive verb* (*one which takes an object*). In pairs, students think of an example to illustrate each rule. Elicit the answers and invite students to share their sentences.

Answers

1 someone or something
2 who or what
3 transitive
4 past participle

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265

4 Look at the first sentence with the class. Students look at column C to see which idea seems to logically follow on from A1. Students then choose the correct verb from column B. Elicit the best tense and why. Students complete the sentences in pairs. Elicit the answers and which two sentences students think are false.

Answers

1 Weekly pizza deliveries will be made to astronauts on the International Space Station from 2025. (false – A pizza was once delivered to a Russian astronaut on the ISS in 2001.)
2 Approximately 100 billion burgers have been consumed worldwide so far this century. (false – Americans are said to consume 50 billion burgers a year, so the figure is much higher than that.)
3 Chocolate was used as currency by the early civilisations of South America.
4 Apples, pears and cherries are considered to be members of the rose family.
5 The year 2008 was called the International Year of the Potato.
6 The food you buy is allowed to contain traces of insect.

5 Look at the first sentence and elicit the passive form without the agent. (*15% of the world's coffee is produced.*) Ask if the agent is needed. (*Yes, otherwise the sentence is meaningless.*) Students work alone and then compare in pairs. Elicit the answers and ask why the agent is or isn't required in each case.

Answers

1 15% of the world's coffee is produced by Brazil. (with *by* + agent)
2 Peppercorns had been put on our ice cream instead of chocolate sprinkles! (without *by* + agent, as the agent is unknown or not important)
3 I hope that by the end of the month, my healthy eating app will have been downloaded 10,000 times. (without *by* + agent, as the agent is obvious)
4 Foods which grow wild are gathered by fewer people these days, compared to fifty years ago. (with *by* + agent)
5 Tony's Bistro has been described by one online review as 'possibly the worst restaurant in the world'. / Tony's Bistro has been described as 'possibly the worst restaurant in the world' by one online review. (*by* + agent isn't essential, but the writer could choose to use it)

6 When students have finished, elicit the answers and other three-part continuous tenses that would sound awkward in the passive (*past perfect continuous, future continuous*). The past and present simple continuous only have two parts (*is / are / am / was / were + being*).

Answers

1 c They've been repairing the road surface for the last four months.
2 b Five people live in the house.
3 a South African fast food chain Nando's has roughly 11,000 branches worldwide.

7 Allow students to work in pairs to discuss the sentences and rewrite them together where necessary. Elicit the answers and why some of them are incorrect.

Answers

1 *correct*
2 That cookery podcast has been listened to by loads of people. / Loads of people have been listening to that cookery podcast.
3 The chef has a very special talent.
4 My cousin lives next to a fantastic bakery.
5 *correct*
6 This time tomorrow, my friends and I will be having a meal out to celebrate my birthday.

8 Students work alone. When they have finished, have a class vote on which sentence is incorrect. Elicit the answers and what was wrong with the original sentences.

Answers

1 The restaurant **hasn't been opened / isn't open / hasn't opened** yet, so let's go back in five minutes.
2 *correct*
3 Most restaurant kitchen staff **are** paid by the hour.
4 A new book of stir-fry recipes **has** just been published.
5 In a few years, **potatoes will have been eaten / people will have been eating potatoes** in Europe for 500 years.
6 I've never understood why aubergines **are also called** eggplants – they don't taste anything like egg!

9 Look at page 131 with the class. Elicit the tense of the missing part in question 1. Elicit that this is the past simple, so the tense they need is also the past simple but in the passive. Elicit the answers to make sure everyone has them correct before they ask and answer the questions.

Answers

1 was undercooked
2 is used
3 was/were introduced
4 is transported
5 hadn't been cooked

» PRACTICE EXTRA: UNIT 11 – GRAMMAR – THE PASSIVE
» GRAMMAR WORKSHEET: UNIT 11
» ALSO REFER TO WORKBOOK PAGE 66

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VOCABULARY
DESCRIBING FOOD: COLLOCATIONS

1 Look at the photo with the class and ask them if there is anything strange about it. (*The food is served on spades which have had the handles removed.*) Look at the first point and elicit the meaning of *novel* in this context (*unusual*). Ask if they know any restaurants where food is served in unusual ways. Students then look at the ideas in pairs and discuss the ones that would attract them. Invite students to share their views with the class with their reasons.

Answers
Students' own answers

2 Before students look at the exercise, tell them to think of a short phrase a local restaurant or café could put on a notice which would attract them, e.g. *low prices*. Students discuss ideas in pairs and then as a class. Students then look quickly at the menus and see if any of their ideas were mentioned. When the students have discussed which one they would prefer, have a class vote and invite students to give reasons for their choice. Point out that *grub* is an informal word for food / a meal.

Answers
Students' own answers

3 When students have done the matching, elicit the answers and the meanings of some of the words that students may not know, e.g. *veal* is the meat from a young cow; *pan-fried* is food fried in shallow oil; *free-range chicken* is meat from hens which were allowed to move around outside freely; *torched peppers* are peppers which have been placed over a flame briefly to get a smoky flavour; *enveloped* means to be completely sealed inside, like a letter in an envelope.

MIXED ABILITY
Give weaker students a key word from each sentence in the Golden Valley Bistro menu: *1 greens, 2 ocean, 3 Parmesan, 4 pizza, 5 chicken.* They then quickly match the sentences which contain the same words (*pizza*, *chicken*) and use the key words to help them match the other three sentences. When eliciting answers, ask the students how they knew which sentences to match, e.g. 2 is *fish and chips* because fish is caught in the ocean.

Answers
1 c 2 b 3 d 4 e 5 a

4 Encourage students to try to remember the collocations without looking at the exercise. If they can't think of a word, they leave the gap until the end, then look back at Exercise 2 to check and complete their answers.

FAST FINISHERS
Tell fast finishers to try to think of other descriptions that they know which aren't always true. They could do this with expressions in their own language, but explain what is wrong with them in English. When everyone has finished the exercise, invite students to tell the class their ideas.

Answers
1 Free-range
2 Pan-fried
3 Sun-dried
4 Locally sourced
5 Homemade
6 Gluten-free
7 Freshly baked
8 Slow-roasted
The writer's main point is that the descriptions of the dishes are written to sound tempting, but can be unhelpful and inaccurate.

FOOD AND DRINK: EXPRESSIONS

60 5 Students work alone or in pairs. If they don't know an answer, encourage them to guess but not write anything in the gap. When they have listened, elicit the answers, but don't elicit any meanings yet, as students will look at these in the next exercise.

Answers
1 sweet tooth 2 easy 3 when 4 in 5 horse 6 stomach
7 halves 8 house

» AUDIOSCRIPT TB PAGE 291

6 When students have done the matching, elicit the answers and discuss which phrases are almost identical in their own language and which are different. You could tell the class about phrases in different languages: in Italy, they talk about eating an ox, in Germany, they say they have the hunger of a wolf or bear; and in the Czech Republic, they say they are so hungry they could eat nails.

Answers
1 I could eat a horse.
2 I have a sweet tooth.
3 Let's go halves.
4 Your eyes are bigger than your stomach.
5 Go easy on the …
6 Say when.
7 It's on the house.
8 Tuck in!

7 Students work in pairs. Set a time limit of about three minutes. When the time is up, ask students how many of the phrases they managed to use. Invite one or two pairs to act out their dialogues.

Answers
Students' own answers

COOLER
Students work in pairs. They choose three of the phrases from the Golden Valley Bistro menu in Exercise 2. They then write a definition for each one using a passive form. Give students an example with a different phrase, e.g. *triple-cooked* from sentence 2. Say: '*Triple-cooked' means that it has been cooked three times.* When students have written their definitions, they get together with a different pair and take turns to read out a definition, without saying the phrase, e.g. *something that has been cooked three times*. The other pair has to guess which collocation it is defining. Invite students to share some of their definitions to make sure they have used passive forms correctly.

» PRACTICE EXTRA: UNIT 11– VOCABULARY – DESCRIBING FOOD; DESCRIBING FOOD: COLLOCATIONS; FOOD AND DRINK: EXPRESSIONS
» VOCABULARY WORKSHEET: UNIT 11
» ALSO REFER TO WORKBOOK PAGE 67

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VOCABULARY

DESCRIBING FOOD: COLLOCATIONS



1 **Look at the marketing ideas that cafés and restaurants use to tempt customers to spend money. Would they make you more likely or less likely to go there?**

- serve food in novel ways, e.g. on a wooden chopping board or on a garden spade
- give dishes foreign names
- run all-you-can-eat offers
- name dishes after their inventor, e.g. 'Aunty Daisy's banana cake'
- offer discounts for social media followers
- include details on the menu about how a dish is prepared, e.g. 'sun-dried tomatoes, finely chopped and sprinkled over a bed of pan-fried mushrooms'

EP **2** **Look at the two menus. What is the difference between them? Would you rather go to the Golden Valley Bistro or Bev's Café? Why?**

Golden Valley Bistro

1. Shoulder of veal, with **locally sourced** greens and **pan-fried** potatoes
2. Ocean-caught haddock with triple-cooked potato wedges
3. Casserole of **slow-roasted** aubergine, torched peppers and **sun-dried** tomatoes topped with a Parmesan crust
4. **Gluten-free** pizza with a range of premium toppings created just for you
5. **Free-range** chicken in a rich creamy sauce, enveloped in **homemade** pastry

All dishes served with a **freshly baked** roll

BEV'S CAFÉ – BEST GRUB IN TOWN!!!!

a. Chicken pie
b. Fish 'n' chips
c. Beef with veg
d. Mixed veg stew with a cheese topping
e. Build-your-own pizza

ALL DISHES COME WITH BREAD

3 **Match up the meals from the Golden Valley Bistro and Bev's Café that mean a similar thing.**

4 **Complete the names of the dishes 1–8 with collocations from Exercise 2. What is the writer's main point? Do you agree?**

THE MOODY COOK'S BLOG

Dear restaurant owners everywhere,
The names you use for food on your menus – they're driving me crazy. Isn't it time to just tell it like it is?

● 1 _____ **eggs**
Don't expect me to believe your chickens are roaming around at liberty. I know they're crammed into a barn.

● 2 _____ **fish**
Really? How else are you going to cook a fillet of sole?

● 3 _____ **tomatoes**
Is that really how you get them to lose their moisture?

● 4 _____ **vegetables**
Just because a guy delivers produce with mud on, that doesn't mean you're saving the planet.

● 5 _____ **desserts**
No they're not, unless you live in your restaurant kitchen.

● 6 _____ **food**
It's only people who are allergic to gluten who actually need this. The rest of us don't.

● 7 _____ **bread**
Are you trying to say you actually made it yourself?

● 8 _____ **meat and vegetables**
Just because something was cooked in an oven and not in a microwave, that doesn't make it slow.

FOOD AND DRINK: EXPRESSIONS

EP 60 **5** **Complete the expressions used when talking about food. Then listen to three conversations to see if you were right.**

easy (on something) halves horse house in stomach sweet tooth when

1 I have a _____.
2 Go _____ on the cream!
3 Say _____!
4 Tuck _____!
5 I could eat a _____!
6 Your eyes are bigger than your _____!
7 Let's go _____.
8 It's on the _____.

6 **Which phrase can you use if**

1 you are absolutely starving?
2 you like sugary foods?
3 you want to split the bill equally with someone else?
4 someone thinks they can eat more than they really need?
5 you only want a small portion of something?
6 you want somebody to tell you when the food or drink you're giving them is enough?
7 food or drink is being offered free by a restaurant?
8 you are inviting someone to start eating their food?

7 **Write a dialogue including as many of the phrases in Exercise 5 as you can.**

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LISTENING

1 **In groups, ask and answer the following questions.**

1 Do you ever post photos of food online? Why? / Why not?
2 Have you ever commented on someone else's pictures of food? What did you say?
3 Why do you think so many images of food and drink are shared on social media?

2 **In Exercise 5 you will hear a vlogger called Norma giving some hints about food photography. Which of the following do you think would be good subject matter to take a photo of? What changes might you make before taking the photos?**

- a ready meal that's just been microwaved, still in its plastic packaging but with the lid off
- a homemade cake in its baking tin before it is taken out of the oven
- a jar of sundried tomatoes with the lid off
- an organic avocado sliced in half, with the stone still on one of the halves
- uncooked green vegetables on a green plate, viewed from above

3 **What advice would you give someone who wants to upload photos of food to their social media pages?**

4 **Look at gaps 1–8 in Norma's Nutrition Vlog. What type of information do you think is needed for each gap?**

5 **Listen to Norma and complete the sentences with a word or short phrase. Listen again for any answers you missed.**

LOG IN | REGISTER

Norma's NUTRITION VLOG

61

TIPS FOR PHOTOGRAPHING FOOD

Norma says that a lot can be learned from the **(1)** _____ on websites.

Food photography has become an essential **(2)** _____ for business owners.

Norma uses the word **(3)** '_____' to describe what food photography can be like as a career.

Because of photography **(4)** _____ is much less popular for breakfast than it used to be.

For an effective food photo Norma recommends including **(5)** _____ alongside the food.

Norma suggests the trick of using **(6)** _____ to create marks on meat.

Norma believes **(7)** _____ can create the conditions for excellent photos.

Norma recommends taking photos from **(8)** _____ and then choosing the best shots.



6 **Look at the tricks that professional food photographers use in food advertising. Which do you think are genuine tips?**

TRICKS OF FOOD PHOTOGRAPHY

1 Photograph small portions, leaving empty space on the plate around the food.
2 To make vegetables look appetising, undercook them slightly, as overcooked veg lose colour and look bland.
3 Spray a little oil onto hot food before photographing it, as this gives it an attractive shine.
4 Instead of photographing milk, use builders' glue instead.
5 A roast chicken looks plumper and more appealing if it is stuffed with paper napkins.



Turn to page 132 to check your answers.

7 **Discuss the extent to which you agree with the following statements.**

1 'I can't think of anything duller than having to scroll through all my friends' food photos on Instagram. Do they really think other people care what they had for lunch?'
2 'Food, and in particular fruit and vegetables, are so varied in colour, shape and texture that they make fantastic subject matter for photographers.'

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LISTENING

WARMER

Ask students to look at the photo at the top of page 82 again. In pairs, they test each other on what they can remember by pointing at items and asking *What's this?* or *What are these?* When they have finished, ask the class what they think about the photo and what they think it represents, e.g. *It is a heart because these foods are healthy and are good for us.*

1 Set a time limit of about three minutes for students to discuss the questions. Invite students to share their ideas with the class and then ask how many students have got photos of food on their phones. Ask students where they took them and why.

Answers

Students' own answers

2 Put the students into pairs and ask them to treat the discussion as if it were an exam speaking task, looking at each idea in turn and sharing their opinions as to whether it is a good idea or not and giving reasons, and finally trying to reach an agreement on the best one. Invite pairs to share their ideas and reasons with the class.

Answers

Students' own answers

3 Put students into small groups. Give them a time limit of about one minute to discuss their ideas and then invite different groups to share their advice with the class. Ask students about the best photo of food they have ever seen or taken and why they liked it.

Answers

Students' own answers

4 Look at the first gap with the class. Ask what kind of word it must be and how they know (*a noun, because it follows the definite article* the). Ask whether they think it is singular or plural (probably plural or uncountable, because it appears on more than one website). Students look at the other gaps in pairs. When they have finished, elicit what kind of words they would expect to see in each gap and why.

Answers

1 noun (something that appears on websites)
2 noun (something that business owners need)
3 adjective (to describe a career in food photography)
4 noun (a type of food)
5 noun (something that can be photographed)
6 noun
7 noun
8 noun or noun phrase

61

5 C1 Advanced Listening Part 2

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 53. Remind students that the words they need as answers will be the same as the speakers use, but the rest of the sentence will be rephrased, so they need to understand what the speakers are saying in order to identify the correct word or words. Having an idea of what they are listening out for by looking at the gaps as they did in Exercise 4 will make this easier.

When the students have listened twice, ask them to read the sentences through to make sure they make sense with the words they have used and to check their spelling. Elicit the answers and the spelling of any words that students might have difficulty with, e.g. *profitable, porridge, cutlery, daylight, angles*.

Answers

1 comments
2 marketing tool
3 profitable
4 porridge
5 cutlery
6 burnt matches
7 daylight
8 different angles

» AUDIOSCRIPT TB PAGES 291–292

6 Look at the first tip with the class. Elicit whether they think this would be a good idea and, if so, why. Students discuss the other tips in pairs. Elicit their ideas and then discuss with the class any other tips for photographing food they know. When students have looked at the answers on page 132, they discuss what they found out and what, if anything, they found surprising.

MIXED ABILITY

Tell weaker students to read each tip and make sure they understand what it means before they discuss which they think are genuine. They could work in groups of three or four and use dictionaries or their phones to look up any words they aren't sure of and then peer-teach each other, e.g. *appetising, plumper, appealing, stuffed*. If they have time, they can then decide together which they think are true.

Answers

Students' own answers (plus see SB page 132)

7 Before the students start discussing the statements, ask them to vote for the statement they agree with most. Try to have students with different opinions in each group if possible. Set a time limit of two minutes for them to discuss their views and reasons and then have a class discussion.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 68

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SPEAKING
GIVING OPINIONS TACTFULLY

1 When students have completed the exercise, you could elicit or check the adjectives *tactful* and *tactless* and ask the students to decide which of these describes them, giving examples.

Answers
Students' own answers

2 Set a time limit of about two minutes for students to do the matching and share their opinions in pairs. When they have finished, elicit ideas. Note: the second sentence is often attributed to Sir Isaac Newton, the famous scientist. However, others say there is no evidence for this from Newton's work and it is more likely to have been said by an advertising executive in the USA called Howard Newton.

Answers
1 b 2 a 3 c

3 When the students have discussed the posts, elicit what the people should have said so that they didn't appear tactless, e.g. 1 The friend should have thanked her friend for the invitation and explained exactly why she couldn't come. 2 The friend should have said that some people who go there are snobs but not all. 3 The teacher should have told the student their mark in private.

Answer
They are all examples of tactlessness.

4 Tell the students to cover the headings. They read the text quickly and in pairs, tell each other the advice in each paragraph. They then uncover the headings to do the matching. Elicit the answers and how close their own ideas were to the ones in the box.

Answers
1 Mention the positive
2 Choose your words carefully
3 Change statements into questions
4 Express uncertainty
5 Avoid blaming someone

62 **5** Students listen once for an overall impression of who is tactful and who isn't. They then listen a second time to note down examples of what each person says which shows how tactful or tactless they are. Elicit answers and then read out some of the things the boy says and elicit what he should or could have said, e.g. *So look, it's best if you take notes – Maybe one of us should take notes.*

Answers
Both girls are tactful, but the boy isn't.
Examples of following the advice include:
Expressing uncertainty – *I suppose that might help to keep the cost down.*
Mentioning the positive – *… there are lots of great restaurants round here, but …*
Avoiding blaming someone – *… it's not so much that anyone's fussy …*
Changing statements into questions – *… wouldn't a picnic be worth considering?*
Choosing your words carefully – *… that might not be very easy.*
Examples of the boy not following the advice include:
… it's best if you take notes. First we need to … (giving orders rather than making suggestions)
Fine. Whatever. (not being prepared to discuss – this is rude)
Are you serious? That's much too complicated! (rudely dismissing someone's suggestion)
fussy eaters (making a negative comment about someone)

62 **6** Students look at the *Prepare to speak* box in pairs and discuss any of the expressions they remember from the recording. When you have played the recording again, elicit the answers. Put students into groups of three and ask them to act out the same role play, but with all three people trying to be tactful.

Answers
I was thinking it'd be great to …
I don't seem to have …
Wouldn't … be worth considering?
Might it be an idea for us to …?
The thing is …
To be honest, …
Well, it's not so much that …
But then again, …
I'm not sure if …
That might be a bit / slightly / a little …

» AUDIOSCRIPT TB PAGE 292

7 Look at the first sentence on page 132 with the class and elicit what the full sentence would be. When students have written this down, they work in pairs to complete the exercise. Elicit the answers.

FAST FINISHERS
Ask the students to look at sentence 1 again. Ask them to think of tactful suggestions they could make to you using the same sentence stem, e.g. *I was thinking – maybe we could watch a video during the lesson?* Students think of ideas in pairs. When everyone has finished the activity, elicit some ideas from the students and invite other students to add their ideas if they wish.

Possible answers
1 I was thinking (that) maybe we could have a party?
2 I seem to have forgotten to do my homework.
3 To be honest, I'm a bit too tired to meet you after school today.
4 Sorry, but you don't seem to have given me the right change / enough change. / Sorry, but you seem to have given me the wrong change.
5 The thing is, I'm actually busy now, so could you call me later?
6 I hope you don't mind me saying, but you just made a little grammar mistake.

8 When students have read through their own information, ask Student A to start. Student A tells Student B who they are and what the situation is and then makes tactful suggestions. When they have finished, they swap roles and Student B tells Student A about their situation. Elicit some of the sentences used by the students and ask the class if they felt offended by their partner's advice or if the partner was tactful enough for them not to be upset.

Answers
Students' own answers

COOLER
Put the students into small groups. They think of books or films in which there are characters who are tactless (or just rude). Give them an example to start, e.g. Harry Potter's uncle and aunt called themselves 'normal' and said that Harry had an 'abnormality'. Set a time limit of about two minutes and then invite students to share their ideas.

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SPEAKING
GIVING OPINIONS TACTFULLY

1 **Look at the definition of 'tact' from the *Cambridge Advanced Learner's Dictionary*. How do you say 'tact' in your language?**

tact *noun* [U]

the ability to say or do the right thing without making anyone unhappy or angry:

He's never had much tact and people don't like his blunt manner.

2 **Match 1–3 to a–c to make sentences. Discuss whether you agree with each and why.**

1 Tact is basically lying to others
2 Tact is the art of making a point
3 Being tactful means saying the right thing at the right time,

a without making an enemy.
b in the way you'd like them to lie to you.
c as well as not saying the wrong thing at the wrong time.

3 **Read the following posts and discuss with a partner which ones describe a person being tactless. How would you feel, and how would you react, in those situations?**

My friend texted to invite me for lunch at her parents' flat on Saturday. I just texted back in a hurry, 'Can't. Busy then.' But now she's avoiding me. Have I offended her?

I was arranging to meet some friends in town today. I suggested we meet at Joe's Café, and one friend said no, because it's for snobs. Everyone laughed and I felt stupid.

We got told our results in the science test today. The teacher said in front of everybody that mine was 'the lowest score in the whole class'. It was, well … humiliating.

4 **Put the headings in the right place to complete the article.**

Avoid blaming someone | Change statements into questions | Choose your words carefully | Express uncertainty | Mention the positive

Teen talk — HOME | ARTICLES | FORUM | LOG IN

Your best mate's just posted a selfie showing off their new hairstyle. They're obviously hoping for a compliment, but their new look is a disaster. Do you tell them, or keep quiet?

It can be all too easy to say something that hurts someone's feelings, so here are some tips about being tactful.

1 .....

Think of something complimentary to say, like 'Well, it's certainly very eye-catching.' A complimentary remark can also prepare the listener for the criticism that follows: 'The dessert was tasty, but perhaps a bit too rich for my liking.'

2 .....

Strong language like 'disgusting' or 'hideous' can upset people. A really useful phrase for this is 'not very'; rather than pointing out that your classmate's food choices are 'unhealthy', you could say they're 'not very healthy'.

3 .....

Instead of telling someone 'That won't work', you could ask 'Do you think that will work?' Making them negative is another way to express ideas and suggestions tactfully: 'Wouldn't it be better to go somewhere quieter?'

4 .....

You could introduce your ideas by saying 'I was wondering whether …' or 'Perhaps …'. Use adverbs like *quite*, *slightly*, *a bit* or *a little* to make any criticisms 'softer': 'That's a little inconvenient, I'm afraid.' Modal verbs (*might, may* or *could*) are useful here: 'That might not be the best idea.'

5 .....

Put yourself in your teacher's shoes for a moment. If a pupil says: 'You haven't explained question 2 to us' it contains a suggestion that the teacher is somehow at fault. The passive is useful for being tactful without accusing anyone, because it enables you to avoid saying who did something, as in 'Mistakes were made, but now we can try to put them right.'

62 **5** **Listen to three friends planning an activity for their classmates. How tactful is each person? Find examples of them following (or not following) the advice in Exercise 4.**

62 **6** **Listen again and tick the expressions in the *Prepare to speak* box which the friends use.**

PREPARE TO SPEAK

Ways of being tactful

Being indirect
I was thinking it'd be great to …
I don't seem to have …

Making suggestions
Wouldn't … be worth considering?
Might it be an idea for us to …?

Pointing out a problem
The thing is …
To be honest, …
Sorry, but …
There seems to be a problem …

Saying that you don't want to offend someone
I hope you don't mind me saying, but …
No offence, but …

Disagreeing with what's just been said
Well, it's not so much that … ,
But then again, …

Softening negative opinions
I'm not sure if …
That might be a bit / slightly / a little …

7 » WORK IN PAIRS. TURN TO PAGE 132.

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12 GREEN TRAVEL

ABOUT YOU

▶ 12 **Watch the video and then answer the questions.**
How often do you travel within your country or abroad?
What kind of holidays do you like best?
What factors do you and your family consider when choosing a holiday destination?

VOCABULARY AND READING

TRAVEL





1 **Read the questions. What do you think the words and phrases mean?**

1 Do you prefer to go abroad or do you enjoy a staycation?
2 Would you rather follow a tour operator's itinerary or plan your own?
3 Would you be happy to pay a tourism tax to help clean up popular sites?
4 Would you pay more for a carbon neutral holiday?
5 How important is it for your holidays to be sustainable?
6 If you're bound for a far-away destination, do you usually offset your carbon footprint?
7 Do you like self-catering holidays or do you prefer to have your meals in restaurants while on holiday?
8 Do you prefer popular destinations or those that are off the beaten track?

2 **Choose a definition for each of the words and phrases in Exercise 1.**

a going to
b a place where few people go
c cooking meals for yourself
d a holiday spent at home going on day trips to local attractions or a holiday in your own country
e a list of places you plan to visit
f money paid to the government when you stay in holiday accommodation
g compensating for or not producing carbon emissions
h remove rubbish and make tidy
i compensate for emissions by funding CO_2 savings elsewhere
j not causing environmental damage, so able to continue for a long time

3 **Ask and answer the questions in Exercise 1 with a partner.**

4 **Complete the sentences with a word or phrase from Exercise 1.**

1 Many countries now charge a _____, which they use to protect their tourist sites.
2 Flight UL502, _____ Colombo, is delayed until 14.35.
3 I'm bored of visiting the major tourist destinations. I want to go somewhere _____ this year.
4 Some countries hope to be _____ by 2050 – we will all feel the benefits of breathing fresher air.
5 Ramona and Thierry are going to help _____ a local river at the weekend.
6 I don't really see the attraction of _____ holidays; I prefer going out to eat.
7 We are going to have a _____ this year as there are so many fascinating places to visit right here in Spain.
8 We've just received the _____ for our cruise: day 3 looks the most interesting as we're stopping off in Barbados.
9 Most large companies are not doing enough to _____ their _____, which means they pollute the environment more than they help it.
10 The government needs to do more to support _____ food production so as to avoid food shortages in the future.

5 **Discuss the questions with a partner.**

1 What other issues are associated with travel and holidays?
2 What more can be done to make travel greener?

6 **Quickly read the four extracts opposite, from an article in which experts give their opinions on eco-travel. Does each expert have a generally positive or negative attitude towards eco-travel?**

7 **Look at the phrases from the article that each writer uses. Do they suggest a positive or negative attitude?**

1 a positive impact a truly unforgettable experience beneficial has to be a plus
2 want to be considered remain to be persuaded unlikely to there is no guarantee
3 We're all to blame Some people feel guilty about avoid be suspicious of
4 it is important to dig deeper may seem like can make it appear … when in fact research … is flawed

8 **Read the questions about the extracts. For each question, choose from the experts A–D. To help you, the highlighted sections show the parts of the extracts which enable you to answer question 1.**

Which expert

1 has a different view from the others about how eco-tourism affects local communities?
2 has a similar view to A on the type of accommodation tourists should choose?
3 has a different view from C on offsetting your carbon footprint?
4 expresses a different view from B on whether it's realistic to expect a reduction in the number of long-haul flights?

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12 GREEN TRAVEL

Unit Overview

TOPIC	Travel and the environment
VOCABULARY	Travel; Formal and informal language; Formal and informal ways of expressing quantity
READING	Green travel? Is it really possible?
GRAMMAR	Passive gerund and infinitive; Passive structures with two objects
WRITING	A letter
EXAM TASKS	Reading and Use of English Part 6; Writing Part 2 (a letter)

Digital Resources

Lesson Plus: Unit 12
Practice Extra: Unit 12
Test Generator: Unit test 12; Term 2 test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 155; TB page 265–266
WORKBOOK: pages 70–75
VIDEO AND VIDEO WORKSHEET: Getting away from it all
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 12; Vocabulary worksheet Unit 12

WARMER

With books closed, put students into small groups. Write a colour on the board, e.g. *white*, and elicit things associated with it, e.g. *snow*. Read out around five or six colours and for each one, ask the groups to write a word they associate with it. Invite a group to say a word they wrote without saying the colour. The other groups try to guess the colour. Ask students to open their books and elicit what the unit heading means.

ABOUT YOU

▶ 12 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions. Invite groups to share their ideas with the class. Elicit the students' most memorable holidays and why they liked them.

VOCABULARY AND READING

TRAVEL

1 Look at the first sentence and elicit what students think a *staycation* means and why (it is an alternative to holidaying abroad; the word is made from the words *stay* and *vacation*). Students work in pairs to think about the other words, using the context of the sentence or clues in the words and phrases. Elicit ideas, but don't tell students the correct answers yet.

Answers
Students' own answers

2 Tell students to find the definition of *staycation* as quickly as possible. As soon as someone has found it, elicit which definition it is and then tell students to complete the exercise alone or in pairs. Elicit the answers and ask students what other kinds of tax people pay as well as a tourism tax (e.g. income tax, fuel tax).

Answers
1 d 2 e 3 f, h 4 g 5 j 6 a, i 7 c 8 b

3 Ask the class the first question and elicit the advantages and disadvantages of going abroad. Finish by having a class vote on which they prefer. Students then do the same with the other questions, thinking of the advantages and disadvantages before giving their opinion. When they have finished, quickly ask the class for their views on each question.

Answers
Students' own answers

4 Students work alone and then compare answers in pairs. When you elicit the answers, ask a follow-up question where appropriate, e.g. *1 What do the government do with this extra money? 4 How can a country become carbon neutral?*

FAST FINISHERS

Ask students to look at sentence 3 and to work together to think of ideas for holidays off the beaten track. They could think about anywhere in the world or places in their own country which are often overlooked by tourists. When everyone has finished, elicit the answers to the exercise and then invite students to share their ideas for off-the-beaten-track holidays with the class.

Answers
1 tourism tax
2 bound for
3 off the beaten track
4 carbon neutral
5 clean up
6 self-catering
7 staycation
8 itinerary
9 offset (their) carbon footprint
10 sustainable

5 Look at the questions with the class and elicit one idea for each question, e.g. *1 overcrowded cities, 2 more use of trains or electric vehicles*. Set a time limit of about two minutes for students to discuss the questions and then invite students to share their ideas as a class.

Answers
Students' own answers

CONTINUED ON PAGE 178

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BACKGROUND INFORMATION

A *yurt* is a circular tent from central Asia, most notably Mongolia. They have been used for over 2,000 years and are very practical, as they can easily be taken down and transported from place to place. The circular shape protects them from the strong winds on the treeless plains, and their design also helps to keep them warm in winter and cool in summer. In Mongolia, they are actually called a *ger*, the Mongolian word for 'house' or 'home'. The word *yurt* is the Russian word for these Mongolian tents.

A person's *carbon footprint* is the total measure of greenhouse gases that we generate from our actions. The average for each person in the world is about four tons, but in some countries, such as the USA, the average person's footprint is much bigger, at about 16 tons. The idea of a carbon footprint grew from a concept of an ecological footprint, which was invented in the 1990s and which looked at the area of land needed to sustain our lifestyles. The carbon footprint is just one aspect of the ecological footprint, which also looked at things such as water and food production necessary to keep us alive.

6 Set a time limit of about three minutes for students to read through the texts and note information which shows the writers' opinions. When they have finished, elicit the answers and the information in the texts which helped the students decide.

MIXED ABILITY

Put students into pairs or groups of four. In pairs, the students read two texts each; in groups of four, they read one each. They then decide whether their text is / texts are positive or negative and find reasons for their choice. When they are ready, the students tell each other what they think about their text and summarise its main points in a sentence or two.

Answers

A negative B negative C positive D negative

7 Look at the phrases with the class. Elicit which are negative and which are positive. (Students could do this by finding the phrases in the article and referring back to their answers for Exercise 6. The phrases correspond to the sections as follows: 1 C, 2 B, 3 A, 4 D.) Ask the class if they think we are all to blame for the problems of pollution and global warming and ask why or why not. You could divide the class into up to nine groups and give each group one word or phrase each, which they can look up if necessary: *blame, guilty, suspicious, consider, persuade, guarantee, beneficial, dig deeper, flawed*. They then work together to write a sentence which shows the meaning of their word. Each group presents their word and definition and other students write these down if they aren't sure of the words.

Answers

1 positive
2 negative
3 negative
4 negative

8 C1 Advanced Reading and Use of English Part 6

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 58. Remind students that key words in the questions may not be used in the text, but will be rephrased. Distraction is also likely: the point or idea that a question asks about will be referred to in three or four of the texts, but only one text will contain the correct answer to that question.

Tips Students need to know exactly what information or ideas they need to look for in the texts and it can be helpful to try to simplify the questions, e.g. 1 *How does eco-tourism affect local communities?* Tell the students to look at each text to find a simplified answer to the question, e.g. in Text A *there can actually be even more exploitation of local people*. Students can then decide which is the correct match.

Tell students to start by rephrasing the questions as in the example in the Tips above and then finding the answers in each text. When they have finished, elicit the answers to questions 1–4 and the information in the text which helped them to decide: 1 The students looked at the answer to this in Exercise 6 – C is positive, whereas the other three are generally negative; 2 Both A and B say avoid hotels and both talk about renting a holiday home or self-catering accommodation; 3 C says that offsetting a carbon footprint is a plus, whereas B says that they remain to be persuaded about the effectiveness; 4 B says that staycations are becoming more popular and this promises a decline in long-haul trips, so is quite positive. A admits that it is idealistic to expect people to limit long-haul flights.

63 The Reading text is recorded for students to listen, read and check their answers.

Answers

1 C 2 B 3 B 4 A

TALKING POINTS

Put students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions together. Invite groups to share their ideas with the class and allow other students to disagree if necessary. When eliciting their ideas, you could mention Greta Thunberg and the Swedish idea of *flygskam* or 'flight shame', which has led to more people taking trains rather than flying to domestic destinations.

COOLER

Elicit different kinds of holidays, e.g. beach holidays, holidays off the beaten track, city breaks. In groups of four, students think of ideas for each kind, e.g. *beach holiday – Greek islands,* and discuss why it is a good choice. Now divide the class into four groups, with each group made up of one person from the original groups of four. They discuss their holiday ideas to see how many they agree on. At the end, each group chooses the best idea. Invite the four groups to tell the class the ideas they chose.

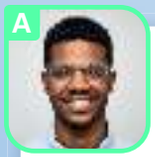
ALSO REFER TO WORKBOOK PAGES 70–71

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GREEN TRAVEL? IS IT REALLY POSSIBLE? 63

Four travel experts give their opinion

A



No-one is happy to be told they are causing pollution, but it's true that we're all to blame when it comes to environmental damage. Some people feel guilty about flying, particularly flying long distances, and feel that their carbon footprint needs to be offset by donating to a sustainable project such as forest conservation. Personally, I'd encourage people to limit long-haul flights, though I'm aware this is a bit idealistic, and do something to offset the pollution caused if they do decide to travel a long way. Where possible, avoid major hotel chains in favour of greener options such as renting a holiday home. We do need to be suspicious of some of the operators that define themselves as 'green' because there can actually be even more exploitation of local people and environments.

B



There are a lot of travel companies that want to be considered 'eco-friendly'. I think they have good intentions, but a flight bound for the other side of the world is, by definition, not environmentally friendly. As regards offsetting your carbon footprint, I remain to be persuaded of the effectiveness of that. As a child I remember being told 'the world is your oyster'. Now 'stay local' is a better message, and one which is beginning to catch on, promising a decline in the number of long-haul trips. If you must go abroad, use local buses or trains and stay in a hostel or some other self-catering option which contributes to the local economy. You pay a tourism tax to the government when you stay at a hotel, but that is unlikely to help the local community and there is no guarantee that your money will be spent on environmentally friendly projects.

C



Green travel tends to focus on destinations which are off-the-beaten-track. These tours tend to have interesting accommodation options such as tree-houses or yurts. Green operators make a positive impact on the local environment or population, for example, through organising clean ups of beaches or rivers as part of the tour. A lot of eco-tours are based on traditional cultural activities. Being whirled around the dance floor on a salsa dancing holiday in Cuba, for example, is a truly unforgettable experience. Although for many it is a long-haul trip, the impact tourists have when there is beneficial. Eco-tour companies promote products created locally for tourists who wish to take home a souvenir. In addition, many automatically offset your carbon footprint as part of the package, which has to be a plus, though you should insist on being informed about how the money will be used.

D



It is important to dig deeper when a holiday is labelled 'eco' or 'green'. Many tours may well be less destructive for the environment but if they are located thousands of miles away, they will not be as green as they appear. Clever marketing can make it appear that locals are benefitting from tourism when in fact it is multi-national corporations who once again profit. We all want to take a souvenir home from a trip and buying ones made from local materials by local people may seem like an ethical choice. However, some materials are not sustainable and the people making them are not actually getting much for their labour. Research which found that home-sharing is better for the environment is flawed as there are too many variables. The best way to come close to a carbon neutral holiday is to choose a staycation. But, those who can afford it will continue to want to see the other side of the world. In my view, they should be forced to offset their carbon footprint by donating to a conservation project.



TALKING POINTS

Do you think individuals can really make a difference to the environment through changing the way they travel?
Should governments force companies and individuals to offset their carbon footprints?
Would you be in favour of policies which limit people's flights to, say, one long-haul (return) and two short hauls per year?

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GRAMMAR
PASSIVE GERUND AND INFINITIVE

1 **Look at the extracts from the article. Complete the corresponding rules below with *be, to be* or *being*.**

1 There are a lot of travel companies that **want to be considered** 'eco-friendly'.
2 I **remember being told** 'the world is your oyster'.
3 No-one is **happy to be told** they are causing pollution.
4 You should **insist on being informed** about how the money will be used.
5 They **should be forced** to offset their carbon footprint by donating to a conservation project.
6 **Being whirled** around the dance floor on a salsa dancing holiday in Cuba is a truly unforgettable experience.

1 _____ + pp (past participle) after certain verbs (e.g. *want*, *need*, *is/are supposed*)
2 _____ + pp after certain verbs (e.g. *consider*, *enjoy*, *risk*)
3 _____ + pp after adjectives (e.g. *likely*, *happy*, *surprised*)
4 _____ + pp after prepositions (e.g. *congratulate on*, *concerned about*, *insist on*)
5 _____ + pp after modals (e.g. *can*, *could*, *might*, *must*, *should*)
6 _____ + pp as a noun phrase (e.g. *Being vaccinated before your trip is important …*)

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

2 **Choose the correct form of the verb.**

1 Leo expected *being* / *to be* picked for the team.
2 The group had a great time *being* / *to be* shown the most important landmarks.
3 Colin denied *having been* / *to have been* told about the changes to the itinerary.
4 The students were disappointed *being* / *to be* told their trip had been cancelled.
5 The passenger was too important *being* / *to be* removed from the flight.
6 Jack was really angry about *being* / *to be* lied to.
7 We arrived at the guest house only *being* / *to be* told they didn't have our reservation.
8 Andrew absolutely detests *being* / *to be* told what to do.

PASSIVE STRUCTURES WITH TWO OBJECTS

3 **Look at this sentence from the text. Identify the direct object (DO) and the indirect object (IO).**

You pay a **tourism tax** to **the government** when you stay at a hotel.

4 **Sentences A and B are passive versions of the example in Exercise 3. In each sentence, decide whether the bold words are the subject (S), a direct object (DO) or an indirect object (IO).**

A **A tourism tax** is paid to **the government** when you stay at a hotel.
B **The government** is paid **a tourism tax** when you stay at a hotel.



5 **Complete the rules by choosing the correct option.**

When a sentence in the active voice has a direct object and an indirect object (e.g. *Locals sell souvenirs to tourists.*) the sentence can be transformed into the passive voice in two ways:
a with the *direct* / *indirect* object of the active sentence as the subject of the passive sentence
Tourists are sold souvenirs (by locals).
b with the *direct* / *indirect* object of the active sentence as the subject of the passive sentence
Souvenirs are sold to tourists (by locals).
The two passive sentences *share the same meaning* / *have different meanings*.

6 **Read examples 1 and 2 and answer questions a–d.**

1 The area receives thousands of visitors every day. Tourists are sold souvenirs and shown around the main sights by locals.

a In the highlighted sentence, is *tourists* known information (i.e. something that has been mentioned previously) or new information?
b Is *souvenirs* known information or new information?

2 Locals produce many different types of souvenirs by hand. These souvenirs are sold to tourists who visit the area in their thousands …

c In the highlighted sentence, is *tourists* known information or new information?
d Is *souvenirs* known information or new information?

7 **Complete the rules by choosing the correct word.**

When active sentences with two objects are transformed into passive sentences, we usually:
a make the *new* / *known* information the subject of the passive sentence.
b leave the *new* / *known* information as the object of the sentence.

» GRAMMAR REFERENCE AND PRACTICE PAGE 155

8 **Make the sentences passive in two different ways.**

1 The airline offered Ana a free flight to compensate for her bad experience.
2 Kate's guitar teacher taught her a few words of Spanish.
3 Chloe sent an email to the hotel manager, thanking him for his generosity.
4 The hotel promised Carl an upgrade.

9 » WORK IN PAIRS. TURN TO PAGE 132.

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GRAMMAR

PASSIVE GERUND AND INFINITIVE

WARMER

Put students into small groups. Each student thinks about an exotic holiday location and tells the group. While they are doing this, write on the board: *I want Jack to bring me a model gondola from Venice. I'm thinking of getting Ellen a carnival mask.* Students write similar sentences about what they would like from the other members of the group as a souvenir and what they would buy the other group members. They then take turns to tell the other students what they are going to get them. When they have finished, look at the sentences. Ask what form *to bring* and *getting* are (infinitive and gerund). Then ask what the object in each sentence is. (*There are two in each sentence:* me, model gondola; Ellen, carnival mask.)

1 Elicit the form of the verb *to be* in each sentence (*1 infinitive, 2 gerund, 3 infinitive, 4 gerund, 5 infinitive without* to, *6 gerund*). Elicit the form of the main verb in each sentence (*past participle*). Students then complete the rules.

Answers

1 to be 2 being 3 to be 4 being 5 be 6 being

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265–266

2 Students complete the exercise alone and then compare answers in pairs. Elicit the answers and elicit or point out that in sentence 2, we use *having been* rather than *being* to talk about a single past action.

Answers

1 to be 2 being 3 having been 4 to be 5 to be
6 being 7 to be 8 being

PASSIVE STRUCTURES WITH TWO OBJECTS

3 Elicit the answer and how students know which is the direct object (the indirect object is preceded by the word *to* in this sentence). Write on the board: *They gave me a book* and ask the same question. Here, it is less clear, but point out that the sentence could also be written *They gave a book to me*, which makes it more obvious.

Answers

DO tourism tax IO the government

4 Look at the two sentences and elicit the answers. If you wrote the sentences on the board in Exercise 3, elicit the two possible passive forms (*A book was given to me; I was given a book*).

Answers

A a tourism tax = S; the government = IO
B the government = S; a tourism tax = DO

5 When students have read the rules, elicit the answers and ask what the choice of which sentence to use would depend on (whether the most important information is the tourists or the souvenirs).

Answers

a indirect b direct
share the same meaning

6 When students have read the information, elicit the answers. You could then go back to the sentences in Exercise 4. In sentences A and B, both objects (*the government* and *the tax*) are mentioned. Write on the board: *They use this to* and *This is used to.* Ask which would follow each sentence and why. (They use this to *would follow B because that focuses on the government*. This is used to *would follow A because that sentence focuses on the tax.*)

Answers

a known information (*tourists = visitors*)
b new information
c new information
d known information

7 When students have read the rules box, elicit the answer and remind students that if both objects are already known, we make the one that we have been focusing on the subject of the sentence.

Answers

a known b new

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265

8 Look at the first sentence. Ask students to identify the two objects (*Ana, a free flight*) and then say which is the direct object (*the free flight*) and which the indirect object (*Ana*). Elicit the objects in the other sentences and then ask students to write the passive forms. Elicit the answers.

FAST FINISHERS

Ask fast finishers to think of extra information which would give more details about the situations in the four sentences of Exercise 8. When everyone has finished, elicit some of these details and ask other students to guess which sentence they match.

Answers

1 Ana was offered a free flight (by the airline) to compensate for her bad experience.
A free flight was offered to Ana (by the airline) to compensate for her bad experience.
2 Kate was taught a few words of Spanish by her guitar teacher.
A few words of Spanish were taught to Kate by her guitar teacher.
3 The hotel manager was sent an email (by Chloe), thanking him for his generosity.
An email was sent to the hotel manager (by Chloe), thanking him for his generosity.
4 Carl was promised an upgrade (by the hotel).
An upgrade was promised to Carl (by the hotel).

9 Look at the example sentence on page 132 with the class and ask why *to go* is correct. (Force *is followed by the infinitive with* to.) When students have completed the exercise, elicit the answers and elicit the meaning of *to submerge* (to disappear under the sea). Set a time limit of about three to four minutes for students to discuss the questions and invite students to share their ideas with the class.

Answers

1 to do 2 to be made 3 being taught
4 being damaged 5 being submerged

» PRACTICE EXTRA: UNIT 12 – GRAMMAR – PASSIVE GERUND AND INFINITIVE; PASSIVE STRUCTURES WITH TWO OBJECTS

» GRAMMAR WORKSHEET: UNIT 12

» ALSO REFER TO WORKBOOK PAGE 72

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VOCABULARY
FORMAL AND INFORMAL LANGUAGE

64 **1** Look at the questions with the class. Ask what sort of clues they think might help them decide. When students have listened, elicit the answers and the clues which helped them to decide.

Answers
1 Speaker 1– a tour guide; Speaker 2 – one of the tourists
2 Speaker 1 – to a group of tourists; Speaker 2 – to a friend or family member
3 a visit to a tourist site (Sigiriya in Sri Lanka)
4 Speaker 1– on a tour bus; Speaker 2 – at home or in a café

64 **2** Students read through the text in pairs and discuss any words they can remember or guess. After listening again, elicit the answers and the spelling of *height*.

Answers
1 height 2 selected 3 constructed 4 depict 5 inhabited 6 prohibited

64 **3** Students think about individual words or phrases which could replace some of the words used in Exercise 2, e.g. *rises to a height of … – is … metres high; selected – chosen*. When they have listened, elicit what was said by the tourist.

Answers
1 It's really, really high – I think the guide said about 200 metres.
2 Apparently, some king picked this place to be the capital.
3 The king built his palace right on top of the rock …
4 … and there are tons of pictures on the sides of a whole load of beautiful girls.
5 There were people living there right back in prehistoric times.
6 You can't take photos, but that was OK, as we bought a few postcards afterwards.
The tour guide (Speaker 1) uses more formal language. Speaker 2 is speaking to a friend or family member, so her language is less formal.

» AUDIOSCRIPT TB PAGE 292

4 Students work in pairs to discuss the words. Elicit their ideas and tell them the correct answers if necessary. You could point out that *dodgy* can also mean 'a bit dangerous' or 'faulty'.

Answers
1 informal 2 formal 3 formal 4 formal 5 informal
6 informal 7 informal 8 formal

5 Students complete the exercise in pairs. Elicit the answers and the clues in the sentences that show which one is formal and which informal.

MIXED ABILITY
In pairs, Student A looks at sentences 1–4 and Student B looks at sentences 4–7. When they have looked at their sentences, they join up with a second pair and take turns to tell each other the words they used and why.

Answers
1 a return (*formal*) b give back
2 a quit b resign from (*formal*)
3 a investigated (*formal*) b looked into
4 a let b permitted (*formal*)
5 a bought b purchased (*formal*)
6 a getting b becoming (*formal*)
7 a succeeded (*formal*) b managed

VOCABULARY
FORMAL AND INFORMAL WAYS OF EXPRESSING QUANTITY

65 **6** Elicit what a strike is and why they happen. When students have listened, elicit who has gone on strike (*airport staff*) and the causes and effects.

Answers
Causes: rates of pay for casual staff falling; redundancies; increased workloads
Effects: partial closure of five airports; large numbers of passengers stranded; confusion among travellers

65 **7** Students read through the sentences and discuss in pairs what the missing information could be. When students have listened, elicit the answers and other ways of saying them, e.g. *Large numbers of – A lot of, Loads of.*

Answers
1 Large numbers of 2 numerous 3 considerably
4 a great deal of 5 rather 6 little 7 few

» AUDIOSCRIPT TB PAGE 292

66 **8** When students have listened to the recording, ask them to discuss the answer in pairs. Invite students to share their ideas with the class and say why he was wrong (*a bit* means *a little*, *not very much*; *a great deal* means *a lot*).

Answers
Kai said, 'some people are a bit confused', but according to the newsreader, there was 'a great deal of confusion'.

66 **9** Ask students to find the sentence that Kai got wrong (sentence 5) and identify which word he used and which is the most informal (*a bit*). When you elicit the answers, elicit that all the words Kai uses are the more informal option.

Answers
1 loads of 2 Tons of 3 much 4 pretty 5 a bit 6 Lots of
These are all the less formal options

» AUDIOSCRIPT TB PAGE 292

10 Look at the instructions on page 132. Tell students that more than one option will often be possible. Students work alone and then compare answers in pairs. Students then choose three statements to discuss with their partner. Invite students to share their ideas.

Answers
1 Lots of / Many / Large numbers of
2 Few / Not many
3 Numerous / Many / Several
4 Considerably
5 much / a lot of
6 really / pretty
7 loads of / tons of / lots of
8 a (little) bit

COOLER
Students work in pairs. They imagine they are a tour guide to a popular place in their town or country. They think of sentences to describe it without mentioning its name. Set a time limit of two or three minutes and then elicit sentences and invite other students to guess what it is.

» PRACTICE EXTRA: UNIT 12 – FORMAL AND INFORMAL LANGUAGE; FORMAL AND INFORMAL WAYS OF EXPRESSING QUANTITY
» VOCABULARY WORKSHEET: UNIT 12
» ALSO REFER TO WORKBOOK PAGE 73

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VOCABULARY

FORMAL AND INFORMAL LANGUAGE

64 **1 You will hear two speakers talking in different contexts. Answer the questions.**

1 Who is speaking?
2 Who are they speaking to?
3 What are they talking about?
4 Where do you think the speakers are?

EP **2 Listen again to Speaker 1 and fill in the gaps.**

64

Speaker 1

1 If you look out of the window now, you will see the Sigiriya rock, which rises to a _____ of almost 200 metres.
2 The site was _____ by King Kashyapa for his new capital in the 5th century.
3 The main palace was _____ on top of the rock.
4 The numerous colourful frescoes, which decorate the sides of the palace _____ up to 500 beautiful maidens.
5 There is evidence that the surrounding area may have been _____ since prehistoric times.
6 Taking photographs of the frescoes is strictly _____; however, postcards may be purchased from the kiosk.

64 **3 Listen again to Speaker 2. What phrases does she use to express the same information that Speaker 1 gives in Exercise 2? Which speaker's language is more formal?**

4 Decide if the word in Column B is more formal or more informal than the neutral word in Column A.

A	B
child	1 kid
say	2 express
wrong	3 incorrect
start	4 commence
friend	5 mate
dishonest	6 dodgy
virus	7 bug
buy	8 purchase



5 Complete each sentence in the pair with one of the words given. Which is the more formal sentence?

1 **a** Please _____ books to the library after use.
b When are you going to _____ that book you borrowed off me, mate?
return **give back**

2 **a** I can't believe you _____ your job just because the boss was rude to you!
b I'm writing to _____ my post as Editor.
quit **resign from**

3 **a** Smith & Co. _____ the issue of CO_2 emissions from cruise ships.
b The cops _____ the robbery but they didn't find out much.
investigated **looked into**

4 **a** They don't _____ you smoke in cafés.
b Smoking is not _____ inside the cinema.
permitted **let**

5 **a** My mum _____ me a new pair of trainers.
b Unfortunately, the coffee maker I _____ from you is faulty.
bought **purchased**

6 **a** I remember _____ badly sunburned once.
b Due to the recession, the number of people who risk _____ unemployed has increased.
becoming **getting**

7 **a** 80% of our students have _____ in getting a place at university.
b Well done, Reuben. I heard you _____ to get into a good uni.
succeeded **managed**

FORMAL AND INFORMAL WAYS OF EXPRESSING QUANTITY

65 **6 You will hear a news item about a strike. What causes and effects of the strike are mentioned?**

EP **7 Listen again and complete the phrases.**

65

1 _____ passengers are stranded this evening
2 Over the last five years _____ employees have been affected by redundancies …
3 Rates of pay for casual staff have fallen _____.
4 The partial closure of five airports has caused _____ confusion …
5 It was _____ inconvenient …
6 … they had _____ sympathy with the strikers.
7 The reality is that _____ strikes in recent history …

66 **8 You will hear a boy called Kai telling his mother about the strike. What detail of the story did Kai get wrong?**

66 **9 Which of the options do you hear? Which is more informal?**

1 Apparently, *loads of* / *a lot of* people are stuck in different places …
2 *Tons of* / *Many* workers have lost their jobs …
3 … the rest are not paid very *well* / *much*.
4 It's supposed to be *really* / *pretty* bad in some places.
5 Some people are *a bit* / *a little* confused …
6 *Lots of* / *A lot of* flights have been cancelled …

10 » WORK IN PAIRS. TURN TO PAGE 132.

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WRITING
A LETTER

1 **Discuss the questions with a partner.**

1 What do you think a 'geography field trip to an eco-resort' might include?
2 What might students enjoy about this kind of field trip?
3 What kind of things could go wrong or be disappointing on such a trip?

2 **Read the task and answer the questions.**

You are a student at an international college. Your class recently went on a geography trip to an eco-resort. You travelled there by train, stayed in shared accommodation and went on excursions to local areas of interest. Write a letter to the college principal explaining which aspects of the trip you and your classmates were happy with, which aspects were considered disappointing, and suggesting how the trip could be improved for students in the future.

Write your **letter**.

1 Which of your ideas from Exercise 1 could you include in your letter?
2 What kind of language would be appropriate?
3 How would you start and finish your letter?

3 **Read the opening paragraph of the sample answer.**

1 What information does it contain?
2 Highlight some examples of formal language.

Dear Mrs Harwood,

I am writing on behalf of the students who attended the geography field trip to Woodlands Lodge to let you know our thoughts on the visit.

4 **Decide how many paragraphs you would divide the main body of the letter into. What would each paragraph focus on?**

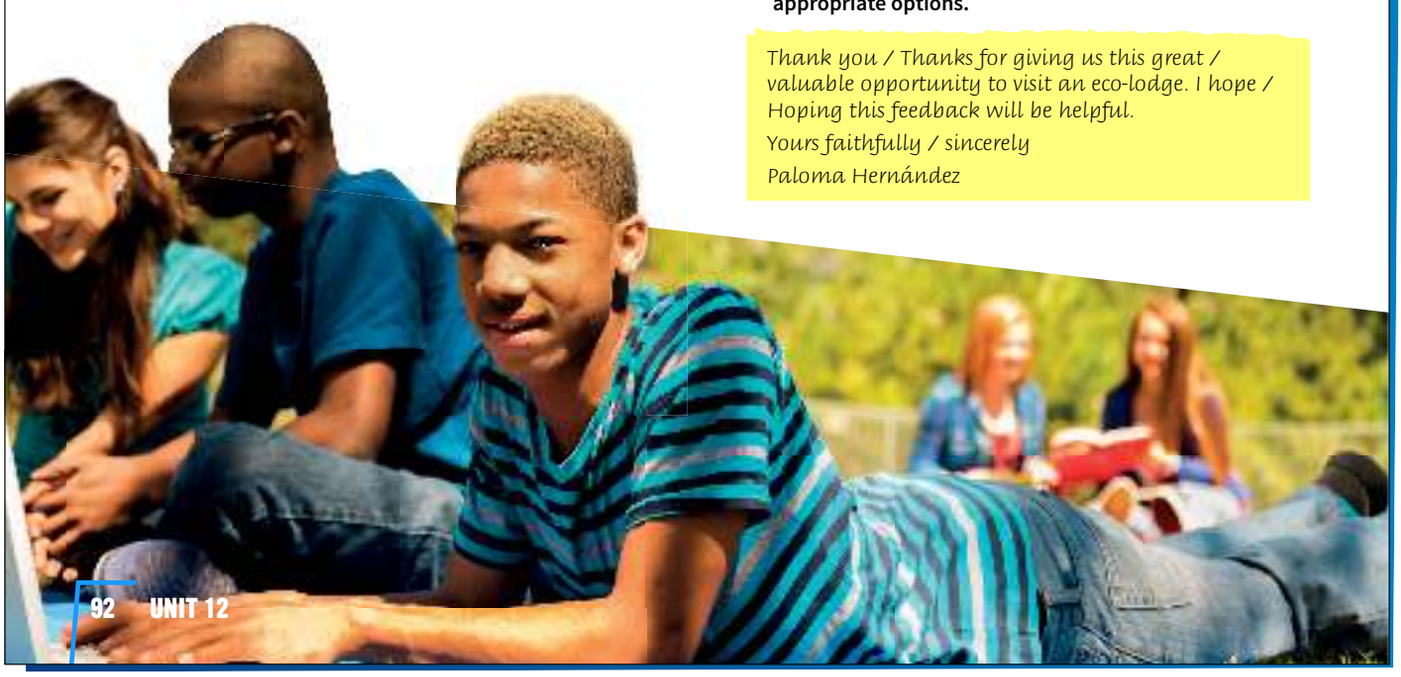
5 **Put sentences a–k into the appropriate paragraph. Then order the sentences within each paragraph.**

Body paragraph 1	*b,*
Body paragraph 2	
Body paragraph 3	

ⓐ *For instance, get students to interview the staff and make blog posts, and maybe hold a quiz on the last night.*
ⓑ *First of all, I would like to inform you that the students were, overall, satisfied with the field trip.*
ⓒ *We have since learned of a wind farm, as well as producers of organic fruit and vegetables in the area, so we are rather confused as to why they were not on the programme.*
ⓓ *Firstly, include some activities to raise awareness of the ways in which Woodlands Lodge is sustainable.*
ⓔ *We also appreciated that we travelled by train to minimise the harm done by our journey.*
ⓕ *What was disappointing about the field trip was that most of the excursions were unrelated to the purpose of the trip.*
ⓖ *We would like to propose a few changes for next year's trip.*
ⓗ *For example, we went to see historical and architectural sites, which, while interesting, didn't teach us much about ecological issues.*
ⓘ *One aspect that was particularly useful was learning how the lodge functioned in an environmentally friendly way, with zero waste and clean energy.*
ⓙ *Secondly, make sure all outings are to locations which teach students about environmental issues, such as those mentioned in the previous paragraph.*
ⓚ *The friendly staff there gave us a good insight into how tourist accommodation can be managed in a sustainable way.*

6 **Read the end of the letter and choose the most appropriate options.**

Thank you / Thanks for giving us this great / valuable opportunity to visit an eco-lodge. I hope / Hoping this feedback will be helpful.
Yours faithfully / sincerely
Paloma Hernández



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WRITING A LETTER

WARMER

Ask students to look at the photo at the bottom of page 92. Without looking at any of the exercises, they work in pairs to describe what they can see and discuss where the people might be, what they might be doing and how they might be feeling. Set a time limit of two minutes and then elicit ideas from the class.

1 Set a time limit of about three minutes. If students have been on any field trips, they could use personal experiences for their ideas for questions 2 and 3. When students have finished, elicit how they think an eco-resort differs from a normal resort (e.g. *It may use renewable energy or grow all the food it gives to guests*). Students then share their ideas for the questions. Ask the students what sort of things they might learn about which would be helpful for geography. If any of the students are studying geography, they should be able to come up with ideas (e.g. *soil use, renewable energy sources, water saving*).

Answers

Students' own answers

2 Students work in pairs to discuss the questions. When they have finished, elicit ideas and reasons for them. Ask the students if they think the information in the task about travelling by train and staying in shared accommodation is important (it could give them ideas about what to write about, but unlike some writing tasks, this one doesn't say they have to mention these points). If students suggest *Dear Sir* or *Dear Madam* for the third question, point out that using *Dear Mr …* or *Dear Mrs …* is just as formal and more appropriate for someone whose name you know. They should make sure they get a woman's title correct. If they aren't sure if a woman is married or not, they can use *Ms*.

Possible answers

1 Students' own answers
2 Formal language
3 (*start*) Dear Mr/Ms + *surname*; (*end*) Yours sincerely

3 Elicit the answers to the questions and ask students how many sentences the paragraph contains (*one*). Tell them that this is sufficient for a formal letter, as all the first paragraph has to do is explain the reason for writing. After reading this paragraph, the reader won't know yet whether it is going to be followed by thanks or a complaint. Elicit how the sentence would look if it were to a friend in informal language, e.g. *I'm writing for the students who went on the geography field trip to Woodlands to let you know what we thought about the visit.*

Answers

1 It contains the purpose of letter.
2 I am writing on behalf of; attended; our thoughts on

4 Students work in pairs. Ask them to read the task again to find out what points are necessary to include and then decide what order to put them in. Elicit the answers and ask why it might be better to start with the things you are happy with. (*It shows that you appreciate some aspects of the trip and are grateful for having gone on it.*) Ask if there would be any reason for starting with the bad points (*This would enable you to finish on a positive note*) and what the order would look like if they did this: 1 problems; 2 suggestions; 3 positive thoughts introduced by an upbeat sentence like this: *However, despite these problems, the overall feeling about the trip was very positive*. Point out that the suggested order is positive, then negative, then suggestions, as it flows more logically.

Answers

Three paragraphs: (1) what you were happy with, (2) what was disappointing, (3) suggestions for improvements

5 For this, tell students to use the order given in the key in Exercise 4, regardless of the order they suggested: things you were happy with, things that could have been better, suggestions about how to improve things. When students have finished, elicit the answer by nominating students to read out one sentence each in the correct order.

MIXED ABILITY

As there is a lot of information to process in the activity, it might be better to give weaker students the sentences for each paragraph and just ask them to order them: 1 b, e, i, k; 2 c, f, h; 3 a, d, g, j. They work in pairs and, when they have ordered the sentences, read them through to make sure each paragraph sounds correct.

Answers

Body paragraph 1 (what you were happy with)	b, i, k, e
Body paragraph 2 (what was disappointing)	f, h, c
Body paragraph 3 (suggestions for improvements)	g, d, a, j

6 When students have finished, ask them why those choices are correct: *Thank you* and *valuable* are more formal options; missing out the subject pronoun is something you do in notes and messages to friends, not in formal letters; we use *Yours faithfully* when we start *Dear Sir/Madam*, not when we use the person's name.

Answers

Thank you, valuable, I hope, sincerely

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7 Look at the *Prepare to write* box with the class. When they have completed the missing information, re-elicit when they would use *Ms* and when they would use *Yours faithfully* rather than *Yours sincerely* (see notes for Exercises 2 and 6 on page 185).

Answers

1 Mrs
2 feedback
3 sincerely
4 aspect

8 Ask students to cover the endings a–h and to look at the beginnings in pairs. They discuss what the endings could be, e.g. *1 We would like to suggest that in future more information is given about the aims of the visit before we depart.* Elicit some ideas from the class and then ask them to uncover the endings and do the matching. Elicit the answers and ask students what was wrong with the trip. (*The accommodation wasn't very good, the swimming pool was closed, there weren't enough excursions.*)

Answers

1 c 2 a 3 f 4 h 5 d 6 b 7 g 8 e

9 Ask the students to find the matching sentence for 1 and elicit the words which helped them to do this (*hotel – accommodation*; *poor value for money – overpriced*). Students then complete the activity alone and compare answers in pairs. Elicit the answers and the words which helped them decide, as well as the two sentences which are too informal.

FAST FINISHERS

Ask fast finishers to think of a different way of writing the two sentences which are too informal, but still making them different to the matching sentences. When everyone has finished, elicit the answers and then invite students to share their ideas with the class, e.g. *b I feel that you should repay my costs; d The holiday met the minimum standards we would expect, but no more than that.*

Answers

1 g 2 c 3 h 4 a 5 e 6 d 7 b 8 f
Sentences b and d are too informal.

10 Ask the students to read the task and note down what they have to do. Elicit what the task is and then ask students to complete the table. Allow students to work in pairs if they prefer. Before students start writing, elicit their ideas about what to include in each paragraph, e.g. *1 reason for writing; 2 perhaps one or two of their ideas that you agree with and reasons or extra information; 3 one or two of their ideas that you disagree with and reasons; 4 suggestions about how to make the reasons you disagreed with more realistic; 5 a polite ending.*

Answers

Students' own answers

11 C1 Advanced Writing Part 2: A letter

Remind the students about what is required when writing a letter. If necessary, look back at page 63 in the Student's Book and elicit what they wrote for the email in that task.

Tips Encourage the students to read the task very carefully, and to plan the layout of their letter, as well as noting down useful vocabulary to include.

The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their letter through when they have finished to check for mistakes, to see if the language is formal enough and to make sure they have addressed everything in the task.

Model answer

Dear Sir or Madam
I'm writing with regard to your documentary *Be a Green Traveller*, shown on Channel X last Thursday. While this was a thought-provoking programme, several of your suggestions were, in my opinion, unrealistic.
Overall, I felt that the aim of the film was extremely worthwhile. It is hard to disagree with the notion that tourism has done immense damage to the natural world. It is certainly a good idea to use travel companies that give due consideration to environmental issues, and the ones you featured look extremely promising. I was also pleased to see you raise the question of exploitation of both humans and animals in the tourist trade, which is definitely something every traveller needs to be aware of.
On the other hand, I do not feel it is realistic to suggest that people abandon flying in favour of using buses and trains. In many countries, public transport is unreliable, and people have limited time to spend getting to their destination. Your programme strongly discouraged long-haul trips, which, to my mind, is unfair. I am sure you and your team have visited many fascinating but distant places, so why should other people sacrifice that experience?
What I would suggest is encouraging travellers to offset their carbon footprint by donating towards projects that protect the environment when they take a long-haul flight. Another idea would be to stay in local accommodation rather than in large hotel chains.
I look forward to future programmes on the same topic.
Yours faithfully

COOLER

Put students into small groups. Ask them to think of three more ideas that could have been included on the programme about greener holidays. Give an example to start with, e.g. *staying in accommodation that uses renewable energy*. Set a time limit of three or four minutes and then invite each group to share their ideas with the class.

» ALSO REFER TO WORKBOOK PAGES 74–75

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7 **Complete the *Prepare to write* box with phrases from the letter.**

PREPARE TO WRITE

A letter giving feedback

Beginning

Dear Sir or Madam
Dear Mr/Ms/Miss/[1] _____ + surname
I am writing to …
The purpose of this letter is to …

Ending

I hope this [2] _____ / evaluation will be / has been helpful.
I hope you will find these comments useful.
I would appreciate a prompt reply / an explanation from you.
I look forward to hearing from you.
Yours faithfully
Yours [3] _____.

Other expressions

We would like to propose a few changes.
One [4] _____ that was particularly useful was …
What was disappointing was …
We also appreciated that …

8 **Match the sentence halves.**

1 We would like to suggest that
2 I am writing on
3 I hope that you find
4 You should consider
5 I look forward to
6 The purpose of this letter is to
7 We were pleased
8 We were disappointed

a behalf of the students who participated in the exchange programme.
b let you know our thoughts on the recent trip.
c you upgrade the standard of the shared accommodation.
d hearing from you at your earliest convenience.
e to discover that the swimming pool was closed.
f this information useful in improving the facilities.
g with the resort overall but have some minor feedback.
h increasing the number of excursions on offer.

9 **Match sentences 1–8 to the sentence a–h which has a similar meaning. Which two of the sentences a–h are too informal for this kind of letter?**

1 The hotel was very poor value for money.
2 It was an extremely disappointing experience.
3 One pleasing feature was the stunning sea views.
4 The vast majority of people had a similar experience.
5 It caused a considerable amount of inconvenience.
6 Overall, we had a satisfactory experience on holiday.
7 I would be grateful for a full refund.
8 I wouldn't encourage other people to join your tours.

a We have heard that this was a common occurrence.
b I want my money back.
c Unfortunately, the trip did not meet our expectations.
d The holiday was OK but not brilliant.
e This made the situation rather difficult for us.
f I will let others know that I do not recommend this trip.
g I feel the accommodation was somewhat overpriced.
h We were absolutely delighted with the sights we could see from our balcony.

10 **Read the task and plan your reply.**

You recently watched a documentary about how holidays could be made greener. The suggestions included choosing staycations, travelling by bus and train instead of plane, and avoiding long-haul trips altogether. Write a letter to the TV channel, saying what you agreed with in the programme and pointing out which suggestions you feel are unrealistic. Explain how these ideas could be made more workable in practice.

Write your **letter**.

how you will start and finish the letter

how many points you will make

how many paragraphs your letter will have

which expressions from this section you will include

11 **Write your letter in 220–260 words.**

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LIFE SKILLS SOCIAL RESPONSIBILITIES

EATING RESPONSIBLY

LIFE SKILLS

How to eat responsibly

Food production can have an enormous environmental impact. It is therefore important to be aware of where our food comes from and what its production involves. This way we can make informed choices about what we buy and what we eat, which in turn can help us to help the planet.

1 **Do the quiz. Then find out your score on page 135.**

How **green** are you with food?

1 **How often do you think about where your food comes from?**
- a Every time I eat.
- b Occasionally.
- c Virtually never.

2 **If you eat meat, would you consider having 100% meat-free days?**
- a Yes, I'd have them more than twice a week.
- b Yes, from time to time.
- c Definitely not.

3 **How often does your family throw away food?**
- a Hardly ever. / Never.
- b After some meals. / When things go off.
- c After most meals.

2 **What is the connection between the orangutan and the food we eat?**



3 **Read the article. Sentences a–e are the final sentences of the paragraphs. Match them to gaps 1–5.**

a We need to relearn the value of food.
b It's not only fresher and healthier but also better for the environment and your local economy.
c Eating fresh food instead of processed food can reduce our impact on the planet.
d By eating less meat and fewer dairy products, we can help sustain the planet.
e This helps us to make better choices about what we put on our plate.

4 **Read the article again. What do these numbers refer to? Which ones surprise you?**

a 222 million **b** around half **c** 14.5% **d** thousands **e** 1.66 million

67 **5** **Listen to three people talk about responsible food choices. Which of the issues 1–5 in the article is each person trying to deal with?**

Lee ..... Lola ..... Sherwin .....

6 **Which of the ways to eat more responsibly would you try? Why?**

67 **7** **Listen again and answer the questions.**

Which speaker
1 has recently developed a new routine?
2 took the advice of a relative?
3 suggests making a certain choice is easy?
4 enjoys the regular changes their new behaviour brings?
5 sympathises with the people who produce their food?
6 expresses surprise at a particular fact?

(IR)RESPONSIBLE FOOD 68

When you're enjoying a meal or a snack, you're unlikely to be thinking about climate change, biodiversity or global poverty. However, our food choices have consequences not only for the environment but also for the people who produce the food. Let's look at five reasons why.

1 MORE MEAT, MORE DAIRY, MORE DAMAGE

All around the world, more and more people are eating meat and dairy products on a daily basis. However, raising cattle uses up a lot of resources, including the water needed to grow their food and the fuel required for farm equipment. In fact, meat production creates around 14.5% of climate change gases. Growing crops to feed the animals also takes up enormous areas of land, which leads to deforestation. The fertilisers used for them also create a lot of environmental damage. Your burger or steak might be delicious, but by the time it gets to your plate, a lot of environmental damage has been done.

1 .....

2 THE DANGEROUS GAP BETWEEN FARMER AND CONSUMER

Who grew the fruit and vegetables you eat? Where were the animals raised? Most of us know very little about where our food comes from and we usually have no idea if the farmers are working in safe conditions or receiving adequate payment for their work. The reality is that many live in hunger and poverty, selling their produce extremely cheaply to companies that then sell it to us at vastly increased prices. However, fair trade organisations work with over 1.66 million farmers and workers around the world, helping them to improve their conditions and receive a fairer price for the food they produce. Fair trade products have a special label.

2 .....



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LIFE SKILLS

Overview

TOPIC	Social responsibilities: Eating responsibly
VOCABULARY	Sustainable eating: meat-free, fresh food, processed food, sustain / sustainable, biodiversity, (use up) resources, meat production, growing crops, fertilisers, raise animals, fair trade organisations, season / seasonal / out of season, industrial greenhouses, transported, food miles, impact on, nutritious, obesity (crisis), packaged food, edible, cultivation, waste (food), global poverty
READING	(Ir)responsible food
PROJECT	Researching and presenting In the project stage, the students prepare and give a presentation on how to eat responsibly.

BACKGROUND INFORMATION

Palm oil trees were originally native to Africa, but were brought to South East Asia about 100 years ago. Eighty-five percent of the world's palm oil now comes from Indonesia and Malaysia. Palm oil is not only used in processed food, but also in cosmetics such as deodorant, toothpaste and lipstick. Although rainforests have been destroyed to make way for palm-oil plantations, it can be produced in a sustainable way, and governments in Western countries have introduced laws to make sure the palm oil used is from sustainable sources. The World Wide Fund for Nature (WWF) have a scorecard which shows how green companies are when it comes to palm-oil use.

WARMER

With books closed, ask the students to work alone and think about the last item of food they bought. They have to describe it in detail without mentioning what it was. Give an example to start: *I bought a kilo of these. They were from southern Spain. I like them because they are sweet and easy to peel. These were nice but had a lot of pips in them.* (*mandarins*) Students do the same in groups of three or four. When they have guessed each other's items, invite students to tell the class how many of the items they mentioned are healthy.

LIFE SKILLS

How to eat responsibly

Look at the *Life skills* box with the class. Ask why eating responsibly is important, e.g. *Local food doesn't need to be transported, so it is more environmentally friendly*.

1 When students have finished the quiz and checked their score, elicit what they found out about themselves and whether they agree or not. Ask students what else they could do to be more green with food.

Answers

Students' own answers

2 Students work in pairs. Elicit where orangutans live (*South East Asia – Malaysia, Borneo, Indonesia*). Give students one minute to discuss their ideas and then invite them to share their ideas with the class. You could tell them the correct answer or ask them to scan the text to find the word *orangutan* and then elicit the answer from them.

Answers

Students' own answers
(The habitats of many animals, including orangutans, are destroyed by large-scale deforestation because the land is wanted for the production of palm oil, which is used extensively in the processed foods we eat. This is mentioned in the text.)

68 The Reading text is recorded for students to listen, read and check their answers.

3 Remind students that they can answer this sort of task by using reference words in the text and removed sentences that show us how they link together, e.g. in sentence b, *It's* must refer to something mentioned before the gap. Where there are no reference words, we have to think about the overall meaning of the text before and after the gap and whether the inserted sentence makes sense. When students have finished, elicit the answers and how they knew which sentence should go where.

FAST FINISHERS

Write *products – produce – production* on the board. Tell the students that all of these words are in the text. Ask them to find more useful words which could be tested in a word-formation task. You could give them examples from the introduction with root words they come from: *global (globe), unlikely (like), choices (choose)*. When everyone has finished the exercise, elicit more examples from fast finishers, e.g. *deforestation (forest), environmental (environment), payment (pay), reality (real), industrial, industrialised (industry), nutritious (nutrition), seasonal (season), obesity (obese), odourless (odour), colourless (colour), cultivation (cultivate)*.

Answers

1 d 2 e 3 b 4 c 5 a

4 Tell the students to find the five numbers as quickly as possible. When someone has found all five, stop the activity and elicit where they can be found. Students then read the text around each one and decide in pairs what they refer to. Ask students to cover the text and write the answers in their own words. Elicit the answers and which figures students found the most surprising or worrying.

MIXED ABILITY

Weaker students don't have to cover the text and just write the information in their own words, e.g. *14.5% – Meat production creates around 14.5% of climate-change gases*. When they have written this, they discuss it in pairs and decide whether they think this is a surprisingly large figure or not.

Answers

a the tons of food wasted every year by people in industrialised countries
b the amount of packaged processed food that uses palm oil
c the percentage of greenhouse / climate change gases created by the production of meat
d the number of kilometres some fruits and vegetables are transported before being sold
e the number of farmers and workers around the world that fair trade organisations work with

CONTINUED ON PAGE 190

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67 **5** Tell the students to note down any key topic words they hear while listening. Elicit the answers and any words which helped students decide, e.g. *Lee: treat farmers well, fair percentage, paid properly, fair trade; Lola: beef, chicken, meat production, meat-free days, reduce the amount; Sherwin: farmers' markets, local farms, fresher, tastier, huge long journey, halfway around the world, different seasons*.

Answers

Lee 2 (fair trade – giving farmers fair payment)
Lola 1 (reducing meat consumption)
Sherwin 3 (buying locally/seasonally)

6 Tell the students to discuss all five ideas and, for each of them, say whether they would try it or not, giving reasons for their decisions. When they have discussed them all, ask them to try to agree on one that they will try first. Invite students to share their ideas with the class.

Answers

Students' own answers

67 **7** Tell students to read the questions and underline the key words in each, e.g. *1 new routine*. When they have listened, elicit the answers and what each person said which helped students decide: *1 new routine – meat-free Mondays; 2 daughter suggested it; 3 isn't very difficult to do – just look out for the labels; 4 look forward to the different seasons; 5 it's unfair that most of what we pay goes to big companies, not the farmers; 6 three quarters of all agricultural land is used for meat and dairy production – I find that shocking*.

Answers

1 Lola 2 Sherwin 3 Lee 4 Sherwin 5 Lee 6 Lola

» **AUDIOSCRIPT TB PAGES 292–293**

PROJECT ***Researching and presenting***

Put students into groups and look at stage 1 with the class. Invite students to share ideas and note these on the board for students to refer to when they move on to stage 2. When the students get to stage 2, you could allow them to choose the topic they are most interested in or you could allocate topics to different groups so that they all research something different.

Students can do the research and prepare the presentation at home. Give them a realistic deadline to complete it and encourage them to practise giving the presentation in front of family or friends to get feedback on the content and their presentation skills.

Remind students that they should write notes rather than script the whole presentation, as they should be looking at the audience when giving their presentations rather than looking down at the piece of paper. If they have used a multimedia presentation, it should contain minimal writing and they should explain what each slide is about from notes, memorising as much as possible.

When students have given their presentations, each individual decides which idea to try for themselves. When they report back, they can describe how their diet changed and discuss any difficulties they found finding or preparing the food, or persuading their families to do the same.

PROJECT EXTENSION

As a follow-up, ask the students to make a food diary of everything they eat and drink for a week. If they don't want to write everything, they can choose a few items which they eat; preferably different kinds of food, e.g. some fresh fruit and vegetables, meat, processed food, dairy products, drinks. They should try to find out, as far as possible, where each item came from, e.g. *breakfast – bread, locally made by a baker; tea – from India, bought in a supermarket*. When the week is over, they work in groups and tell each other what they ate. Invite the students to then say how their diet would change if they ate only locally produced food.

COOLER

The students work in small groups. They look back at the quiz in Exercise 1 and try to think of more questions about food, preferably on the same topic of how green people are, but if they can't think of many questions, they can ask about other aspects of food and cooking. Each student notes down the questions and then they change groups so they are sitting with people from different groups. They take turns to ask and answer each other's questions and then report back to their original groups about what they found out.

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3 THE DAMAGING CONVENIENCE OF 'ALL YEAR ROUND'

Enter any supermarket and it's hard to tell from the products on sale what season it is. Tomatoes and apples, for example, are always on sale. However, like most fruit and vegetables, they are seasonal, so when you see them on the shelves out of season, it means they've either been grown in industrial greenhouses or have been transported thousands of kilometres from other countries, all of which uses lots of energy. In fact, the more 'food miles' between the place where the food is grown and the place where it is sold, the worse the impact on the environment. What's more, transported food loses its freshness and is therefore less nutritious. We should buy food instead that is both in season and grown locally. [3] .....

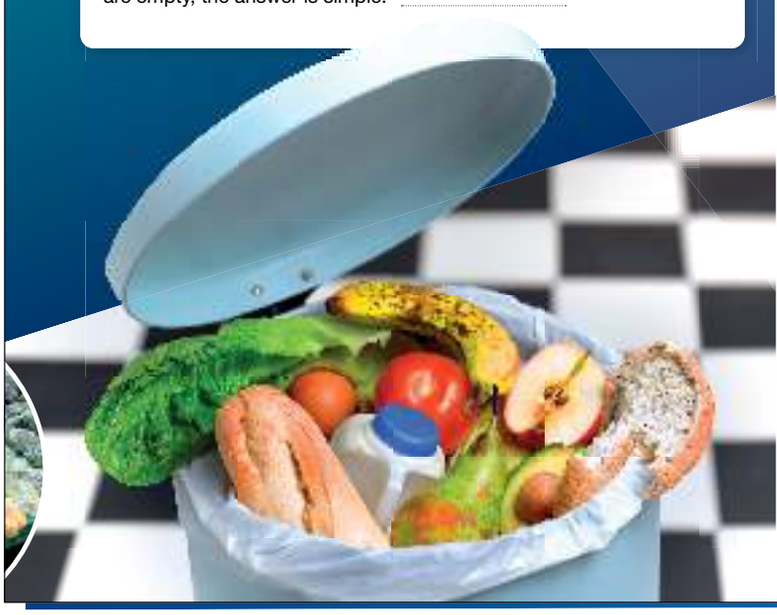
4 THE PROBLEM WITH PROCESSED FOOD

A lot of the food we consume these days, from cookies to pizza, has been made in factories and contains large amounts of fat and sugar, making the global obesity crisis worse. What's more, it is estimated that around half of all packaged processed food contains palm oil. Not only is this vegetable oil easy to produce, it is also odourless and colourless, can keep products edible for a long time, and makes fried products crispy. However, its cultivation requires large scale deforestation which is destroying the habitats of many endangered animals, including orangutans, elephants and rhinos. [4] .....



5 EMPTY STOMACHS AND BINS FULL OF FOOD

At one time or another, we've all thrown food away. It might not seem much at the time, but it all adds up. In industrialised countries, people waste around 222 million tons of food every year. In fact, around a third of all the food produced is wasted. At the same time, for millions of people around the world, finding enough to eat is a daily struggle. For those of us who don't have to produce our own food and can simply go to the supermarket whenever our kitchens are empty, the answer is simple. [5] .....



Project
Researching and presenting

You're going to give a presentation about how to eat responsibly.

1 THINK

With your classmates, brainstorm ways to eat responsibly not mentioned in the text and choose one you'd like to learn more about.

2 RESEARCH

Research the idea you chose. Using the advice on pages 80–81, take notes about:

- how it works
- how it helps the environment
- how easy/challenging it is to do
- any famous people/celebrities who do or have done it.

3 PLAN

Plan and rehearse your presentation.

4 PRESENT

Give your presentation and listen to your classmates' presentations.

5 CHOOSE

Choose one of the ideas to try for at least a week.

6 FEEDBACK

Report back to the class on how you're doing.

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REVIEW 3 UNITS 9–12

VOCABULARY

1 **Read the information about the people and answer the questions.**

Who

1 is a trainee?
2 has followed a clear career path?
3 has received careers advice?
4 is networking?
5 is doing an internship?
6 has aspirations for the future?
7 needs a scholarship?
8 seems to have good social skills?

Alicia hopes to get good grades in order to get some financial support so she can study at university.

Felipe's teachers told him that since he was good at both maths and art, he should train to be an architect.

Shivani has a paid job but she is still learning how to do it and is not fully qualified.

Lena is spending the summer working for an insurance company. She is not being paid but is learning useful skills.

Daniel is at a conference, hoping to meet people who will be able to help him in his career.

Max started as an accounts assistant. He then got a supervisor role and later became head of department.

Rosalie has started a new job. She has introduced herself to everyone and listened to their advice.

César is still at school but he wants to be a rich and successful business owner one day.

2 **Complete the blog post with words from the box.**

behind fulfilled in out over
pay set submit through up

I was very sick during the school year that I turned 17. This meant that I fell [1] _____ in all my subjects. When I went back to school, I found it exhausting and was just not managing to hand [2] _____ my work on time because I'd fall asleep as soon as I got home. I considered dropping [3] _____ of school altogether. The reason I didn't is down to one inspirational teacher, Mr Briggs. He was concerned enough to [4] _____ my family a visit and offered to help me catch [5] _____ with my classmates. We worked together every day after school, going [6] _____ all the work I'd missed. He helped me [7] _____ realistic goals, like reading one page of the textbook every evening. Nothing too strenuous. He also encouraged me to [8] _____ applications to universities, which I'd more or less decided to give up on. Anyway, thanks to his support, I got [9] _____ all my exams and [10] _____ the entry requirements to my first choice of university.

3 **Complete the extract from a travel agent's website. The beginnings of the words are given.**

TRAVEL Home | About | Log in

Would you prefer to go abroad this year instead of having another [1]st_____? If you are environmentally conscious and want your holiday to be [2]sus_____, we can help! Here at Evergreen Travels we specialise in holidays that are [3]car_____ ne_____. All our destinations are [4]o_____ the be_____ tr_____, so you will enjoy an unspoiled area in a remote part of the world. We undertake to [5]off_____ your car_____ fo_____ so you don't have to worry about it. We support a wide range of initiatives which undo damage done by tourism, for example by [6]cl_____ _____ beaches. We will tailor your [7]it_____ to your group's interests and you can choose to have all your meals included or go for the [8]se_____-ca_____ option.

4 **Put the events into the most logical order.**

a The judge said although he was guilty of a minor offence, he was a repeat offender.
b The man was arrested on suspicion of shoplifting.
c He appeared in court and pleaded guilty.
d He decided never to commit another crime.
e He was sentenced to a short time in jail.
f The security guard reported him to the police.
g He was charged with theft.
h A security guard in a department store saw a man put some items into his bag without paying.

5 **Match words from Column A with words from Column B. Which pairs are joined by a hyphen? Which words in Column C do the pairs collocate with?**

A	B	C
gluten	roasted	bread
free	dried	eggs
sun	free	tomatoes
slow	fried	fish
freshly	sourced	produce
locally	baked	pizza
pan	range	chicken

6 **Correct the mistakes in these sentences.**

1 I'm so hungry I could eat an elephant.
2 I prefer not to eat rich or fat foods.
3 Could you tell me which vegetables are on season?
4 I'd forgotten that you had such sweet teeth.
5 I'm so full. My eyes were bigger than my head.
6 The bill's very expensive. Shall we go half?

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REVIEW 3 UNITS 9–12

Overview

VOCABULARY	Education; Education: phrasal verb; Education: verb and noun collocations; Punishment for crime; Crime and punishment: collocations; Crime: suffixes; Describing food; Describing food: collocations; Food and drink: expressions; Travel; Formal and informal language; Formal and informal ways of expressing quantity
GRAMMAR	Cleft sentences; Inversion; The passive; Passive gerund and infinitive
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 2

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 9–12; Vocabulary worksheets Units 9–12; Review Game Units 9–12; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 3
Practice Extra: Units 9–12
Test Generator: Unit tests 9–12; Term 2 test

WARMER

Write on the board: *Grammar: Simon was surprised being given a new laptop. Vocabulary: Are these eggs free-range?* Explain that one sentence is correct and one isn't. Elicit the correct one and ask students to correct the other. (*Simon was surprised* ***to be given*** *a new laptop.*) Students work alone and find one grammar point and one vocabulary item from Units 9–12 and write two sentences, one of which is correct and one of which is incorrect. Students then test each other in pairs.

VOCABULARY

1 Ask students to do the matching without any lead-in. Elicit the answers and the information which helped them to do the exercise, e.g. *1 trainee – still learning, not fully qualified; 2 career path – started as, then got, later became; 3 careers advice – should train to be; 4 networking – hoping to meet people; 5 internship – not being paid, learning useful skills; 6 aspirations – wants to be a rich and successful business owner; 7 scholarship – financial support; 8 social skills – introduced herself to everyone.*

Answers

1 Shivani 2 Max 3 Felipe 4 Daniel 5 Lena 6 César 7 Alicia 8 Rosalie

2 Give the students one minute to read the text quickly without worrying about the gaps. Ask them to cover the text and ask questions, e.g. *How old was the writer when he was sick?* (*16/17 – He turned 17 during that year.*) *How did Mr Briggs help?* (*He worked with the writer and encouraged them to apply to university.*) Students then do the exercise alone and compare answers in pairs. Elicit the answers.

Answers

1 behind 2 in 3 out 4 pay 5 up 6 over 7 set 8 submit 9 through 10 fulfilled

3 Look at the first gap with the class. Tell them not to say the missing word, even if they know it. Ask what the word means (*the opposite of* going abroad). Students work in pairs and do the same for the other gaps, working out the missing words from context. Elicit ideas and then ask the class for any words they know. If no-one knows a particular word, give more clues, e.g. *2 It means that a holiday is environmentally friendly in some way.*

Answers

1 staycation 2 sustainable 3 carbon neutral
4 off the beaten track 5 offset your carbon footprint
6 cleaning up 7 itinerary 8 self-catering

4 Tell the students to find the first sentence as quickly as possible. As soon as someone finds it, stop the activity and ask them how they know. Students then work out the order alone or in pairs. Invite one student to read out the first sentence and then ask them to nominate someone to read out the next. Continue until they have finished the whole story.

Answers

The order is: h, f, b, g, c, a, e, d

5 Ask students to look at the first column. Ask them to guess which two words aren't followed by a hyphen. (*There are two adverbs and these are the two words.*) Students then complete the exercise alone. Point out that often more than one collocation is possible. Elicit the answers and what some of the phrases mean.

MIXED ABILITY

Tell weaker students to find one collocation for each pair of words from columns A and B. If they have time, they can try to think of more for some of the words, but the most important thing is for them to think of at least one.

Answers

gluten-free pizza
free-range chicken, eggs
sun-dried tomatoes
slow-roasted chicken, tomatoes
freshly baked bread
locally sourced produce, chicken, eggs, fish, tomatoes
pan-fried fish, chicken

6 Put the students into groups and ask them to close their books. Read out the sentences one at a time and, after each one, ask the students to discuss what is wrong. Repeat each sentence if necessary. The first group to say the sentence correctly gets a point. They then open their books and correct the sentences.

Answers

1 I'm so hungry I could eat **a horse**.
2 I prefer not to eat rich or **fatty** foods.
3 Could you tell me which vegetables are **in** season?
4 I'd forgotten that you had such **a sweet tooth**.
5 I'm so full. My eyes were bigger than my **stomach**.
6 The bill's very expensive. Shall we go **halves**?

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GRAMMAR

1 Look at the first sentence with the class and elicit two passive sentences. If students have problems, give them the first word or two of the two sentences to help them. Students complete the exercise in pairs. When they have finished, elicit the correct answers and, where two passives are possible, elicit which is the more likely to be said, e.g. in sentence 1, we are more likely to start with *The offender was given*, as we are probably most interested in what happened to the offender.

Answers

1 The offender was given 100 hours of community service.
100 hours of community service was/were given to the offender.
2 Your tourism tax has to be paid to the hotel you're staying at.
The hotel you're staying at has to be paid your tourism tax.
3 I think children should be encouraged to learn to cook from an early age.
4 I remember being told (by my teacher) to think critically.
5 We were brought a delicious bowl of hot and spicy soup.
A delicious bowl of hot and spicy soup was brought to us.
6 It's always nice to see children's social skills being developed.
7 The government says it doesn't want any child to be left behind.
8 Lighter punishments tend to be given to first-time offenders.
First-time offenders tend to be given lighter punishments.

2 Students work alone and then compare answers in pairs. Elicit the answers and look at the last sentence with the students. Ask why we use the singular form of the verb *to be*. (*What* in this sentence means *The thing we need*. Nowadays, though, more and more people make the verb *to be* match the noun after the verb, e.g. *What we need are harsher penalties*. This is commonly used, but still technically incorrect.)

FAST FINISHERS

Ask fast finishers to rewrite sentences 1 and 5 starting with *It* and sentence 3 starting with *What*. Elicit these answers when eliciting the answers to the exercise: *It is leadership skills that we should be developing in our young people. What causes the majority of health problems is hidden sugars in convenience foods. It is harsher penalties for those guilty of cruelty to animals that we need.*

Answers

1 What we should be developing in our young people is leadership skills. / What we should be doing is developing leadership skills in our young people.
2 Under no circumstances should violent offenders be given community service.
3 It is (the) hidden sugars in convenience foods that cause the majority of health problems.
4 No way will the country be carbon neutral by 2050.
5 What we need is harsher penalties for those guilty of cruelty to animals.

3 Students complete the exercise in pairs. Ask the class which sentences are correct and then elicit the corrected forms of the other sentences. Elicit what each incorrect sentence is testing (*1, 2, 6, 7 emphasis and inversion; 3 gerund and infinitive; 5, 8, 10 passives, including passive gerunds and infinitives*).

Answers

1 Not only **is it** an exceptionally easy recipe to follow, it is an absolutely delicious dish.
2 **Under** no circumstances can organised crime be allowed to continue.
3 Caleb was very upset about **being** issued with a fine.
4 *correct*
5 Parking offences have **been** decriminalised in all areas of the UK.
6 After much discussion, **what** we opted for this year was a staycation.
7 It is healthy fast food **that** is most in demand these days.
8 Alexa hopes to **be offered** a scholarship by a top university.
9 *correct*
10 Adam's career aspirations include **being made** head of department by the age of 25.

4 C1 Advanced Reading and Use of English Part 1

There are examples of this task type in Units 9 and 11. Elicit what the students have to do and any helpful tips that the students can remember. If necessary, read out the C1 Advanced exam information on TB page 142.

Ask students to read the first sentence of the text containing the example without looking at the options. Ask them if the missing word should have a positive or negative meaning, and why. (*Positive, because laws protecting the environment are a good thing.*) Students should then look at the options for the example and choose two which they feel confident are incorrect. Elicit explanations for their choices. A and D mean *helped*, which doesn't fit the idea in the sentence – the environment hasn't helped; it has been helped by the laws. So, A and D could be used in a passive sentence, but the sentence in the text is active. Students then decide between B and C. B is incorrect because of the preposition *from*; *the environment has improved greatly **following** the introduction of anti-pollution laws* would be correct. C is correct: one thing can benefit from another.

Students do the task under exam conditions in ten minutes. Ask the students if they quickly read through the whole text to see what it was about before trying to choose the correct words. Remind them that this doesn't take much time and can help them to understand the text better.

Answers

1 A 2 D 3 C 4 B 5 A 6 C 7 D 8 B

5 C1 Advanced Reading and Use of English Part 2

There are examples of this task type in Unit 5 and Review 2. Elicit what the students have to do and any helpful tips that the students can remember. If necessary, read out the C1 Advanced exam information on TB page 82.

Students should do the exercise under exam conditions. Allow them ten minutes and then elicit the answers.

Answers

1 without 2 for 3 What/Something 4 with 5 not 6 take 7 on 8 which

COOLER

Put students into groups of four. Each student chooses a word to mime from Units 9–12. They take it in turns to act out their mime and the other students try to guess what it is. When they have finished, invite each group to mime one of their words for other students in the class to guess.

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GRAMMAR

1 Change the sentences into the passive voice. Where possible, do so in two ways.

1 The judge gave the offender 100 hours of community service.
2 You have to pay your tourism tax to the hotel you're staying at.
3 I think we should encourage children to learn to cook from an early age.
4 I remember my teacher telling us to think critically.
5 The waiter brought us a delicious bowl of hot and spicy soup.
6 It's always nice to see children developing their social skills.
7 The government says it doesn't want to leave any child behind.
8 Judges tend to give lighter punishments to first-time offenders.

2 Make the sentences more emphatic. Begin with the word(s) at the end of each sentence.

1 We should be developing leadership skills in our young people. (What)
2 Violent offenders should not be given community service. (Under no circumstances)
3 Hidden sugars in convenience foods cause the majority of health problems. (It)
4 The country won't be carbon neutral by 2050. (No way)
5 We need harsher penalties for those guilty of cruelty to animals. (What)

3 Correct any mistakes in these sentences. Some are correct.

1 Not only it is an exceptionally easy recipe to follow, it is an absolutely delicious dish.
2 On no circumstances can organised crime be allowed to continue.
3 Caleb was very upset about to be issued with a fine.
4 It is tourism that has contributed most to the country's development.
5 Parking offences have being decriminalised in all areas of the UK.
6 After much discussion, that we opted for this year was a staycation.
7 It is healthy fast food is most in demand these days.
8 Alexa hopes to offer a scholarship by a top university.
9 What I believe is that networking is the best way to help your career.
10 Adam's career aspirations include making him head of department by the age of 25.

4 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Cruise ships, pollution and the law

In recent decades, the environment has **(0)** ___C___ greatly from the introduction of anti-pollution laws designed to protect it. These have **(1)** _____ more responsible behaviour in many industries, including tourism. Several cruise lines have been **(2)** _____ with large fines for dumping waste at sea. One US based cruise line **(3)** _____ guilty to charges of illegal dumping of hazardous waste and was fined $40 million.

On average, a cruise ship passenger's carbon **(4)** _____ is three times higher than it would be on land. This makes cruises one of the least **(5)** _____ holiday options. This is partly due to the low standards that have been **(6)** _____ by the authorities, which only require very basic treatment of waste. While fines are high, it is only when **(7)** _____ offenders are given more severe punishments that the situation will improve. Some suggest that lengthy jail **(8)** _____ should be given to the worst polluters.

0	**A** aided	**B** improved	**C** benefited	**D** assisted
1	**A** resulted in	**B** carried through	**C** come about	**D** brought up
2	**A** given	**B** imposed	**C** applied	**D** issued
3	**A** admitted	**B** declared	**C** pleaded	**D** stated
4	**A** footstep	**B** footprint	**C** imprint	**D** trail
5	**A** sustainable	**B** renewable	**C** passable	**D** tolerable
6	**A** put	**B** placed	**C** set	**D** kept
7	**A** late	**B** primary	**C** second	**D** repeat
8	**A** punishments	**B** sentences	**C** times	**D** periods

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Le Cordon Bleu

When it **(0)** ___comes___ to cooking, *Le Cordon Bleu* is a name everyone associates with top quality. Founded in 1895, *Le Cordon Bleu* is **(1)** _____ a doubt the world's most famous cookery school. It has attracted chefs with a passion **(2)** _____ French cuisine from all over the world.

(3) _____ many people may not be aware of is that *Le Cordon Bleu*, while still the guardian of French culinary technique, has moved **(4)** _____ the times. It now has an international network of educational institutions, **(5)** _____ to mention restaurants, publications and consultancy services. The schools **(6)** _____ pride in providing students with hands-on learning which combines innovation with tradition.



It goes without saying that *Le Cordon Bleu's* philosophy of excellence remains the same. The popularity of televised cooking contests means that interest in the culinary arts is **(7)** _____ the increase and this iconic institution is still a place to **(8)** _____ many up-and-coming chefs are attracted.

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13 LEARNING THE LINGO



ABOUT YOU

▶ 13 **Watch the video and then answer the questions.**
What do you think is the best way to learn a language?
Do you consider yourself to be a natural language learner?
What would you say is your preferred means of communication?

VOCABULARY AND READING

COMMUNICATION: PHRASAL VERBS

EP **1 Match the sentence halves.**

1 I'd like José more
2 I know just enough Italian
3 I'm planning to brush up on my French
4 My friend talked me into throwing a party,
5 It was great to see my old friend Chris again
6 Stan came home from work so angry that he wanted to quit his job,
7 A girl came up to me the other day and said she recognised me,
8 Something weird happened today in our Chemistry lesson – Polina
9 When we heard today that the school was closing for the rest of term,
10 I'm not sure what the teacher was getting at when she said my accent was 'interesting' –

a and catch up on all his news.
b I just couldn't take it in at first.
c but his wife talked him out of it.
d in time for our holiday on Corsica.
e was she trying to say it's not very good?
f although I'm sure I'd never met her before.
g but now I think I've invited too many people.
h to get by when I'm visiting my cousins in Milan.
i suddenly burst out laughing, but I had no idea why!
j if he didn't go on about how clever he is all the time.

2 Check the meaning of the phrasal verbs.



3 Complete the sentences with a phrasal verb from Exercise 1 in the correct form.

1 For end-of-term exams, it's good to _____ everything you've learned at least one day before the exam.
2 Translation apps work so well that we can easily _____ without spending time learning foreign languages.
3 If someone I don't know _____ me in the street, my natural instinct is to avoid them.
4 The best way to _____ what's going on in the world is to see what's on your social media feeds.
5 If people in the media keep _____ the climate crisis, ordinary people might get bored of hearing about it.

4 Discuss with a partner. Do you agree with the statements in Exercise 3?

5 Look at the title of the article on the opposite page. What do you think are the pros and cons of this type of technology? Then quickly read the article to see if any of your ideas are mentioned.

6 Do Carla and Jason have a mostly positive or negative opinion of translation apps?

7 Read the article again and look at the statements below. Are these opinions expressed by Carla, Jason, or both of them?

1 The accuracy of translation apps needs refining.
2 Apps will never be sophisticated enough to replace language learning.
3 The reason for learning languages in the future will change.
4 Certain professions will become unnecessary.
5 We should be wary of technology making us lazy.
6 Language learning has other benefits apart from being able to communicate.

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13 LEARNING THE LINGO

Unit Overview

TOPIC	Language learning and communication
VOCABULARY	Communication: phrasal verbs; Adverbs
READING	Speaking the same language
GRAMMAR	Causatives
LISTENING	A podcast about communication and technology
SPEAKING	A discussion
EXAM TASKS	Reading and Use of English Part 4; Listening Part 3; Speaking Parts 3 & 4

Digital Resources

Lesson Plus: Unit 13
Practice Extra: Unit 13
Test Generator: Unit test 13

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 156; TB page 266
WORKBOOK: pages 76–81
VIDEO AND VIDEO WORKSHEET: Speaking up for languages
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 13; Vocabulary worksheet Unit 13

WARMER

With books closed, put students into small groups. Ask the students to think of when they last used English outside the classroom. Students then take turns to tell each other what skills they used and how easy it was. Invite each group to tell the class the most interesting form of communication they discussed.

ABOUT YOU

▶ 13 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put them into groups of three or four to discuss the questions. If you used the Warmer, they can stay in the same groups. Set a time limit of about three minutes and then invite each group to share one of their ideas with the class.

Elicit or tell students the meaning of the title of the unit. *Lingo* is an informal word which can refer to a foreign language or jargon used in different professions, e.g. *computer lingo*.

VOCABULARY AND READING

COMMUNICATION: PHRASAL VERBS

1 Ask students to look at the two photos on page 98 and elicit how these relate to language learning. Students then cover endings a–j in the exercise and look at the first beginning. Elicit possible endings which are related to language learning, e.g. *I'd like José more if I could understand him*. In pairs, students think of ideas for sentences 2–10. They then uncover the endings to do the matching. Elicit the answers and any alternative endings if they were different.

MIXED ABILITY

Weaker students just do the matching activity rather than thinking of their own endings. They can underline names or pronouns in the sentence halves to make the matching easier, e.g. 1 *José* can grammatically match with a *his*, c *his/him* and j *he*. They then decide which ending makes logical sense.

Answers

1 j 2 h 3 d 4 g 5 a 6 c 7 f 8 i 9 b 10 e

2 Students work in pairs and discuss words they already know or understand from the context. If they still aren't sure of some of the words, they should look them up. Elicit the answers and ask students to rephrase the highlighted words, e.g. *I'd like José more if he didn't keep talking about how clever he is all the time.*

Possible answers

brush up on: improve an existing skill
talk (sb) into (doing sth): persuade somebody to do something that they are initially not keen on doing
come up to (sb): approach somebody
get at: intend to convey (information)
catch up on: hear the latest details of something
take (sth) in: understand something
talk (sb) out of (sth): persuade somebody not to do something that they were keen on doing
get by: manage, although with a few difficulties
burst out: suddenly start doing something (e.g. laughing, crying)
go on about (sth): continually talk about something to the point where it bores or annoys people

3 Look at sentence 1. Elicit the correct phrasal verb and what this means, e.g. *For end-of-term exams, it's good to revise / look at / read through everything you've learned …* Students work in pairs. Elicit the answers and again ask students to rephrase them to show the meanings of the phrasal verbs.

Answers

1 brush up on
2 get by
3 comes up to
4 catch up on
5 going on about

4 Look at the first statement with the class and have a class vote on who agrees with it. Invite one student who agrees with the statement to tell the class what they do to revise before an exam, how late they stay up for, whether they make notes or just read, etc. When they have finished, tell the class that they should also ask each other questions to find out as much as possible about their partner's opinions.

Answers

Students' own answers

CONTINUED ON PAGE 198

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BACKGROUND INFORMATION

One of the earliest translation websites was Babel Fish, which started in 1997. You could type in a word or phrase and have it translated into a limited number of major languages. The name came from the novel *The Hitchhiker's Guide to the Galaxy*, in which people from different planets could place a species of fish called a babel fish into their ear and understand whoever they were talking to. Author Douglas Adams got the name for his fictional fish from the story of the Tower of Babel. The story says that the Babylonians wanted to build a tower to heaven, but that God stopped them by giving the workers different languages and making it impossible for them to understand each other. The tower was never finished, and the people moved around the world, taking their newly created languages with them.

To speak the same language can have a literal meaning or, as an idiomatic phrase, also mean to agree with each other or share each other's opinions and beliefs. For example, if two people are working and one says: *I think we should take a break and get something to eat.* The other could say: *I agree. Good idea* or *You and I are speaking the same language!*

5 Before students look at the title and the subtitle in the article, ask them to look at the photos and describe what they can see and what they know about translation apps. Students then work in pairs to think of pros and cons of the app. Tell them not to look at the text yet. Set a time limit of about two minutes and then give the students two or three minutes to read through the text to see which of their ideas were mentioned and find any other pros and cons. Elicit the answers and where in the text students found the information.

Answers

Students' own answers

6 For this exercise, you could keep the students in pairs and ask them to read one text each. When they have finished, they tell each other what they think and explain why, using information from the text. Elicit the answers and the reasons for them, e.g. Carla: *So technology saved the day; the day is not far off, I'm sure, when that's all we'll really need.* Jason: *they're still very hit-and-miss; They don't cope well with background noise; If we were to give up learning languages and just rely on apps, it would be a disaster; Technology should help us to learn.*

Answers

Carla – mostly positive, Jason – mostly negative

69 The Reading text is recorded for students to listen, read and check their answers.

7 Ask the students to read the whole article again more carefully. When they have finished, they find information in the text which helps them to choose the correct answers. Elicit the answers and the information which helped them to choose (see below).

1 Carla: *The app recognised her language as Bulgarian and translated it into English, poorly translated English admittedly*; Jason: … *they're still very hit-and-miss*; … *we would often burst out laughing when we heard the translations.*

2 Jason: *Language is not an exact science. Statements can be ambiguous; words have different meanings. Communication isn't just about words, but body language, intonation and numerous other things that convey meaning.*

3 Carla: *In the past, we often learned languages because we had to; in the future, it'll be because we want to. It'll become purely a hobby, like taking up golf.*

4 Carla: *And it made me grateful that my parents had talked me out of becoming an interpreter – that's one profession that we won't be needing in the future.*

5 Jason: *Technology should help us to learn, rather than do all the hard work for us. It may be tempting to have a machine do everything for us, but where does that end?*

6 Carla: *Well, they say that language learning sharpens your mind and broadens your horizons, and an app can't do that for you.* Jason: *And without language learning, we would miss valuable opportunities to enhance our social skills and experience new cultures.*

FAST FINISHERS

Before students read the text again, write on the board: *So technology saved the day*. Elicit what this means. (*It solved the problem.*) Ask fast finishers to find other interesting phrases in the text and to work out what they mean. When everyone has finished, elicit the answers to the exercise and then invite fast finishers to tell the class the phrases they found and what they mean, e.g. *be redundant, sharpens your mind, broadens your horizons, become obsolete, There's a lot of buzz, they're still hit-and-miss, lost in translation, Don't get me wrong*.

Answers

1 both
2 Jason
3 Carla
4 Carla
5 Jason
6 both

TALKING POINTS

Put students into groups of three or four. Look at the first question and ask if anyone has used a different kind of translation app, where they point the phone's camera at words on a sign and get an immediate translation of that in their own language. Set a time limit of about three minutes for students to discuss the questions in their groups and then invite them to share their ideas with the class. If students have got translation apps, they could experiment with sentences they know in English and see if they are translated correctly into their own language.

COOLER

Students work in groups of three. One person in each group plays themselves, a second student is from an English-speaking country and the third student is a translation app. They listen to the other two students and translate their words for them. They could do this as accurately as possible or, if using phrasal verbs or other phrases, they could translate each word literally to see what the translation sounds like in their own language. Invite one or two groups to act out their translations in front of the class.

» ALSO REFER TO WORKBOOK PAGES 76–77

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SPEAKING THE SAME LANGUAGE

69

Translation apps – are they the future? Here are some of your views.





CARLA, 23, DUBLIN

A few months ago, I was passing through Frankfurt Airport when an old lady came up to me and started saying something repeatedly in a language I couldn't identify. I had absolutely no idea what she was going on about. Having just brushed up on my German before my trip, I tried speaking that with her, but it was no use. Then I remembered my translation app, so I took out my phone and got her to speak into it. The app recognised her language as Bulgarian, and translated it into English, poorly translated English admittedly, but adequate to get her message across. She'd had her flight cancelled and the airline had sent her to a fully booked hotel. The receptionist then had made her go back to the airport, although she had no idea why. With the aid of the translation app, the airline staff were able to get her booked into another hotel. So technology saved the day.

The thing is, I can get by in several languages, but that only works if the person I'm talking to knows one of them. I realised that people like me, who have spent hundreds of hours learning to speak languages, may soon be redundant. And it made me grateful that my parents had talked me out of becoming an interpreter – that's one profession that we won't be needing in the future.

So, does this signal the end of language learning? Well, they say that language learning sharpens your mind and broadens your horizons, and an app can't do that for you. In the past we often learned languages because we had to; in the future it'll be because we want to. It'll become purely a hobby, like taking up golf.

What at I'm getting at is this though: the future belongs not to people who speak the most languages, but the IT experts who develop the most user-friendly translation apps. Because as they improve, the day is not far off, I'm sure, when that's all we'll really need.

JASON, 22, LOS ANGELES

It seems that translation apps are revolutionising the way we get round language barriers. Language teachers everywhere must be terrified of the idea of language learning and teaching becoming obsolete. But could that ever happen?

There's a lot of buzz at the moment about how amazing translation apps are, but the fact is that they're still very hit-and-miss. They don't cope well with background noise, and the collection of poorly translated texts you can find all over the internet brings new meaning to the phrase 'lost in translation'. A friend of mine recently talked me into downloading one when we went overseas on vacation, and we would often burst out laughing when we heard the translations. One night we even ate in a restaurant which had had its spicy chicken wings mistranslated as 'angry flying chicks'. No doubt they had used a translation app too!

If we were to give up learning languages and just rely on apps, it would be a disaster. Language is not an exact science. Statements can be ambiguous; words have different meanings. Communication isn't just about words but body language, intonation and numerous other things that convey meaning. And without language learning we would miss valuable opportunities to enhance our social skills and experience new cultures.

Don't get me wrong. I'm not anti-technology. In fact, I think it's the future of language learning. The latest trend in this area is Virtual Reality (VR) learning, where you can you engage in virtual conversations and actively participate in lessons. Streaming services such as Netflix now have tools that let you catch up on all your favourite TV shows in their original versions with subtitles, and which pause automatically so you have time to take in what you just heard. It's fun and you can do it from the comfort of your home.

The point is this. Technology should help us to learn, rather than do all the hard work for us. It may be tempting to have a machine do everything for us, but where does that end?

TALKING POINTS

Do you have a translation app on your phone and have you used it? Did it work well?
Do you think that technology is making us lazier? In what way?
Do you think that translation apps will make learning languages redundant in the near future?

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GRAMMAR
CAUSATIVES

1 Read the extracts from the article and choose the correct answer.

1 I took out my phone and **got her to speak** into it.
Whose idea was it for the old lady to speak into the writer's phone?
a the writer's **b** the old lady's

2 She**'d had her flight cancelled** …
Who had cancelled the flight?
a the old lady **b** someone else
Do you think the old lady was happy about what happened?

3 The airline staff were able to **get her booked** into another hotel.
Who organised the booking?
a the airline staff **b** the old lady

4 Streaming services now **let you catch up** on all your favourite TV shows.
Who or what allows TV viewers to watch their favourite shows?
a TV viewers **b** streaming services

5 The receptionist then had **made her go** back to the airport, although she had no idea why.
Whose idea was it for the lady to go back to the airport?
a the old lady's **b** the receptionist's
Do you think the old lady returned to the airport willingly or unwillingly?

6 It may be tempting to **have a machine do** everything for us …
Who or what would arrange for the machine to do all the work?
a the machine **b** the speaker
Does *have a machine do everything for us* mean the same as *get a machine to do everything for us*?
Which sounds more formal: the structure with *have*, or the structure with *get*?

2 Match the causative structures a–f below to extracts 1–6 in Exercise 1.

a *have* + object + past participle .....
- when somebody intentionally causes or arranges the action (e.g. *have your bike mended*)
- when something is done to someone with a bad result (e.g. *have your bike stolen*)

b *get* + object + past participle .....
- a more informal version of *have* + object + past participle

c *get* + *someone* + *to* infinitive .....
- similar in meaning to *ask* or *persuade*

d *have* + *someone* + infinitive without *to* .....
- the same meaning as *get someone to do something* but more formal

e *make* + *someone* + infinitive without *to* .....
- force someone to do something

f *let* + *someone* + infinitive without *to* .....
- allow someone to do something

» GRAMMAR REFERENCE AND PRACTICE PAGE 156

3 Correct any mistakes in these sentences. One sentence is correct.

1 My mum got me install a language learning app on her phone, and she uses it all the time now.
2 Some universities have all their student essays checked by special plagiarism-detecting software.
3 When I'm practising my Spanish, I find that having the other person to speak more slowly makes it easier to understand.
4 My dad likes to have cleaned his car by the guys in the garage, because he can't be bothered to do it himself!
5 They got rewritten the instructions in language that was easier for non-native speakers to understand.
6 It's better to let people to learn languages at their own pace.

4 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 It's easier to get someone to paint your room for you than to do it yourself. **PAINTED**
Having _____ hard as doing it yourself.

2 The invigilators got the candidates to sit at least two metres apart for the exam. **NO**
The invigilators had the _____ than two metres apart for the exam.

3 My friend talked me into joining her jazz band. **GOT**
My friend _____ her jazz band.

4 Thieves illegally entered Mr Smith's shop last week. **HAD**
Mr Smith _____ into by thieves last week.

5 The teacher insists on us submitting our homework before the lesson. **MAKES**
The teacher _____ in before class.

6 Roser and Manuel have arranged for a professional photographer to take photos of them tomorrow. **HAVING**
Roser and Manuel _____ professionally tomorrow.



5 » WORK IN PAIRS. TURN TO PAGE 133.

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GRAMMAR
CAUSATIVES

WARMER
Ask the students to look at the photo on page 100 and describe what the woman is doing. Discuss who has painted their bedroom walls or other parts of the house. Students then work in small groups and try to find things that they can do that other students can't, e.g. *If my bike gets a puncture, I fix it myself.* Invite the groups to tell the class who the most practical person in each group is and elicit some of the things they can do.

1 Students work in pairs to discuss the questions. Elicit the answers and ask the students what the sentences would say if the alternative answer was correct, e.g. *1 I took out my phone and she spoke (decided to speak) into it.* You could elicit another way of saying sentence 2, e.g. *Her flight was cancelled*.

Answers
1 a 2 b; No 3 a 4 b 5 b; unwillingly
6 b; Yes, the meaning is the same. The structure with *have* is more formal.

2 Students do the matching in pairs. While they are doing this, write on the board:

I had a hotel booked for me.

I had them book a hotel for me.

Elicit the answers to the exercise and then look at the sentences on the board. Tell students these are both causative forms in that the speaker didn't do the booking. Ask them to explain the difference in meaning. (*The first means that someone did it for the speaker – the speaker might have asked them to do it or they might have done it without being asked. The second means the speaker definitely asked them to do it.*)

Answers
a 2 b 3 c 1 d 6 e 5 f 4

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

3 Look at sentence 1 with the class and ask them to find which rule in Exercise 2 it matches (*c*). Ask if there is anything wrong with the sentence and, if so, have students give you the correct form. (*The rule is* get someone + to + *infinitive. The sentence doesn't include the word* to.) Students then complete the exercise alone or in pairs. Elicit which rule each sentence corresponds to and the correct answers.

Answers
1 My mum got me **to** install a language learning app on her phone, and she uses it all the time now. (rule c)
2 *correct* (rule a)
3 When I'm practising my Spanish, I find that **getting** the other person to speak / having the other person **speak** more slowly makes it easier to understand. (rules c/d)
4 My dad likes to have **his car cleaned** by the guys in the garage, because he can't be bothered to do it himself! (rule a)
5 They got **the instructions rewritten** in language that was easier for non-native speakers to understand. (rule b)
6 It's better to let people **learn** languages at their own pace. (rule f)

4 C1 Advanced Reading and Use of English Part 4

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 61. Remind students that there are two possible marks for each answer. In the first answer, one mark can be given for the causative part (*having your room painted*) and one for the comparison (*isn't / is not as/so*). Remind students to stick to the word limit (three to six words) and not to change the form of the word in capitals in any way. Students complete the activity alone and then compare answers in pairs. Elicit the answers and, for sentence 1, ask why they can't write *Having your room painted for you isn't as …* (*It contains too many words, so the words* for you *should be removed as they aren't necessary.*) For each question, tell the students what they need to write for each mark in the answer.

Answers
1 your room PAINTED | isn't / is not as/so
2 candidates sit/sitting | NO fewer/less
3 GOT me | to join
4 HAD his shop | broken
5 MAKES us | hand the/our homework / MAKES sure we | hand the/our homework / MAKES sure | the/our homework is/ gets handed
6 are HAVING | their photos/photographs/pictures taken / are HAVING | photos/photographs/pictures of themselves taken

5 Look at the word box on page 133 with the class and elicit the meaning of *proofread*. Look at the example and ask students what else they could have written (getting *in place of* having). Students work alone and then compare answers in pairs. Elicit the answers and alternatives when appropriate. In sentence 2, *Having* isn't incorrect, but because of the informality of the situation, *Getting* sounds better.

When you have elicited the answers, look at the instructions below the exercise with the class and ask them for alternative suggestions for the example sentence, e.g. *it's worth getting your teacher to explain it to you*. Students discuss the sentences together and then work alone or together to change those they disagree with. Elicit some of the alternatives from the class.

MIXED ABILITY
Once the students have discussed the statements in pairs, you could give them a certain number to change depending on ability, rather than whether they actually agree or disagree with the statements. Weaker students could rewrite one or two statements, whereas stronger students could write more. The fastest students could even rewrite all of the statements if they have time.

Possible answers
1 get/have your eyes tested
2 Getting a friend to give you a lift to school
3 let students use
4 to have a parent take you out / get a parent to take you out in the car to practise.
5 have/get your homework proofread by a classmate / have a classmate proofread your homework / get a classmate to proofread your homework
6 make pupils study

» PRACTICE EXTRA: UNIT 13 – GRAMMAR – CAUSATIVES
» GRAMMAR WORKSHEET: UNIT 13
» ALSO REFER TO WORKBOOK PAGE 78

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VOCABULARY ADVERBS

1 Elicit ideas and then give the students a minute to discuss the two questions. Elicit any instructions or other words students have learned from online gaming, e.g. *left*, *right*, *up*, *down*, *fire*.

Answers
Students' own answers

70 2 Look at the photo with the class and ask them to work in pairs to guess how old the two boys are, where they are from, how they are feeling and what their interests are. Students read through the statements before they listen. When they have listened, elicit the answers and the reasons why the false answers are incorrect.

Answers
1 false 2 true 3 false 4 true 5 true 6 false 7 false 8 true
9 true 10 true 11 false 12 true

70 3 With the class, look at the adverbs in the box and then the first sentence. Elicit the adverb needed (*massively*) and what it means (*a lot* or *very much*). When students have listened to the recording again, elicit the answers. Look at the first three adverbs in the box with the class and elicit when you keep the final *-e* from an adjective and when it disappears. (*It disappears when the word ends* -able *or* -ible.)

Answers
1 massively 2 repeatedly 3 individually
4 supposedly; technically 5 poorly; comprehensively
6 Incredibly 7 namely 8 publicly 9 respectively
10 effectively

» AUDIOSCRIPT TB PAGE 293

4 Before students look at the box of adverbs, look at the first sentence with the class. Ask if Isaac is still a school student. (*Yes, because it isn't the end of term yet.*) Ask if he has to go to school. (*No, because he's finished his final exams.*) Students then look at the adverbs in the box. Elicit the correct pair and which adverb fits each gap. Students then complete the exercise alone or in pairs. Elicit the answers when they have finished.

FAST FINISHERS
Tell fast finishers to try to think of similar ideas to those in the sentences, but about themselves or people they know, e.g. *I once repeatedly added numbers in a maths exercise when I should have multiplied. My favourite social media website was comprehensively redesigned and I stopped using it.* Invite students to share their ideas with the class when everyone has finished the exercise.

Answers
1 effectively; technically
2 poorly; repeatedly
3 namely; respectively
4 supposedly; publicly
5 individually; massively
6 comprehensively; incredibly

5 Students work alone. When they have finished, elicit the answers and then ask the students to look at the last sentence and guess the meaning of *brutally honest.* (*It describes being honest in a way which can be quite upsetting or hurtful to the person or organisation you are criticising.*)

Answers
1 namely
2 massively
3 incredibly
4 repeatedly
5 poorly
6 publicly

6 Look at page 133 with the students. Students work alone and then compare answers in pairs. Tell the students not to start discussing the statements until you have elicited the answers. Elicit the answers and ask the students if they can name the 12 tenses (*present simple, present continuous, present perfect simple, present perfect continuous, past simple, past continuous, past perfect, past perfect continuous, future simple, future continuous, future perfect, future perfect continuous*). Before students discuss the questions, ask if they know any music or films from the 1970s. Elicit ideas or tell them some famous groups, songs or films (e.g. groups: *Pink Floyd, David Bowie, Led Zeppelin, Queen, Elton John*; songs: *Bohemian Rhapsody*, *Goodbye Yellow Brick Road*, *Hotel California*, *Bat out of Hell*, *Dancing Queen*; films: *Jaws, The Godfather, Apocalypse Now,* the first *Star Wars* film). Set a time limit of about three minutes for students to discuss the questions and then discuss each one with the class.

Answers
1 supposedly
2 effectively
3 publicly
4 comprehensively
5 respectively
6 individually

COOLER
Students make a sentence that includes one of the adverbs from the lesson, e.g. *The desert was incredibly cold at night.* They don't let anyone else see their sentence. They then get into groups of four and take turns to read out their sentence without the adverb, e.g. *The desert was cold at night.* The other members of the group try to guess what adverb they chose. When they have finished, elicit one sentence from each group for the other students to try to guess the adverb.

» PRACTICE EXTRA: UNIT 13 – VOCABULARY – ADVERBS
» VOCABULARY WORKSHEET: UNIT 13
» ALSO REFER TO WORKBOOK PAGE 79

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VOCABULARY
ADVERBS

1 **Discuss the questions with a partner.**

1 Are you into online gaming? If so, do you ever use English when you play?
2 Do you know anyone who takes part in gaming competitions?

70 **2** **Listen to two classmates talking about twin brothers, Miguel and Javier, who took part in a gaming competition at the weekend. Are these statements true or false?**

1 Miguel and Javier weren't interested in computer games at school.
2 Miguel was told off several times during classes at school.
3 Miguel and Javier entered a gaming competition together as a team.
4 The guy from London was said to be England's best player.
5 The guy from London had good skills and techniques.
6 In Javier's first game, his opponent played brilliantly.
7 Javier only just won his first game.
8 The boy is surprised that Javier did so well.
9 Javier's opponent in the final was Miguel.
10 The final was played in front of an audience.
11 Miguel came first, and Javier came second.
12 The girl thinks that Miguel and Javier's success may be thanks to her school.

EP 70 **3** **Complete a summary of the conversation using the adverbs in the box. Then listen and check. Check the meaning of any adverbs that you don't understand.**

comprehensively effectively incredibly individually massively namely poorly publicly repeatedly respectively supposedly technically

1 Miguel and Javier were both _____ into gaming.
2 Miguel _____ got into trouble for playing games during lessons.
3 Miguel and Javier were competing in the competition _____.
4 Javier's first opponent was _____ the top player in England – he was _____ brilliant.
5 His opponent played really _____ and Javier beat him _____.
6 _____, Javier got through to the final.
7 He was nervous when he found out who he was against – _____ his own brother.
8 The final is always staged _____ and recorded.
9 Javier and Miguel came first and second _____.
10 This _____ means that their school produces the best gamers in the country.



4 **Complete the sentences by using one pair of adverbs in each.**

comprehensively / incredibly effectively / technically individually / massively namely / respectively poorly / repeatedly supposedly / publicly

1 Isaac has finished his final exams and _____ left school, as he's not required to turn up every day, although _____ he'll be classed as a student there until the last day of term.
2 Sylvia got a low mark for her English literature essay, because her teacher said it was _____ organised and hard to follow, plus she'd spelled 'Shakespeare' wrong _____ throughout.
3 I've got my favourite then my least favourite lessons today, _____ English and then maths _____.
4 The prime minster of my country _____ speaks amazing English, but no-one's really sure, because whenever she appears _____, she always speaks through an interpreter.
5 Our teacher said that she couldn't give us feedback on our presentations _____ as it would take too long, which seems _____ unfair if she expects us to improve.
6 A language learning website I use was _____ redesigned at great expense, but with the new layout, it's now _____ difficult to navigate. I don't know why they bothered!

5 **Replace the underlined words with an adverb from the box.**

incredibly massively namely poorly publicly repeatedly

There's only one thing I detest more than going to the dentist, [1]and that is phoning call centres. I recently noticed that I'd been overcharged [2]by a large amount on my phone bill, so I called to get it sorted. Needless to say, I had to wait an [3]extremely long time before my call was answered. And when it was, I had to explain [4]again and again to different people at the call centre what the problem was, and what I wanted them to do about it. All the staff must have been really [5]badly trained. It was so bad that I'm going to express [6]to everyone how awful their service is by writing a brutally honest review of the firm online.

6 » **WORK IN PAIRS.** **TURN TO PAGE 133.**

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LISTENING



1 **What might you want to say to a friend that could be**

- more appropriate in a text message than a phone call?
- best discussed face to face and in private?
- suitable for a group chat?
- suited to a phone call, but not to messaging?

2 **Work in pairs. Read the quotes and say if any of them are true for you.**

'I come across as being really confident online, whereas I'm actually quite shy in person.'

'When I'm chatting to my mates and my parents overhear us, they have no idea what we're on about.'

'I never use emojis in my social media posts because they're (a) old-fashioned and (b) childish.'

3 **You will hear a podcast discussion between two people, Harriet and Mick, who have an academic interest in how technology affects language and communication. Choose the answer (A, B, C or D) which fits best.**

71



1 Harriet says that an advantage of using electronic communication to send unwelcome news is that it
- **A** saves people considerable time and effort.
- **B** enables people to conceal their emotions.
- **C** allows people to maintain good relations.
- **D** helps people to avoid others' negative feelings.

2 Mick has learned that the way a person expresses themselves online
- **A** may have very little to do with their age.
- **B** is largely determined by why they first began using the internet.
- **C** varies according to which online platform they are using.
- **D** is affected by the time they spend socialising on the web.

3 Harriet mentions US president George Washington in order to
- **A** demonstrate that language has changed very little over time.
- **B** explain why the written word has always been responsible for changes in society.
- **C** show that effective use of language can enable people to shape history.
- **D** argue that technological changes have always influenced language.

4 When speaking about how technology may affect marriages in the future, Mick and Harriet agree that
- **A** married couples may use technology as a way to spend less time together.
- **B** the proportion of people who marry after meeting on a dating app will rise.
- **C** it will be more common for people to marry without knowing the same language.
- **D** the time between a couple first contacting each other and getting married will be shorter.

5 Mick thinks that the internet helps researchers to study language use more fully because
- **A** people can easily see how high-profile figures express themselves.
- **B** such enormous amounts are uploaded every day.
- **C** data from ordinary people is publicly available.
- **D** people use more informal language on social media.

6 Harriet says that emojis are problematic for study because
- **A** the same ones can mean different things to different people.
- **B** they can only be fully understood by the person the message is for.
- **C** some experts do not consider them to be a part of written language.
- **D** it is unclear how people who use them believe that they enhance meaning.

4 **Discuss the questions with a partner.**

1. Do you prefer to send individual messages to friends or send group messages?
2. Have you ever messaged someone instead of ringing them to avoid having to speak to them?
3. Have you ever sent a message that the recipient completely misunderstood?
4. Do you think that a friendship or a relationship conducted through a translation app could work?
5. Do you think that the popularity of messaging instead of calling or speaking face-to-face with people means that the current generation has poorer communication skills than previous generations?

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LISTENING

WARMER

Students work in pairs and look at the photos on page 102. They choose one photo each. They then describe their photo, saying what the people are doing, how they might be feeling and what they are talking about or reading/texting. Set a time limit of about three minutes and then elicit ideas about each photo.

1 Ask students to look alone at the four situations for about 30 seconds and then discuss their ideas in pairs. Set a time limit of two minutes and ask students to give reasons for their ideas. When they are ready, invite students to share their ideas with the class.

Answers

Students' own answers

2 Set a time limit of about two minutes for the students to discuss the quotes. When they have finished, ask the class follow-up questions for each point, e.g. *1 In what other ways do people create an unreal online image? 2 What examples of slang do you use that an adult probably won't understand?* (You could ask the students to make sentences to test your own understanding.) *3 What are your favourite emojis? Who uses the most emojis in texts to you?*

Answers

Students' own answers

71 **3 C1 Advanced Listening Part 3**

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 85. Remind students that they should quickly read through the questions before the recording starts so that they know what they are listening out for. They should also be careful of information which is mentioned in the recording but doesn't lead to the correct answer. Look at the first question and option A with the students. Point out that Harriet may well give this as an advantage of using electronic communication, but not as an advantage of using it to send unwelcome news.

When students have listened to the recording once, tell them that they should use the second listening to check their answers, even if they are confident they are correct, because they may hear something that makes them change their answer. Elicit the answers and the information they heard which helped them to decide:

1 … *it lets you avoid the guilt you might feel if you could hear their voice or see their face.*

2 … *how we express ourselves online depends on what it was that we initially started accessing the web for.*

3 … *if you look at a speech made by the first US president, George Washington, some 250 years ago, and read it in its written version, you'd find it still completely intelligible. There's very little that's disappeared from everyday usage.*

4 *I wouldn't be surprised if in the future we see lots of couples where the only way each can communicate with their spouse is via some sort of headset.*

5 *But now the rest of us regular folks are producing content on various social media sites that can be comprehensively analysed, too.*

6 *For linguists, there* is *a difficulty in reading them, though, with many that are quite ambiguous. Like the face with all the teeth* – you *might use that to indicate you're nervous, but* I *understand that you're angry with me.*

You could also photocopy the audioscript to enable students to look for why the other options are incorrect and also note the use of adverbs in the discussion.

When you have finished eliciting the answers, dictate three words from the text: *intelligible, spouse, articulate*. Check that the students have spelled them correctly and then elicit the meanings from the class.

Answers

1 D 2 B 3 A 4 C 5 C 6 A

» AUDIOSCRIPT TB PAGES 293–294

4 Set a time limit of about three minutes for students to discuss the questions in pairs and then put the students into at least five groups, depending on class size. Give each group one of the questions to discuss in more detail. When they are ready, each group takes turns to present their findings to the class, saying how many of them answered *Yes* to the question and telling the class some of the most interesting anecdotes.

MIXED ABILITY

Try to mix the groups so that weaker students aren't all in the same group. If they sometimes find it difficult to talk in groups because other students tend to dominate, make the weaker student the group leader. They are responsible for asking the question to the other group members and noting their answers. They can also contribute their own answers if they wish. That student then presents the findings to the class so that, even if they didn't say much during the discussion, they have a chance to speak using their notes to help them.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 80

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SPEAKING A DISCUSSION

1 Tell students to cover Exercise 1 and ask them to discuss the photo, saying who they think the people are, how they are feeling and what they think has happened. Elicit ideas from the class and tell them that the statements in Exercise 1 are all connected to the *topic* of the photo (not the photo or people in it). Before they uncover the statements, ask them what topic they think the statements will all be about. They then uncover the exercise to check their ideas and discuss which they think are scientifically proven.

Answers
Students' own answers. Only sentence 4 is false.

2 Students work alone and then compare answers in pairs. Elicit the answers and ask the students what function each phrase has, e.g. *As far as I'm concerned, …* is used to give an opinion; *That's a good point* is used to agree with someone else.

FAST FINISHERS
Ask students to think of an opinion they have on any topic and tell their partner this. The partner agrees or disagrees using one of the phrases from the exercise. When everyone has finished, invite students to share their sentences with the class.

Answers
1 e 2 a 3 c 4 k 5 f 6 b 7 d 8 g 9 h 10 j 11 i 12 l

3 C1 Advanced Speaking Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 86. Remind students that the idea isn't to come to an agreement as quickly as possible or to try to dominate the conversation, but to discuss as many of the points as possible together, whilst agreeing or disagreeing appropriately and giving reasons for their views. A stronger student who is aware that their partner isn't saying much during the exam can help them by asking them for their opinion and why they feel that way.

Set a time limit of about four minutes and then elicit one or two of the ideas that students discussed.

Answers
Students' own answers

72 **4** When the students have listened to the recording, elicit the answers and then ask the class which student they think did the best in the conversation and why.

Answers
1 Maribel 2 Gerardo 3 Maribel 4 Gerardo 5 Maribel 6 Gerardo

5 Look at the *Prepare to speak* box with the class. Students work alone and then check in pairs. Elicit the answers and then make a statement on the topic of the unit, e.g. *Emojis are important for us to understand the message sender's feelings.* Invite students to respond using one of the phrases in the *Prepare to speak* box. You could elicit a different statement from a student and repeat the process if appropriate.

Answers
1 If 2 as 3 To 4 with 5 more 6 where 7 so

72 **6** When students have listened to the recording, they compare answers in pairs and discuss what they remember each person saying after the phrases, e.g. *To be honest, it's not something I've ever really considered.*

Answers
Gerardo: if you ask me …; To be honest, …; I couldn't agree more …; I can see where you're coming from, but …; if you ask me, …; I'm not so sure about that actually; Not for me.
Maribel: You could say …, but then again …; as far as I'm concerned, …; I'm with you on that; Absolutely.

» AUDIOSCRIPT TB PAGE 294

7 C1 Advanced Speaking Part 4

In the exam, the questions in Part 4 link thematically to the topic of the discussion in Part 3. The examiner can ask one of the two candidates one of the questions and then ask the other candidate if they agree or disagree, or the examiner can ask both candidates at the same time, so they discuss their opinions together.

Tell the students to take turns asking the questions so that they each give their opinions to three of them and respond to their partner's opinions three times. Whether giving or responding to opinions, they should always give a reason for their views. When students have finished, invite them to share their opinions as a class.

Answers
Students' own answers

8 C1 Advanced Speaking Part 3

Before students turn to page 133, tell them they are going to do a similar task to the one in Exercise 3. Give them a few seconds to look again at the *Prepare to speak* box before they turn to the exercise and encourage them to use a variety of phrases when discussing the issue.

Set a time limit of about four minutes and then discuss the advantages and disadvantages of each idea with the class.

Answers
Students' own answers

9 C1 Advanced Speaking Part 4

You could ask the students to discuss the first three questions in pairs and then put them into groups of three. For questions 4–6, each student takes turns to play the role of examiner. They ask one of the other two students a question and then ask the other student if they agree or disagree. The student playing the examiner turns to page 103 while the students are talking and notes the expressions they use from the *Prepare to speak* box.

Answers
Students' own answers

COOLER
Put the students into small groups. Each student writes three sentences about themselves, one of which is untrue but not obviously so. They take it in turns to tell each other their statements and the others guess which one is a lie. Elicit some of the sentences from different groups and see if other students can tell the truths from the lies.

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SPEAKING
A DISCUSSION



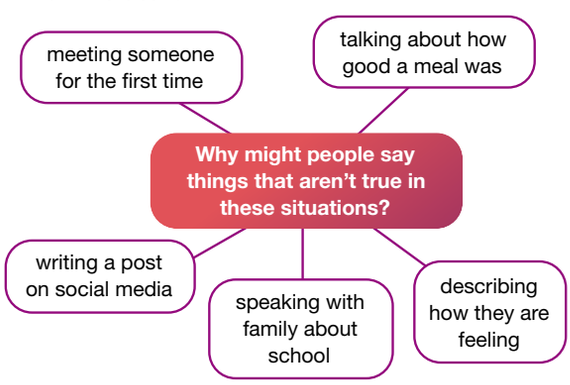
1 **Discuss with a partner which of the following statements you think have been shown scientifically to be true.**

1 It's easier to tell if someone is lying by listening to them than by watching them.
2 Telling the truth leads to better mental and physical health, with less stress and fewer headaches.
3 The average person can only tell when they are being lied to 50% of the time.
4 Police officers are much better than most people at identifying when someone is lying.
5 In a study, 60% of people were found to lie at least once in a ten-minute conversation.

2 **Match 1–12 to a–l to make phrases which you can use in discussions.**

1 As far as	a a good point.
2 That's	b to a point.
3 I'm with	c you on that.
4 I'm not so	d agree more.
5 Yes, that's a	e I'm concerned …
6 I agree up	f good question.
7 I couldn't	g what you mean.
8 It depends	h to interpretation.
9 That's open	i about that before.
10 I can see where	j you're coming from, but …
11 I've never thought	k sure about that actually.
12 That's not something	l I've ever really considered.

3 **Work with a different partner. Here are some situations in which people might say things that aren't true, and a question for you to discuss. Talk to each other about why people might say things that aren't true in these situations. Try to use some of the phrases from Exercise 2.**



72 **4** **Now listen to two candidates, Gerardo and Maribel, discussing the question.**

Which candidate

1 agrees with their partner's answer?
2 doesn't initially know how to answer the question?
3 gives two alternative viewpoints, then selects one of them?
4 disagrees with a statement suggested by the examiner?
5 uses an example from their own life?
6 disagrees with one of their partner's answers?

5 **Complete the *Prepare to speak* expressions with a word from the box.**

as if more so to where with

PREPARE TO SPEAK

Giving opinions

You could say … , but then again …
[1] _____ you ask me, …
I honestly think that …
As far [2] _____ I'm concerned, …
[3] _____ be honest, …

Agreeing

I'm [4] _____ you on that.
Absolutely.
Exactly.
I couldn't agree [5] _____.

Agreeing partially

I see your point, but …
I can see [6] _____ you're coming from, but …

Disagreeing politely

I'm not [7] _____ sure about that actually.
Not for me.

72 **6** **Listen again to Gerardo and Maribel. Which of the expressions in the *Prepare to speak* box do they use? Write *G* or *M* next to the expressions.**

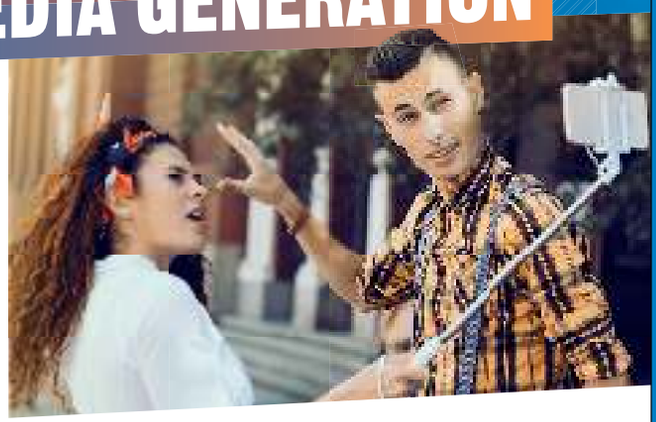
7 **With a partner, ask and answer the questions using expressions from the *Prepare to speak* box.**

1 Do you think it's sometimes better not to tell the whole truth? (Why? / Why not?)
2 Do you think some people are better at lying than others? (Why? / Why not?)
3 How easy is it to tell if something you read online is true or not?
4 Some people think that when small children lie, they are showing signs of intelligence. To what extent do you agree?
5 What do you imagine a world would be like in which nobody ever lied?
6 Do you think people tell the truth about their life when they write their autobiography? Would you?

8 » WORK IN PAIRS. TURN TO PAGE 133.

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14 THE SOCIAL MEDIA GENERATION



ABOUT YOU

▶ 14 **Watch the video and then answer the questions.**
Do you follow any social media influencers?
Have you ever bought something after seeing it advertised by an influencer?
Do you create original content (videos, memes, etc)?

VOCABULARY AND READING

SOCIAL MEDIA MARKETING

1 Match the words and phrases to meanings a–j.

1 How many followers do you have on social media?
2 The band's fanbase is mainly made up of teenage girls.
3 A lot of social media advertising targets teenagers.
4 Many companies now use influencers to market their products, and apparently this has really boosted sales.
5 Sonia loves labels like Gucci and Prada. She always has the latest designer goods.
6 Companies may feel that influencers can engage with the customer more than celebrities can, and they may be easier for people to emulate.
7 Fashion brands sponsor influencers who show their clothes and accessories to their best advantage.
8 Product placement on social media has become an important promotional tool for many small businesses.

a is aimed at
b supplying an item for a photo/movie so it can be noticed
c group of admirers
d try to be like someone you admire
e give money to someone in return for advertising
f expensive items made by a famous designer
g be involved and connected with
h promote, advertise
i increased
j friends or contacts

2 Complete the sentences with a word or phrase from Exercise 1. You may need to change the form.

1 Putting those sunglasses in the shot on the boat was brilliant _____.
2 You may have a lot more _____ than I do but most of them are inactive.
3 I don't waste my time trying to _____ celebrities. I prefer to just be myself.
4 Some influencers are lucky enough to be _____ by travel companies and get free holidays.
5 Some of the advertising that _____ children is quite unethical, in my view.
6 This sunny weather has helped _____ sales of garden furniture.
7 I'm not willing to pay extra for _____. Some high street brands are just as good.
8 Coca-Cola is a company who has managed to _____ successfully with consumers through their advertisements.
9 Companies need to be more and more creative when it comes to _____ their products.

3 Read the article on the opposite page quickly, ignoring the gaps. Choose the best summary.

A There need to be stricter rules governing social media influencers' promotion of potentially harmful products and their conduct in general.
B Using social media influencers to endorse products can make a lot of money for companies, but influencers have a duty to the public to behave responsibly.
C It would benefit businesses to use social media influencers to a greater extent than more traditional methods of advertising, since they have proved effective in getting results.

4 Read the notes a student has written on the parts of the article before and after the first gap. She has chosen two possible paragraphs to fill the gap: F and G. Read them carefully. Which one fits better? Highlight the words or phrases that helped you decide.

5 Choose from the paragraphs A–G the one which fits each gap (2–6). There is one extra paragraph which you do not need to use.

A On the other hand, with their well-staged photo shoots featuring perfect models, fashion magazines are too glamorous for most readers. The outfits they really want to see are those they can wear to school or work.

B Experts have responded with innovative solutions to this issue. Technological developments have made it possible to develop ways to demonstrate connections between advertising and results. One programme called RewardStyle looks particularly promising.

C Firstly, the balance between style, content and audience engagement is a challenge, and only those that achieve it will become successful. For every one that makes it, there are a hundred others that try and fail.

D Social media, with everyone potentially being a producer of content, blurs the lines between advertising and simply sharing ideas. In the absence of laws, people need to monitor their own behaviour.

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14 THE SOCIAL MEDIA GENERATION

Unit Overview

TOPIC	The media
VOCABULARY	Social media marketing; Negative prefixes; Suffixes *-ful* and *-less*
READING	How have social media influencers changed advertising?
GRAMMAR	Reported speech
WRITING	A report
EXAM TASKS	Reading and Use of English Part 7; Reading and Use of English Part 3; Writing Part 2 (a report)

Digital Resources

Lesson Plus: Unit 14
Practice Extra: Unit 14
Test Generator: Unit test 14

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 157; TB page 266
WORKBOOK: pages 82–87
VIDEO AND VIDEO WORKSHEET: The age of influence
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 14; Vocabulary worksheet Unit 14

WARMER

With books closed, write the verb *to influence* on the board and elicit a definition (*to affect how someone thinks or behaves without directly forcing them*). Students work alone and make a list of all the people in their lives who influence them and how, e.g. *older sister – my taste in music*. They then compare ideas with a partner. You could follow up by asking each student to think of one area of life, e.g. music, fashion, ambitions. They then mingle and ask other students who influences them the most in this area of life. They note down the answers. When students have talked to several other students, invite them to share what they found out, e.g. *I asked students who influenced them most about fashion. Most people said friends, a few people said pop stars and one person said their dad.*

ABOUT YOU

▶ 14 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions. When they have finished, elicit the names of some influencers and what the class think of them. Then invite students to tell the class about any content they have produced. You could give them an example of the power of influencers by telling them that in 2018, Kylie Jenner said that she hadn't used Snapchat in a while and the value of the company almost immediately dropped by $1.3 billion.

VOCABULARY AND READING
SOCIAL MEDIA MARKETING

1 Ask students to cover the meanings and to look at sentences 1–8 in pairs. They discuss any of the words in blue they know and work together to try to guess the meaning of any words that they don't know. Students then uncover the meanings and do the matching. Elicit the answers and ask the students for examples for some of the sentences, e.g. *a band whose fanbase is mainly made up of teenage girls – One Direction, a product advertisement which targets teenagers – face cream for spots.*

Answers
1 j 2 c 3 a 4 h, i 5 f 6 g, d 7 e 8 b

2 Look at the first sentence with the class and elicit the correct missing word. Ask students why product placement can be more effective than traditional advertising. (*We might ignore messages in adverts because we know they are trying to sell us something. With product placement, we may associate the product with a character who we would like to be similar to in some way.*) Students then complete the exercise alone or in pairs. Elicit the answers and follow up with a discussion of some of the points they raised.

FAST FINISHERS

Ask fast finishers to discuss some of the other sentences. They can discuss whether or not the statements are true for themselves (e.g. sentence 3) or think of other similar examples (e.g. sentence 1) or their opinions (e.g. sentence 5). When everyone has finished the activity, discuss the statements with the class, inviting the fast finishers to start the discussions with their own ideas.

Answers
1 product placement
2 followers
3 emulate
4 sponsored
5 targets
6 boost
7 designer goods
8 engage
9 marketing

CONTINUED ON PAGE 210

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BACKGROUND INFORMATION

The rise of influencers in marketing has led to several problems:

Fraudulent influencers: Influencers claim to be sponsored by businesses but aren't. They do this to try to tempt other businesses to offer them deals.

Virtual influencers: These are computer-generated characters which people follow, thinking they are real people.

Fake followers: Influencers buy 'followers' so that it looks as if a lot of people read their posts. These 'followers' are created by setting up fake social media accounts.

Not disclosing adverts: Influencers write posts about products which they claim to use, but don't disclose that they have been paid by the company to advertise the product. Although laws have been introduced saying that notices must tell readers that posts are paid adverts, these are often hidden right at the bottom of posts where few followers see them.

A publication 'Disclosures 101 for Social Media Influencers' says that, in addition, influencers shouldn't promote any product that they haven't used, or have used but thought was poor, or make claims about the product that can't be proved.

3 Set a time limit of two or three minutes for students to read the text. When they have finished, without looking at Exercise 3, they discuss in pairs what they think it is about. They then look at the three choices to see which one they think is correct. Elicit the answer and reasons for it. (*The first three paragraphs look at micro influencers and how they can boost sales for a company; the final three paragraphs look at ethical issues about the behaviour of influencers.*)

Answer

B

4 Look at the notes and then tell students to work alone. Don't give them any clues at this stage. Set a time limit of about two minutes and ask students to check their answer by seeing if the paragraph addresses the student's comments. Elicit the answer and the words and phrases that students used to help them. Look at the three ways they can decide which paragraph should go where:

By referring back to the paragraph before: *this new world* refers back to the idea of today being very different to 15 years ago.

By referring to the paragraph after the gap: *social media influencer* refers forward to *certain individuals*.

By looking at the overall structure of the text: The article starts by saying the internet has changed the world; it then looks at one phenomenon, the social influencer, and then continues by explaining who they are and what they do.

Answers

G – *bringing in new concepts* (before the gap); *One phenomenon in this new world*; *become rich* (after the gap); *an envied being with a … luxury lifestyle*

5 C1 Advanced Reading and Use of English Part 7

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 90. Remind students that they should be able to see how pronouns or other linking words in the paragraph they are inserting refer to people, things or ideas in the paragraphs before and/or after the gap. The paragraph should also make sense in the overall structure of the text.

Tips Encourage students to think about what information or ideas the missing paragraph is likely to include before they look at the options available. This will help them decide which one is correct.

In the exam, the students have 90 minutes to complete eight exercises. Set a time limit of ten minutes for this activity, as students have already looked at the first gap. When they have finished, elicit the answers and, if there are any differences of opinion, elicit clues which helped them to decide.

MIXED ABILITY

You can elicit the answers by asking different students to read out the entire text, one paragraph each. Weaker students can be reluctant to offer answers in case they are wrong, so you can nominate them to read out paragraphs that are already in the text, while stronger students read out the paragraphs which have to be inserted into the gaps. By doing this, you can involve weaker students without there being any risk that they might give a wrong answer.

Answers

2 F 3 A 4 B 5 E 6 D

73 The Reading text is recorded for students to listen, read and check their answers.

TALKING POINTS

Put students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions together. They could also talk about not just who should control content but how. Invite groups to share their ideas with the class and allow other students to disagree if necessary. If any students say they would like to become an influencer, ask them what sort of influencer they would like to be (e.g. fashion, travel) and how they would go about building up a following.

COOLER

Ask students to think of one thing they really like, e.g. a product, place, website, blog, game, film, which other students might not know. Give them one minute to think of what is good about this thing. Students then mingle and tell other students about their choice and why it is so good. When students have finished, ask them if anyone managed to influence them to try something or find out more about it.

ALSO REFER TO WORKBOOK PAGES 82–83

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How have social media influencers CHANGED ADVERTISING?

73

Everyone knows how drastically the advent of the internet has changed almost every aspect of life, bringing in new concepts and terminology. Platforms, unfriending, followers, trending, hashtags and tweeting are all words or phrases that people as recently as 15 years ago would not have understood, at least not in the context they are used in today.

This gives a general introduction to the text. It might move on to a more specific aspect.

1

It is easy to see how certain individuals manage to become popular on social media, but how they become rich is not so obvious. Why do companies sponsor relatively unknown people, sometimes with a following of less than 10,000 people? Marketing director Zoe Crosbie points out that these micro-influencers' popularity is due to their authenticity. Unlike celebrities, micro-influencers are relatable, since in spite of their enviable lifestyles and designer goods, they are accessible to their followers. She explains that they are sought after by advertisers because they are seen to be genuinely using or enjoying items, rather than simply endorsing them because they are paid to do so.

Who are these 'individuals'?

2

They are people you can emulate with some degree of success and even have a conversation with through the platform. One fashion vlogger and influencer said that her clothes could be worn by ordinary people on the streets, which was why she enjoyed such a high degree of popularity.

3

However, one of the dilemmas that faces brands using social media influencers is how to demonstrate that influencers' use of their products actually boosts sales. In the case of product placement, the correlation is particularly hard to prove. Marketing managers need to know whether paying a micro-influencer is boosting their brand or just keeping another millennial in designer clothes.

4

It is able to prove that a specific sale was directly linked to an influencer's post. Several similar platforms have been created so that it is now possible for a brand to know which influencers actually generate sales. It was reported that two thirds of marketing departments were planning to increase their spending on influencer marketing since there is now sufficient evidence that it is money well spent.

There is an ethical dimension to the social influencer phenomenon, though. Whereas traditional advertising has long since been regulated by laws on what may legally be promoted, an individual's social media presence does not face the same constraints. A newspaper article revealed that criticism of social media influencers, particularly those who target pre-teens, had increased dramatically in the previous year.

5

This example demonstrates that legislation has been unable to keep up with the rapid development of social media influencing. Each platform has its own guidelines but they only seem to be applied in extreme cases. There's a difficult balance between individual freedom to share what you choose to about your lifestyle and the need to protect vulnerable members of your audience.

6

It is often said that with influence comes responsibility. As one blogger says, 'While it is your choice to eat junk food or take diet pills or whatever, you shouldn't encourage others to do the same.' She advised all influencers not to abuse their popularity in this way. The question is, can we trust all influencers to do what's right?



E One promotion of a slimming aid by an influencer who was pregnant at the time was the subject of a large number of complaints to the Advertising Standards Agency. The individual concerned claimed that it wasn't an advertisement and she hadn't been paid to promote the product.

F When an advertiser uses a well-known personality, such as an actor or sportsperson, in their campaign, deep down people know they are promoting the product for the income they receive from doing so. In spite of having a relatively small fan-base, micro-influencers can have significant reach and can engage with their followers.

G One phenomenon in this new world that has revolutionised both the social and business spheres is the social media influencer, an envied being with a seemingly effortless luxury lifestyle but without any particular talent.

TALKING POINTS

Who do you think should be most responsible for preventing the promotion of harmful products on social media – governments, platforms or individuals?
What are the pros and cons of being a social media influencer? Would you like to be one?

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GRAMMAR
REPORTED SPEECH

1 Read the examples from the article of direct and reported speech and their equivalents. Match examples 1–4 to rules a–f. An example may match more than one rule.

1 'My clothes can be worn by ordinary people.'
One fashion vlogger and influencer said that her clothes could be worn by ordinary people.
2 'Micro-influencers' popularity is due to their authenticity.'
Marketing director Zoe Crosbie points out that these micro-influencers' popularity is due to their authenticity.
3 'While it is your choice to eat junk food or take diet pills, you shouldn't encourage others to do the same.'
A blogger said that while it was your choice to eat junk food or take diet pills, you shouldn't encourage others to do the same.
4 'Criticism of social media influencers has increased dramatically in the last year.'
A newspaper article revealed that criticism of social media influencers had increased dramatically in the previous year.

a The tense of the verb in reported speech is usually further in the past than in the spoken words.
b In reported speech, *will* changes to *would*, *can* to *could* and *must* to *had to*.
c Past perfect tenses and *would*, *could* and *should* cannot move further into the past so do not change.
d The tense of the verb in reported speech does not always change if we want to show that what the speaker said is still true now.
e Time and place adverbs change if the time or place is no longer the same.
f We often change pronouns and possessive adjectives, e.g. when the reporter is not the original speaker.

» GRAMMAR REFERENCE AND PRACTICE PAGE 157

2 Change the direct speech to reported speech.

1 'Ordinary people can become famous overnight.'
She said …
2 'The results of the survey will be published tomorrow.'
The evening news reported …
3 'I've got 12,000 followers on my blog.'
Mike said …
4 'I could easily get brands to sponsor me.'
Amanda said …
5 'Sales declined in the first quarter of the year.'
The manager told us that …
6 'You must finish writing your blog post by next Tuesday.'
The editor told Freya …

74 **3 Listen and complete the extracts from a conversation between two students who are members of their school's website committee. Find two examples of each of the reporting structures a–d below.**

a verb + to infinitive
b verb + object + to infinitive
c verb + ing
d verb + preposition + noun /-ing

1 Some people complained ..... to work so hard …
2 Mr Parson apologised ..... …
3 … and promised ..... us all pizza.
4 And he encouraged ..... our work on the committee on our university applications.
5 I volunteered ..... a review of the new play …
6 He suggested ..... you along too …
7 He reminded ..... all the social media sites …
8 And he recommended ..... everything up …

4 Which of the options in these sentences is *not* correct?

1 My parents *warned* / *advised* / *recommended* me not to share personal information on social media.
2 Mr Muller *told* / *reminded* / *offered* us to update our CVs.
3 Jonas *promised* / *admitted* / *denied* using his sister's password.
4 The headteacher *invited* / *encouraged* / *suggested* the parents to read the information on the website.
5 Adele always *agrees* / *volunteers* / *persuades* to endorse our products.
6 The manager *apologised for* / *promised to* / *insisted on* keeping us waiting.

5 Read the grammar rule in the box. Then find two examples of impersonal reporting structures in the article on page 105.

To report speech without saying who the reporter is, we can start sentences with *It* + a passive verb.
It has been said that the internet has turned the world into a global village.

6 Use impersonal reporting structures to avoid saying who the reporter is.

1 They say that the social media platform is worth £1 billion.
2 According to various sources, Facebook is the world's third most visited website.
3 An article in the Daily News said that more women than men use social media.
4 The prime minister announced that new laws will be introduced to protect children online.
5 People don't think there will be print newspapers for much longer.

7 Correct any mistakes in these sentences. One sentence is correct.

1 My friends advised that I become an influencer.
2 Rachel denied posting fake news on her social media platform.
3 Mike said you share his photo without asking him.
4 They agreed not publish the story.
5 Alannah said me that the event had been a great success.
6 It said that all jobs will use technology in the future.

8 » WORK IN PAIRS. TURN TO PAGE 133.

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GRAMMAR
REPORTED SPEECH

WARMER

With books closed, put students into small groups. Each student makes a statement about influencers or advertising, e.g. *I never read blogs by influencers*. They compare sentences in their groups and choose the most interesting one. They then ask the class a question starting *Who said that …*, e.g. *Who said that they never read blogs by influencers?* The other students guess. As they ask their questions, write a tick or cross on the board depending on whether they used reported speech correctly. At the end, elicit why you wrote the ticks and crosses. You can tell them now or when they open their books.

1 Point out that each sentence may match with more than one of the rules, and the same rule can match to more than one sentence. Elicit the answers and how words have changed, e.g. *1 can – could*, *My – her*.

Answers

1 b, f 2 d 3 a, c 4 a, e

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

2 Explain that although we don't have to follow the reporting verb with *that*, we usually do. Students work alone and compare answers in pairs. Elicit the answers and re-elicit why changes to times and places have to be made.

Answers

1 She said that ordinary people could become famous overnight.
2 The evening news reported that the results of the survey would be published the following/next day.
3 Mike said that he had got 12,000 followers on his blog.
4 Amanda said that she could easily get brands to sponsor her.
5 The manager told us that sales had declined in the first quarter of the year.
6 The editor told Freya that she had to finish writing her blog post by the following Tuesday.

74 3 Play the recording once and elicit what the conversation is about. Then ask students to look at the gapped sentences. Students discuss in pairs any verbs they remember and listen to complete their answers. Point out that some reporting verbs can use two reported forms, e.g. *complained about having to work / complained that they had to work*.

Answers

1 about having 2 for the inconvenience 3 to buy 4 us to put
5 to write 6 taking 7 us to update 8 backing
a sentences 3, 5 b sentences 4, 7 c sentences 6, 8
d sentences 1, 2

» AUDIOSCRIPT TB PAGE 294

4 Look at the first sentence with the class and elicit the correct answer and why *recommended* is wrong. (*It isn't followed by an object pronoun.*) Students complete the exercise alone or in pairs. Elicit the answers and the reasons why each verb is incorrect.

FAST FINISHERS

Ask fast finishers to write sentences using the verb which is wrong, e.g. *My parents recommended not sharing personal information online*. When everyone has finished the exercise, elicit the answers and ask fast finishers to share their sentences.

Answers

1 recommended 2 offered 3 promised 4 suggested
5 persuades 6 promised to

5 Look at the rule box with the class. When students have found the examples, elicit what tenses they are (*past simple and present simple*). Note that when using the present simple or present perfect to report what has been said, the tense isn't changed from direct speech. When the reporting verb is in the past, we usually change the tense 'one back' unless the information is still true.

Answers

It was reported that two thirds of marketing departments were planning to increase their spending on influencer marketing …
It is often said that with influence comes responsibility.

6 Remind students to use the same tense as in the sentences. Elicit the answers. If students have used *used* in sentence 3 or *would* in sentence 4, point out that the tense change isn't necessary here. The sentences in the exercise are already in a form of reported speech and the person who reported the original words didn't think the tense changes were necessary, as the information is still true.

MIXED ABILITY

Give weaker students the verb they will need to use in the impersonal reporting structure for each sentence: *1 is said, 2 is said, 3 was reported, 4 was announced, 5 is thought/predicted*.

Possible answers

1 It is said (that) the social media platform is worth £1 billion.
2 It is said that Facebook is the world's third most visited website.
3 It was reported that more women than men use social media.
4 It was announced that new laws would be introduced to protect children online. / It has been announced that new laws will be introduced to protect children online.
5 It is thought/predicted that there won't be print newspapers for much longer.

7 Look at the first sentence with the class. Elicit why it is incorrect (*The verb should be followed by an object pronoun*) and what the correct sentence should be. Students then complete the exercise alone or in pairs using Exercises 3, 4 and 5 to help them. Elicit the answers, including which sentence is correct.

Answers

1 My friends **advised me to** become an influencer.
2 *correct*
3 Mike said you **shared** his photo without asking him.
4 They agreed not **to** publish the story.
5 Alannah **told me** that the event had been a great success. / Alannah **said** that the event had been a great success.
6 It **is** said that all jobs will use technology in the future.

8 Look at page 133 with the class and elicit ideas about how sentence 1 could finish. Students work alone. Before they compare answers, elicit one possible follow-up question for the first sentence, e.g. *Did you follow the advice?* Set a time limit of about four minutes and then invite students to share their sentences.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 14 – GRAMMAR – REPORTED SPEECH
» GRAMMAR WORKSHEET: UNIT 14
» ALSO REFER TO WORKBOOK PAGE 84

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VOCABULARY
NEGATIVE PREFIXES

75 **1** Before students listen to the recording, elicit what issues the article on social media influencers mentioned and invite students to guess what the problems they will discuss. When they have listened, students discuss what they heard in pairs and then as a class.

Answers
Problems: The guidelines are not clear enough – they need to be made clearer. There are no consequences for those who don't follow guidelines.
Solution: Introduce some consequences, i.e. punishments, such as blocking their accounts.

75 **2** Students say what kind of word each one is (*1 adverb; 2, 3 and 5 adjectives; 4 and 6 verbs*). Elicit what they think the prefixes will be and then elicit the correct answers when they have listened again.

Answers
1 ir 2 il 3 in 4 dis 5 im 6 un

» AUDIOSCRIPT TB PAGE 294

3 Students work alone and then compare answers in pairs. Elicit the answers and again elicit the kind of words the words in blue are.

Answers
1 inability; uninteresting 2 immature; disrespectful
3 irrationally 4 discomfort 5 impatiently 6 illiteracy

4 Elicit the answers and point out that, sometimes, the same word can have different negative prefixes, e.g. *inability, disability*.

Answers
Nouns: inability, discomfort, illiteracy
Verbs: disobey, undo
Adjectives: illegal, inaccessible, imprecise, uninteresting, immature, disrespectful
Adverbs: irresponsibly, irrationally, impatiently

5 When students have completed the rules, look at rules 3, 4 and 5 with the class. Put the students into groups and ask them to think of words beginning with the letters *p*, *b*, *m*, *l* and *r* which have different prefixes, such as *disrespectful* in Exercise 3. Set a time limit of two minutes and elicit ideas, e.g. *unpleasant, disbelief, unmade, disloyal, unreal*.

Answers
1 dis-, un- 2 verbs 3 im- 4 il- 5 ir-

76 **6** Play the recording and then put the students into pairs to discuss what they heard. Elicit the answers and ask who the students agree with and why.

Answer
They disagree about what kind of penalty should be given to people who break social media guidelines.

76 **7** When students have listened and completed the exercise, elicit the answers and ask them to rephrase the sentences so that they explain the meaning of the words in blue, e.g. *1 You think influencers' accounts should be closed down if they break the rules?*

Answers
1 de (c) 2 mis (d) 3 non- (b) 4 anti (a)

» AUDIOSCRIPT TB PAGE 294

SUFFIXES *-FUL* AND *-LESS*

8 Give the students two minutes to discuss the sentences and then invite the class to give their opinions. If they agree with statement 1, ask them what could be done instead.

Answers
Students' own answers

9 When students have completed the rules box, ask them to look at sentence 3 in Exercise 8 and to try to think of a way of giving it the opposite meaning. Elicit ideas, e.g. *We are capable of stopping …; We have the ability to stop …*

Answers
2 truthful / untruthful
3 helpful / unhelpful / helpless

10 C1 Advanced Reading and Use of English Part 3

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information TB on page 22. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about. Tell students that in a real exam task, not all the words will require suffixes and/or prefixes with negative meanings. Tell them it is important to use the context to understand whether a word with a negative meaning is needed.

Students work alone and then compare answers in pairs.

Answers
1 illiteracy
2 misinformation (wrong information) / disinformation (deliberately false information)
3 unreliable
4 untruthful
5 nonstop / non-stop
6 inappropriate
7 unethical
8 endless / unending

11 Look at the exercise on page 134 with the students. Ask them to try to complete the activity without referring back to page 107. Elicit the answers. Before they ask and answer the questions, remind students of Part 4 of the C1 Advanced Speaking exam. Encourage them to use some of the phrases from the Speaking section in Unit 13 to agree and disagree appropriately. Set a time limit of about five minutes.

Answers
1 immoral 2 unhealthy 3 inactive 4 disadvantages
5 misleading

COOLER

Play Tracks 75 and 76 again. Divide the class into two groups. Say: *Teresa said that she had never thought about influencers in that way*. In their groups, students think of other things they could report from the conversation. Allow them about three minutes to discuss ideas and then elicit one in turn from each group. Keep going until one group can't think of any more points to report.

» PRACTICE EXTRA: UNIT 14 – NEGATIVE PREFIXES; SUFFIXES *-FUL* AND *-LESS*
» VOCABULARY WORKSHEET: UNIT 14
» ALSO REFER TO WORKBOOK PAGE 85

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VOCABULARY
NEGATIVE PREFIXES

75 **1** You will hear two friends, Adrian and Teresa, discussing the article on social media influencers. What problems and solutions do they mention?

EP **2** Listen again. Which prefix was used before the words?

75

1 ___responsibly
2 ___legal
3 ___accessible
4 ___obey
5 ___precise
6 ___do

3 Add a prefix from Exercise 2 to the highlighted words in the sentences.

1 Joanna's ___ability to take good photos made her social media posts ___interesting.
2 In the last few months, Dylan has become ___mature and ___respectful.
3 William has been behaving quite ___rationally recently.
4 The procedure may cause some ___comfort.
5 The children waited ___patiently for the show to begin.
6 The ___literacy rate is rising in most countries.

4 Complete the table using the words with negative prefixes from Exercises 2 and 3.

Nouns	Verbs	Adjectives	Adverbs
inability			

5 Look at your answers to Exercise 4 and complete the rules on negative prefixes.

1 The prefixes ___ and ___ can be used with nouns, verbs, adjectives and adverbs.
2 The prefixes *im*, *in*, *il*, *ir*, are only used with nouns, adjectives and adverbs, and not _____.
3 The prefix ___ is often used with nouns, adjectives and adverbs beginning with *p*, *b*, *m*.
4 The prefix ___ is often used with nouns, adjectives and adverbs beginning with *l*.
5 The prefix ___ is often used with nouns, adjectives and adverbs beginning with *r*.

76 **6** Listen to the next part of Teresa and Adrian's conversation. What do they disagree about?

EP **7** Listen again. You will hear some other prefixes. Add a prefix to the highlighted words in these extracts. Say which meaning, a–d, the prefix has.

76

1 So, you think influencers' accounts should be ___activated if they break the rules?
2 The potential for ___information being spread is huge.
3 But it seems the consequences for these people are ___existent.
4 … the best way to deal with ___social behaviour online is to fine people.

a against
b absent, lacking in
c reverse, remove, reduce
d wrong or bad

SUFFIXES *-FUL* AND *-LESS*



EP **8** Work with a partner. To what extent do you agree with the statements?

1 Fining people for breaking social media guidelines is useless.
2 It is common for influencers to be untruthful when advertising products on social media.
3 We are helpless to stop the spread of fake news online.

9 Complete the rules with adjectives from Exercise 8.

1 Many adjectives/adverbs ending in the suffix *-ful* / *-fully* can also take the suffix *-less* / *-lessly* to express the opposite meaning i.e. 'without'. For example: *useful/useless*
2 Some adjectives and adverbs take the prefix *un-* to express the opposite meaning i.e. 'without'. For example _____
3 Some adjectives/adverbs ending *-ful* / *-fully* can take both the suffix *-less* / *lessly* and the prefix *un-* but to express a different meaning. For example _____ (willing to help) / _____ (unwilling to help) / _____ (powerless, incapable)

10 Read the short article below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

THE HISTORY OF ADVERTISING

Although it is **(0)** *impossible* to know for sure, the first printed advertisement is said to date back to the Song Dynasty in China. — POSSIBLE

In England, due to the high level of **(1)** _____, much early advertising was done by town criers, who shouted out the details of products. This undoubtedly led to some degree of confusion, but the problem of **(2)** _____ in advertising didn't really become apparent until the nineteenth century. People realised that some of the claims being made for products such as medicines were, at best **(3)** _____. Due to a complete lack of relevant laws, advertisements could even be totally **(4)** _____. — LITERATE / INFORM / RELY / TRUTH

The advent of radio and, later, television in the twentieth century led to almost **(5)** _____ advertising direct to people's homes. As a result, concerns were raised about **(6)** _____ advertisements for products which were potentially harmful. As the twentieth century progressed, laws were passed to ban **(7)** _____ advertising of all types. In the twenty-first century, the internet has meant that **(8)** _____ advertisements reach us 24 hours a day, which has led to a new set of issues. — STOP / APPROPRIATE / ETHIC / END

11 » WORK IN PAIRS. TURN TO PAGE 134.

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WRITING
A REPORT

1 **Discuss the questions in groups.**

1 What are the potential dangers of social media and online chat rooms?
2 What can teachers, parents and society in general do to protect young people from these dangers?
3 Have you ever received training on how to be safe online? Was it useful?

2 **Read the report writing task and answer the questions.**

1 Who is the report for? What style should it be written in?
2 What are the three things you need to cover?
3 What is the minimum number of words you should write?

You recently took part in a course offered by your school or college called 'How to stay safe online'. Your IT teacher has asked you to write a report on the impact the course has had on the students who took part. In your report, you should evaluate the success of the course, describe any problems and make recommendations for improvements to the course programme.

Write your **report** in 220–260 words.

3 **Read the report on the right, written by a student. Put a tick if the student has**

- written an appropriate introduction ☐
- written in an appropriate style ☐
- used headings ☐
- covered both positive and negative aspects of the course ☐
- made recommendations ☐
- used linking words and phrases appropriately ☐
- kept within the recommended word limit ☑

4 **Read the report again. Choose the correct sequence linker in each pair. Sometimes both are correct.**

Report on the 'How to stay safe online' course

Introduction

The school decided to run the 'How to stay safe online' programme after a number of concerns were raised about students' online activity. The programme covered the entire autumn term (3 months) and included workshops, talks by experts, reading tasks and quizzes.

Evaluation

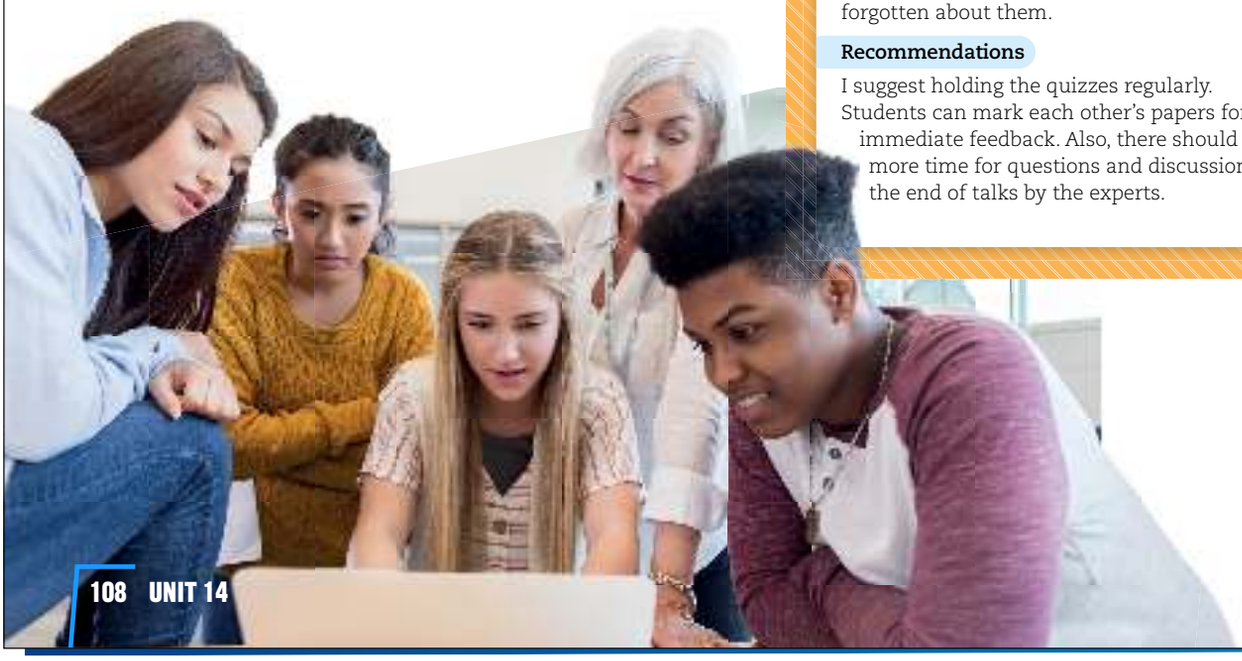
[1]*At first / Initially*, many students were unclear about the need for such a course. The pre-programme questionnaire revealed that [2]*prior to / previously* this initiative few students had been aware of the potential hazards of online contact. The [3]*beginner / early* stages of the programme consisted of awareness-raising activities. Although most students had [4]*previously / beforehand* spent time in chat rooms, it had not occurred to most of them that people could misrepresent themselves to take advantage of vulnerable teens. [5]*Subsequently / The next stage*, case studies were introduced, which was an excellent way of making students understand that they too could become victims. When experts such as a chat room administrator and a police officer were due to come in, students had to do some reading [6]*ahead of / before* the talk.

Negative points

The quizzes were held right at the end of the programme, so students were tested on what they had learned several months [7]*before / earlier*. Although the quiz papers were [8]*eventually / at the end* returned to the students, this was [9]*at a much later date / a long time afterwards*, by which time students had forgotten about them.

Recommendations

I suggest holding the quizzes regularly. Students can mark each other's papers for immediate feedback. Also, there should be more time for questions and discussion at the end of talks by the experts.



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WRITING
A REPORT

WARMER

Ask students to look at the photo at the bottom of page 108. Without looking at any of the exercises, they work in pairs to describe what they can see and discuss where the people might be, what they might be doing and how they might be feeling. Set a time limit of two minutes and then elicit ideas.

1 Set a time limit of about two minutes for students to discuss the questions. When they have discussed all three points, divide students into three groups and give each group one of the questions to think about. They create a short presentation on their topic. When they have finished, invite groups to present their ideas to the class.

Answers

Students' own answers

2 Ask the students to look at the exercise alone. When they have finished, elicit the answers and ask why these things are important. (*They will lose marks if their report is too informal, if they don't cover the three things asked about and if they don't write enough words.*) Ask the students to explain the three parts of the task in their own words, e.g. say how successful you think the course was and why, describe any problems and make suggestions about what changes they could make next time.

Answers

1 a teacher – formal style
2 (evaluate) the success of the course, describe any problems, make recommendations for improvements
3 220 words

3 Tell students to read through the whole report once to get an overall impression about the content and style and then mark the checklist, referring back to the report if necessary. Elicit the answers and what the positive and negative aspects were (*case studies were excellent, the quizzes had been forgotten about by the time the results were available*) and what recommendation the writer makes (*having regular quizzes and peer marking, allowing more time for questions and feedback*).

Answers

The student has done everything in the list.

4 Look at the first pair of linkers with the class and elicit that both are correct. Students then work in pairs to complete the activity. Elicit the answers. Elicit what changes would be needed for us to be able to use the alternative option, e.g. 2 We could use *previously* without *this initiative*; 3 We could say *The beginn**ing** stages of the programme*; 4 *beforehand* would come at the end of the sentence; 5 We could use ***In*** or ***During*** *the next stage*; 8 We couldn't use *at the end* here. We could have said *at the end of the talk*, but they weren't returned then but at a later date.

FAST FINISHERS

Ask fast finishers to think of different sequence linkers that could have also been used in the text, e.g. *1 To start with*. When everyone has finished the activity, elicit some of their ideas to check that they are correct. (Possible ideas: *3 initial; 5 Later, Following that; 6 in advance of; 7 previously; 8 finally; 9 much later*).

Answers

1 *Both are correct.*
2 prior to
3 early
4 previously
5 Subsequently
6 *Both are correct.*
7 *Both are correct.*
8 eventually
9 *Both are correct.*

FROM SB PAGE 109

5 Look at the *Prepare to write* box with the class. When the students have completed the exercise, put them into groups to make sentences using some of the linkers to talk about their own lives. Elicit ideas from different groups and make sure they have used the linkers correctly.

Answers

1–3 afterwards, previously, later (*in any order*)
4 during the day
5–6 prior to, at a later date (*in either order*)

6 Look at the first sentence with the class. Elicit the meaning of *pester* (*to keep bothering someone by asking about something*) and *relent* (*to change one's mind and allow something that you had previously not allowed*). Then elicit possible phrases that could be used here (*finally, in the end, eventually*). Students then complete the activity in pairs. Elicit the answers and the meanings of some of the words used in the exercise.

Answers

1 in the end / finally / eventually
2 Subsequently
3 initial
4 at a later date / later
5 latter
6 prior
7 ahead of / prior to
8 after that / afterwards / subsequently / later / at a later date

7 Students work alone and compare answers in pairs. Elicit the answers and then ask the students to work in small groups and to use the correct words in their own sentences about school surveys or social media, e.g. *I uploaded two photos. After that, my friend messaged to ask where I had taken them.* Invite students to share their ideas.

MIXED ABILITY

To make this task slightly easier for weaker students, you could give them clues to help them. You could tell them whether the sentence contains the wrong word (1, 2, 3), has a missing word (4), has the wrong form of a word (5) or contains an extra word (6). For those with a wrong word, you can decide whether to tell them which word is wrong or not.

Answers

1 We designed our survey. **After that / Afterwards**, we checked it with the teacher.
2 The process was very straightforward, and we **quickly / immediately** got our membership sorted.
3 Instagram and Facebook are both popular websites, the former with millennials and Gen Z and the **latter** with a more mature demographic.
4 Don't worry about completing the report right now: it can be done at **a** later date.
5 Initially, the site was popular with young people, but **subsequently**, it became less so.
6 First of all, we asked the participants for their ideas. **In**/**During the next stage** OR **Next**, we gathered all the ideas and planned the course.

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8 When the students have discussed the four questions, ask them to think of two more questions they could ask someone about social media use. When they have done that, invite some students to share their questions with the class and allow other students to answer them.

> **Answers**
> Students' own answers

9 Set a time limit of about three minutes for students to do the task. When they have finished, elicit what things they have to include (*how the survey was conducted, what the main findings were and suggestions*). Elicit the style they should use for the report (*formal*) and who it is for (*the school principal*). Look at the example report on page 108 and elicit that the headings all have one or two words and then elicit students' ideas for the headings.

> **Possible answers**
> Four sections
> Headings: (1) Introduction; (2) The survey (how the survey was conducted – methodology); (3) Findings (main findings of the survey); (4) Recommendations (suggestions)

10 Look at the box with the class and ask where the first piece of information would go (*the findings of the report*). Ask the students to use their imagination to think about what *1 in 4 students* might refer to, e.g. *1 in 4 students have their own YouTube channel; 1 in 4 students don't use social media.* Students then work in pairs to complete the exercise. Elicit the answers and ideas for information to follow each phrase e.g. *I suggest that we make more use of social media as a way of sending information to students.*

> **Answers**
> **Introduction:** Our class decided to; We felt this was necessary
> **The survey:** Initially, we brainstormed ideas; The next step was
> **Findings:** approximately 1 in 4 (students); but only a small minority (8%); slightly over half; Surprisingly; the overwhelming majority of students; We found that; Worryingly, most students
> **Recommendations:** I suggest; It would be useful if; set limits on

11 **C1 Advanced Writing Part 2: A report**

In this part, students have a range of possible task types to choose from, e.g. an email, a letter, a proposal, a report, a review. They have a word limit of 220–260 words. Each task gives students a clear context of why they are writing, the topic and the target reader. It is important that they use an appropriate style and register for the task they choose to write. Reports are not always written for a teacher, but can also be for a peer group, in which case a more informal style would be appropriate.

Tips Encourage the students to read the task very carefully, and to make sure they include all the relevant information. The report should be divided into different sections, introduced by brief headings. Students should use complete sentences with a variety of linking devices, used both within and across sentences. Bullets with phrases or incomplete sentences should not be encouraged. Students should also use the planning stage to think of some useful topic-related vocabulary that they can use in their report, as well as a variety of phrases for describing the number, percentage or proportion of people who act in a certain way.

The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes, including planning and checking time). Encourage them to read their report through when they have finished to check for mistakes, see if the language is formal enough and to make sure they have addressed everything in the task.

> **Model answer**
> Report on students' use of social media
> **Introduction**
> Our class decided to carry out a survey to discover how students in the school use social media. We felt this was necessary after reading an article on the potential dangers of excessive social media use among young people.
> **The survey**
> Initially, we brainstormed ideas on what topics we should cover in our survey. We then appointed a committee to write the questions. The next step was to get approval from the rest of the class and upload the survey to the server. Finally, we emailed all students at their school email addresses, requesting them to complete the survey.
> **Findings**
> We found that the overwhelming majority of students in the school (94%) have at least one social media account. Slightly over half are active on two or more sites. Surprisingly, only about a third (34%) regularly post original content on social media; the rest limit themselves to 'liking' and commenting on other people's posts. Worryingly, most students spend at least two hours per day on social media, with approximately 1 in 4 spending four or more hours on an average day. Almost all students who have a social media account have 'friends' they have never met in person, but only a small minority (8%) have been invited to meet up with someone they don't know.
> **Recommendations**
> It would be useful if the school could offer workshops on social media use, including advice on how to stay safe online. I suggest teachers work with students to set limits on the amount of time spent on social media.

COOLER

Students work alone and think of a question they can ask other students about their computer or social media use, similar to those in Exercise 8. They then mingle and ask as many people as possible their question, noting the answers. When they have finished, they find an interesting statistic from the replies they were given, e.g. *25% of students spend more than four hours a day looking at social media*. Invite the students to ask the class to guess the number, e.g. *What percentage of students spend more than four hours a day looking at social media?*

» ALSO REFER TO WORKBOOK PAGES 86–87

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5 **Add the words or expressions to the correct category in the *Prepare to write* box.**

afterwards at a later date during the day
later previously prior to

PREPARE TO WRITE

Sequence linkers

Adverbs: immediately, subsequently, eventually, initially, finally, beforehand, [1] _____, [2] _____, [3] _____

Prepositions + noun/pronoun: after that, before the class, [4] _____

Adjectives: earlier, next, subsequent, latter, initial, prior

Prepositional phrases: in/at the end, ahead of, [5] _____, [6] _____

6 **Complete the sentences with a word or phrase from the *Prepare to write* box. More than one answer may be possible.**

1 My parents didn't want me to join any social media sites, but I kept pestering them about it until _____ they relented and I'm now on several.
2 The police ran an online safety awareness campaign last year. _____, the number of reports of fraud cases decreased dramatically.
3 After the _____ enthusiasm had worn off, the students quickly lost interest in the programme.
4 Although the course was successful, it would be useful to have a follow-up session _____.
5 Online crime rates were relatively low from January to August but soared in the _____ part of the year.
6 Research shows that children who had had _____ exposure to the internet were less likely to be tricked by online scammers.
7 The police and lawyers are busy gathering evidence _____ the biggest online fraud case ever heard in the UK courts.
8 We're going to conduct a survey on attitudes to social media and _____ we intend to present the findings to the rest of the class.

7 **Correct any mistakes in these sentences.**

1 We designed our survey. After we checked it with the teacher.
2 The process was very straightforward, and we eventually got our membership sorted.
3 Instagram and Facebook are both popular websites, the former with millennials and Gen Z and the later with a more mature demographic.
4 Don't worry about completing the report right now: it can be done at later date.
5 Initially, the site was popular with young people, but subsequent, it became less so.
6 First of all, we asked the participants for their ideas. Next stage we gathered all the ideas and planned the course.

8 **Discuss the questions with a partner.**

1 How many social media sites do you use?
2 How active are you on each?
3 How much time do you spend on social media?
4 Do you think you are a high, low or average social media user?

9 **Read the task. With a partner, decide how many sections you will divide your report into, what the headings will be and what you will include in each part.**

Your class has recently conducted a survey to find out about students' use of social media. Your teacher has asked you to write a report for the principal on your findings. In your report you should explain how the survey was conducted, what the main findings were and make suggestions about how the school should respond to the information.

Write your **report**.

10 **Which part of your report might the phrases in the box belong to?**

approximately 1 in 4 (students)
but only a small minority (8%) I suggest
Initially, we brainstormed ideas It would be useful if
Our class decided to set limits on slightly over half
Surprisingly The next step was
the overwhelming majority of students
We felt this was necessary We found that
Worryingly, most students

Introduction: _____
The survey: _____
Findings: _____
Recommendations: _____

11 **Write your report in 220–260 words. Use the sequence linkers from the *Prepare to write* box where appropriate.**



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LIFE SKILLS PERSONAL RESPONSIBILITIES

ONLINE PRESENCE

LIFE SKILLS

Creating a positive online presence

Everyone who uses the internet has a digital footprint – a permanent record of all activity online. You can take steps to ensure your footprint gives you a positive rather than a negative reputation, which is important not only now, but for your future as well.

1 Ask and answer these questions with a partner.

1 What sort of things do people post online?
2 Do you know exactly who can see the things you post online?
3 Have you ever regretted posting something online?

77 **2 Listen to three young people talking about the negative consequences of their online activity. Which speaker talks about consequences for**

a their employment?
b their online reputation?
c their studies?







77 **3 Listen again and answer the questions with the speakers' initials: Ben (B), Jolanta (J), Manjit (M).**

Which person

1 had and then lost an opportunity? .....
2 made inappropriate comments that others found online much later? .....
3 tried to prevent the problem getting worse? .....
4 damaged the reputation of a group? .....
5 was repeatedly unsuccessful in something? .....
6 wasn't being careful with their social media security? .....

4 Ask and answer these questions with a partner.

1 Do you know any stories similar to the ones you've just heard?
2 How can you and your friends make sure nothing similar happens to you?

5 Read the listicle quickly and match headings A–E to paragraphs 1–5.

A Don't overshare
B Put the best of yourself online
C Be kind online
D Think before you post
E Be smart when you browse

6 Read the listicle again. Which of the following is/are stated in the listicle?

1 It's possible to control who sees what you post online, but only sometimes.
2 People can avoid being insulted by not using their real name online.
3 The consequences of posting funny comments aren't always immediate.
4 If a friend is viewing inappropriate websites, you should immediately inform an adult.
5 Rather than leave a negative digital footprint, it's best not to leave one at all.

7 With a partner, put the advice in the listicle in order of usefulness. Justify your decisions.



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LIFE SKILLS

Overview

TOPIC	Personal responsibilities: Online presence
VOCABULARY	The internet: post, download, data trail, digital footprint, blog, tweet, browse, upload, (inappropriate) content, delete, comments, username
READING	5 ways to leave a positive digital footprint
PROJECT	Carrying out a survey In the project stage, the students prepare and carry out a survey and then present their findings to the class, with advice based on the survey results.

WARMER

With books closed, ask the students to work alone and think about everything they have uploaded or written online in the last week. This could be on their own website, comments on other people's social media, forum posts, etc. This doesn't include emails or private messages; only things which are public. Set a time limit of about two minutes and then put students into small groups to compare their lists.

LIFE SKILLS

Creating a positive online presence

Look at the *Life skills* box with the class. If they did the Warmer, the students stay in the same groups as for that. Ask each group which student has the biggest digital footprint and elicit some examples of what these consist of.

BACKGROUND INFORMATION

There are two types of digital footprint. A passive trail is one that is left unintentionally. This includes data that is recorded by search engines showing which websites you have visited. Your active digital footprint includes everything that you deliberately place online: sending emails, posting photos, writing blogs, etc. It also includes liking other people's photos or messages on social media.

1 Students will have thought about question 1 already. Elicit more ideas that no-one has actually done themselves, e.g. making a video blog. Set a time limit of two to three minutes for students to discuss the other two questions in pairs. Elicit ideas for question 2 and then invite students to share any ideas for question 3 if they want to.

Answers

Students' own answers

77 **2** Look at the three questions with the class and elicit any key words they might expect to hear in the talk about consequences for employment, e.g. *interview, sacked, application*. Write their ideas on the board and then ask students to do the same thing in pairs for the other two situations. Elicit ideas and write these on the board too. When students have listened, elicit the answers and any of the key words they heard:

a *workmates, breaks, company, employ, applying, rejected, experience, interview, application, colleague, employer, professionally*

b *deserve, awful, shame*

c *university, place, studying*

Answers

a Speaker 3 (Manjit) b Speaker 1 (Ben) c Speaker 2 (Jolanta)

77 **3** Students look at the questions and discuss anything they can remember from the first listening. When they have listened again, elicit the answers and what was actually said on the recording which helped them. (*1 the opportunity to study at university; 2 He wrote the comments in his last year of school and had problems after he had graduated; 3 He deleted the tweet immediately; 4 He brought shame on the football team; 5 He kept getting rejected; 6 She didn't have any privacy setting switched on.*)

Answers

1 J 2 M 3 B 4 B 5 M 6 J

» AUDIOSCRIPT TB PAGES 294–295

4 Look at the questions with the class and tell them that, for question 2, they should try to write a list of tips to stop this sort of thing from happening. It can be very simple points such as *1 Don't write anything rude about other people*. Set a time limit of about three minutes and then invite pairs to share their lists with the class.

MIXED ABILITY

If it is possible for students to access the internet during the lesson, you could ask some students to research both similar stories and advice for staying safe online rather than discussing their ideas. When everyone has finished the activity, start by eliciting ideas from stronger students who were discussing their own ideas and then ask the weaker students to share some of the things they found out with the class.

Answers

Students' own answers

CONTINUED ON PAGE 222

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5 Ask students to look at the first heading (*Don't overshare*) before they read the text. Elicit what the heading might mean, e.g. *Don't share too much information*. Students do the same in pairs for the other headings, rephrasing the key words. Elicit their ideas and write some of the alternative words and phrases on the board, e.g. *overshare – share too much; the best – good things; kind – nice, pleasant, friendly; think – decide, don't act too quickly; smart – intelligent, clever*. Set a time limit of about two minutes for students to do the matching and elicit any words that paraphrased the information in the headings. Elicit the answers and the words and phrases.

Answers
1 D 2 C 3 A 4 E 5 B

78 The Reading text is recorded for students to listen, read and check their answers.

6 Before students look at the text, ask them to cover it and discuss in pairs the advice it gave and any advice they might have expected to find that they don't think was mentioned. Elicit ideas and then ask students to look at the ideas in Exercise 6. They tick any that they know were stated in the article and then read to see which others were stated. When they have finished, elicit the answer and what the text actually said about this: *This can happen months or years after that moment has passed*.

You can also elicit why the other sentences aren't true, e.g. 1 *you never know who might see it* (In other words, you can't control it); 2 *behind every username, there's a real person with real feelings* (In other words, even when people don't use their real name, they can be hurt); 4 *If they continue, get an adult to speak to them about it* (In other words, you can do this, but not immediately); 5 *A digital footprint is inevitable, but it's also what you make it – so why not make it shine?* (In other words, you can't not make a digital footprint, so it is better to leave a positive one.)

FAST FINISHERS
Ask students to think about their digital footprint. They imagine an employer typing their name into a search engine and think what the employer would find out about them. When everyone has finished the exercise, elicit the answers and then invite students to share their ideas with the class.

Answers
Only 3 is stated.

7 Tell students to treat this as a speaking exam task in which they discuss each point in turn, asking for and giving opinions, agreeing and disagreeing and then trying to come to an agreement. Tell students to use the headings in Exercise 5 as the points to discuss, as this will make it easier than re-reading the text to find specific points made there. Set a time limit of three or four minutes and then invite students to tell the class which piece of advice they put first and why.

Answers
Students' own answers

PROJECT ***Carrying out a survey***
Put students into groups and look at stage 1 with the class. Elicit questions they could ask to find information about the most popular social media, e.g. they could ask *What is your favourite social media?* or *Which social media do you use?* or *Rank these five social media sites in order from best to worst*. Set a time limit of about five minutes for students to brainstorm and write their questions and make sure each person in the group writes the questions down. Tell the students that some of their questions should be about problems they have experienced in some way so that they can give advice.

Change the groups so that the new groups are made up of one person from each of the original groups. They take turns to ask their questions and note the answers. When they have finished, they return to their original groups and share the results of their surveys so that they have the results from the whole class. They should remember to include their own answers.

After students have discussed their ideas for stage 3, it might be a good idea to leave the making of the presentation for homework so that they can think about how to share their results in an interesting way and think about the advice they are going to give. Each student in the group should take part in the presentation, not just leave it up to one student.

When the students give their presentations, remind students of the Cornell method for taking notes, which was described in the Life Skills lesson on page 81 of the Student's Book, and encourage students to do this while they are listening to the other groups.

PROJECT EXTENSION
As a follow-up, ask the students to keep a digital-footprint diary for a week. They note down anything they have posted, liked or uploaded and also any changes to their online habits that they have made because of the advice they were given during the presentations. At the end of the week, you could either ask students to discuss their diaries or, if they prefer it to be kept secret, they could work in groups and give a general summary of what they have done and what changes they have made.

COOLER
Look at the word *listicle* and elicit that this is a combination of *list* and *article*. English uses the French word *portmanteau* to refer to this kind of combination. Put students into groups and dictate a list of similar words. Students write them down and then work out what two words they combine. Elicit the answers and any other examples students know.

Examples: *brunch* (breakfast + lunch), *cosplay* (costume + role play), *edutainment* (education + entertainment), *infomercial* (information + commercial), *sitcom* (situation + comedy), *smog* (smoke + fog), *fortnight* (fourteen + night), *motel* (motor + hotel), *emoticon* (emotion + icon), *malware* (malicious + software)

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5 ways to leave a positive digital footprint

78

Have you posted a photo on social media today, liked a friend's story, downloaded a video or done an internet search? If you have, then your digital footprint has grown. Your digital footprint is the trail of data you leave behind whenever you go online. It can tell other people all about you, from companies that want you to buy their products to potential employers who want to know what kind of person you are. What's more, your digital footprint is forever. That's why it's important to make sure it shows you in a positive light. Here are 5 ways to help you achieve that.

1

Before you write that funny comment on your friend's page or upload that embarrassing video of you and your friends at a party, ask yourself these questions: How do your friends feel about the video being posted? How would you feel if your parents or grandparents saw it? What about complete strangers? If you or your friends aren't happy with something being seen by absolutely anyone at all, you shouldn't post it – because you never know who might see it. Remember that pressing 'send' means publishing. What you post will stay online forever. Even if you delete it later, someone can easily copy it and pass it on.

2

Things can become nasty very quickly online, especially when people disagree. We've probably all read insulting comments about someone's appearance, background or intelligence. It can be easy to forget that behind every username there's a real person with real feelings. Never say anything to anyone online that you wouldn't say to them face to face. Remember: your comments might hurt that person more than you think, and everyone will know it's you who said those nasty things.

3

If you want to leave a positive digital footprint, avoid talking too much about your feelings or your personal life, or other people's private lives. It might make you feel good in the moment to post a joke about a classmate, complain about a celebrity or share some exciting gossip, but your comments might be taken the wrong way or even used to make judgements about you by people you don't know. This can happen months or years after that moment has passed.

4

Stay away from websites that make you feel nervous or uncomfortable, especially ones with violent, hateful or inappropriate content. Once you visit them, there will be a permanent record of your visit, even if you leave them immediately without reading any text or looking at any images or videos. If you see a friend looking at this kind of website, explain what the dangers are and tell them to stop. If they continue, get an adult to speak to them about it.

5

Making sure you leave a positive digital footprint isn't only about avoiding negative things. You can also take control of your online reputation in other ways. Why not start a blog to show the world your creativity, let everyone know what your passions are, or talk about your achievements? How about raising money for a charity using a fundraising website, or posting a 'How to' video teaching others the skills you have? A digital footprint is inevitable, but it's also what you make it – so why not make it shine?

Project
Carrying out a survey

In groups, you're going to conduct a survey about social media use and give advice on how to achieve a more positive digital presence.

1 PLAN

In groups, create a class survey of at least six questions about social media use, based on some of these topics:

- most popular social media
- frequency and types of posts
- awareness of who sees the posts
- experience of sending/receiving negative comments
- your own ideas

2 SURVEY

Conduct the survey with the rest of the class. Summarise the results with your group.

3 DECIDE

Based on the results, choose two things your classmates can do to achieve a more positive digital presence. Use the ideas in the listicle but feel free to add your own.

4 PREPARE

Prepare a presentation about the survey results and the advice you want to share.

5 PRESENT

Give your presentation and listen to the presentations of the other groups.

6 APPLY

Start to follow the best advice.

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15 EXPLOITED, ENDANGERED … EXTINCT

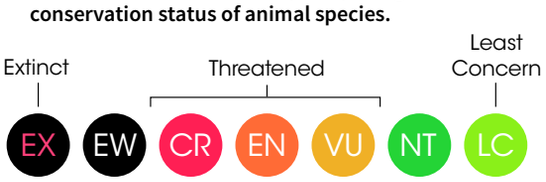
ABOUT YOU

▶ 15 **Watch the video and then answer the questions.**
How often do you spend time in nature?
What interests you most about the natural world?
Do you enjoy watching programmes about wildlife and nature?

VOCABULARY AND READING

WILDLIFE CONSERVATION

1 Look at the diagram. It shows the International Union for Conservation of Nature (IUCN) categories of the conservation status of animal species.



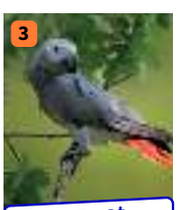
1 What do you think the difference is between Extinct (EX) and Extinct in the Wild (EW)?
2 Can you guess what any of the other letters stand for?

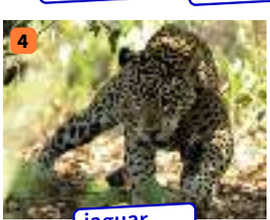
2 Quickly read the text in Exercise 5 and check your answers.

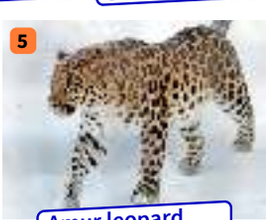
3 What do you think is the conservation status of each of these animals? Write the appropriate letter (E, EW, CR, etc.) in the box.

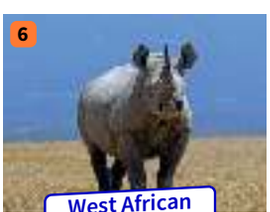

1 lion ____


2 brown bear ____


3 grey parrot ____


4 jaguar ____


5 Amur leopard ____


6 West African black rhino ____


7 South China tiger ____

4 Compare your answers to Exercise 3 with a partner. Go to page 134 to check your answers.

5 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The IUCN Red List of Threatened Species

The main threat to wildlife today is habitat loss. As woodland **(0)** *is* destroyed for agriculture and human activity expands into areas of wilderness, many species face declining populations. This situation is **(1)** _____ worse by a rise in poaching, which people do in **(2)** _____ to sell the animals – dead or alive – for use as pets or exhibits in zoos, or as food or for medicine, or to be turned **(3)** _____ souvenirs for tourists. The International Union for Conservation of Nature (IUCN) has classified all species according to their conservation status, **(4)** _____ *Extinct* (no individuals left) to *Least Concern* (not yet under threat). In between are five statuses, the most worrying of **(5)** _____ is *Extinct in the Wild*; this means the species only exists **(6)** _____ captivity. Next come the *Critically Endangered* species, which are on the verge of extinction, and *Endangered* species, which face a significant risk. Species that are considered *Vulnerable* are at high risk **(7)** _____ moving into the *Endangered* category and those that are *Near Threatened* are quite **(8)** _____ to become endangered in the near future.

6 Discuss the meanings of the words and phrases in Exercise 5 with a partner. Use a dictionary to check if necessary.

7 Work with a partner. Make a list of steps people can take to help protect wildlife.

8 Read the article on the opposite page quickly and check if any of your ideas are mentioned.

9 Read the article carefully and answer the questions.

1 What is the purpose of the first paragraph?
A to emphasise that most extinction happens naturally
B to raise awareness of the scale of the current problem
C to claim that human activity is not the main issue

2 What is meant by 'grazing for livestock' (line 20)?
A land with grass for domestic animals
B essential crops
C forests where wild animals live

3 According to the writer, some invasive species
A can have a positive impact.
B were deliberately introduced to do harm.
C were introduced due to ignorance.

4 Why should we 'shop mindfully'?
5 Why might the writer disagree with the view that 'we should eat meat because our ancestors ate it'?
6 How might inhabitants of cities help protect wildlife?

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15 EXPLOITED, ENDANGERED … EXTINCT

Unit Overview

TOPIC	The natural world
VOCABULARY	Wildlife conservation; Adverb and adjective collocations; Intensifying adverbs
READING	Protecting wildlife: What can I do?
GRAMMAR	Relative clauses
LISTENING	Five short extracts about animals
SPEAKING	Comparing and describing
EXAM TASKS	Reading and Use of English Part 2; Listening Part 4; Speaking Part 2

Digital Resources

Lesson Plus: Unit 15
Practice Extra: Unit 15
Test Generator: Unit test 15

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 158; TB page 266
WORKBOOK: pages 88–93
VIDEO AND VIDEO WORKSHEET: Why on Earth?
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 15; Vocabulary worksheet Unit 15

WARMER

With books closed, put students into small groups. Half the groups think of a wild animal beginning with A–K and the other half think of a wild animal beginning with L–Z (ignoring Q, X, U and Y). Set a time limit of two or three minutes and then elicit ideas.

ABOUT YOU

▶ 15 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put students into pairs to discuss the questions. Set a time limit of about three minutes and encourage students to give extended answers to the questions as if they were in an exam. Invite students to share their ideas.

VOCABULARY AND READING

WILDLIFE CONSERVATION

1 Look at the diagram and elicit the meaning of *extinct* (*completely died out; no longer in existence*). Elicit one or two extinct species, e.g. *dodo*. Ask students to discuss the questions for one minute and elicit ideas. Don't give them the answers yet.

Answers
Students' own answers

2 Tell the students not to worry about the gaps in the text in Exercise 5, but to scan it to find the meaning of the letters. Set a time limit of about one minute and then elicit the answers.

Answers
1 *Extinct* means there are no animals of the species in existence. *Extinct in the Wild* means the animals only exist in captivity, i.e. in zoos, etc.
2 CR – Critically endangered; EN – Endangered; VU – Vulnerable; NT – Near threatened

BACKGROUND INFORMATION

Most lions live in sub-Saharan Africa, although a very small population of Asian lions live in India. The number of African lions has fallen by a half in the last 25 years, mainly because of hunting lions themselves or their prey.

Brown bears are found in America, Asia and Europe. Grizzly bears are also considered to be brown bears.

Grey parrots live in central and West Africa in forests. Up to 20% of the population is captured every year to be sold as pets, and their habitat is also being lost.

Jaguars are the only big cat of South America. They mainly live in the Amazon, although they can be found as far north as Central America. Forest clearing has destroyed much of their natural habitat and they are also hunted.

The Amur leopard lives in the far east of Russia and China. Although there are very few in the wild, conservation efforts have increased numbers slightly in recent years.

The West African black rhino was a subspecies of the black rhino. Between 1960 and 1995, there was a 98% reduction in the black rhino population, but numbers have since risen from about 2,500 to 5,600.

The South China tiger used to live across a large area of China and Hong Kong. In 2005, there were 57 tigers left in captivity but the number has risen slightly.

3 Look at the first photo with the class. Elicit where lions live (*mainly in Africa*) and whether they think they are in danger or not. Have a class vote on the most appropriate conservation status of lions. The students then work alone to think about the other animals. If students need help, you could tell them that each photo corresponds to a different category.

Answers
Students' own answers

4 When students compare their ideas in pairs, they try to agree on each status. Elicit where each animal lives and then have a quick vote for each one. Students then check the answers.

Answers
Answers given on page 134 of Student's Book.

CONTINUED ON PAGE 226

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5 C1 Advanced Reading and Use of English Part 2

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 82. Remind students that the task mainly tests grammar, but also some vocabulary such as parts of set phrases. Look at the example with the class and ask what this is testing (the verb *be* in passive structures). Tell the students to treat the exercise as an exam task and not to talk or look up any words that they aren't sure of. When they have finished, elicit the answers and ask the class how easy or difficult they found the exercise. If any students have different answers, ask the other students if they can say why it is wrong, e.g. in 5 *The most worrying of* ***these*** would be correct if this was a separate sentence but not as a clause within a sentence.

FAST FINISHERS

Ask students to look through the text again and identify other words which could be tested in this sort of activity. They could find a grammatical item, a preposition, a set phrase and a pronoun, e.g. *most (the most worrying of which), into (expands into areas of wilderness), near (in the near future), which (*Endangered *species, which face a significant risk).*

Answers

1 made
2 order
3 into
4 from
5 which
6 in
7 of
8 likely

6 Look at the first sentence with the class and elicit the meaning of *habitat loss.* If no-one knows, ask them to read the next sentence, which should help them. Encourage students to only look up words if they can't guess from the context of the text. Elicit the answers from the class.

Answers

habitat loss – the disappearance of natural environments that are home to particular plants and animals
woodland – land covered with trees
wilderness – an uncultivated, uninhabited and inhospitable region
declining populations – species whose numbers are getting lower
poaching – illegal hunting or fishing
on the verge of extinction – very close to becoming extinct

7 Elicit or give the students one idea, e.g. *not using products which contain palm oil, as this has contributed to habitat loss*. Set a time limit of two minutes for students to discuss other ideas and then invite students to share their ideas with the class.

Answers

Students' own answers

8 Set a time limit of two minutes for students to scan the text for ideas. Although the answers can be found just by looking at the headings, encourage students to look at the text as well to find out more key words and what the text says about them, e.g. *Shop mindfully – palm oil (avoid), sustainable, packaging (avoid), locally (buy), no ivory, tortoise shell or coral, alternative medicines (careful*). Students share what they found in pairs and then as a class.

Answers

Students' own answers

79 The Reading text is recorded for students to listen, read and check their answers.

9 Although this isn't an exam task, as the reading multiple-choice consists of four options, the students can still approach it in the same way: finding the extract in the text in which the information appears and then reading it carefully to choose the correct option and understanding why the other options are wrong. Elicit the answers and the reasons for the options in questions 1–3.

MIXED ABILITY

Weaker students can work in groups of three. Each student answers one multiple-choice question and one open question. When they have found the answers, they tell the other students what they are and show them the information in the text which helped them to decide.

Answers

1 B
2 A
3 C
4 We should shop mindfully because some products might cause damage to wildlife.
5 Our ancestors ate much less meat than we do. A growing and more affluent population has led to increased demand for meat, and intensive farming methods are damaging to the environment/wildlife.
6 By feeding birds and having some eco-friendly plants, raising awareness and joining an organisation.

10 Set a time limit of about three minutes and then invite students to share their ideas with the class. Ask the students if they already do some of the things mentioned in the text.

Answers

Students' own answers

TALKING POINTS

Put students into groups of three or four. Look at the first question and elicit a reason why it is important, e.g. *The extinct animal might have been food for another animal or it might have helped to control the numbers of other animals by hunting them*. Set a time limit of about four to five minutes for students to discuss the other issues and then invite students to share their ideas with the class.

COOLER

Students work in small groups and choose one animal. They write five key words about their animal which can help other students guess what it is, e.g. *meat-eater, cat, Asia, stripes, Shere Khan* (tiger). When the groups are ready, tell the class the rules. One group gives one clue for their animal. One student from the rest of the class guesses what it is. If they are wrong, the group gives a second clue. They keep going until someone guesses correctly. You can use the tiger example to show students what to do.

ALSO REFER TO WORKBOOK PAGES 88–89

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PROTECTING WILDLIFE: *What can I do?*

79

Extinction is a normal part of evolution. 99.9% of animal species that ever existed are now extinct, largely as a result of naturally occurring catastrophic events. Our planet has experienced five mass extinctions during its existence. The last of these, the K-T Mass Extinction, happened almost 65 million years ago and resulted in the disappearance of the dinosaurs. Many scientists believe that what is happening now is the sixth mass extinction, and the first caused by humans. The UN Environmental Programme estimates that between 150 and 200 species of plants and animals die out every day.

The main cause of species becoming extinct in our time is loss of natural habitats due to human activity:

- Urbanisation and the construction of dams and roads lead to the fragmentation of habitats, cutting animals off from their homes and food sources.
- Woodland is destroyed to provide grazing for livestock to feed the growing human population and also in order to grow crops to feed the livestock.
- According to the National Wildlife Federation, 42% of endangered animals are threatened by non-native species, which were introduced by humans, either intentionally or accidentally, due to a lack of awareness of the issues they would create. These invasive species can reduce biodiversity and physically change eco-systems.
- The use of pesticides in order to increase the profitability of farming is killing off populations of bees and other insects.

This can seem overwhelming, but there are actions every one of us can take to help protect our wildlife.

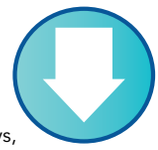
Here's what YOU can do.

SHOP MINDFULLY



Check food and cosmetics labels and avoid items containing palm oil, which is produced by stripping rainforests, unless you are sure it is from a sustainable source. Avoid excess packaging and try to buy locally sourced produce where possible. When on holiday, never buy souvenirs made from ivory, tortoise shell or coral. Remember that certain types of alternative medicines may contain ingredients that come from endangered animals.

CUT DOWN ON MEAT AND FISH



While it is true that our ancestors ate meat, what we don't always realise is that they ate much less of it. Our grandparents, for whom meat was a special treat, ate smaller portions and had many meatless days. Nowadays, many people eat meat up to three times a day, and it is this demand that leads to destruction of the rainforests. In addition, overfishing has led to several species of fish becoming near threatened or vulnerable. Eating more locally grown food is better for the planet, and people whose diet is largely plant-based tend to be healthier. Swap meat and fish for pulses, like lentils and chickpeas, nuts, tofu and other meat-alternatives at least a few times a week.

START AT HOME



One third of the food that we eat is the result of pollination. If we don't make an effort to protect the bees and insects who pollinate our crops, then we are threatening our own species. If you are lucky enough to have a garden, create a wilderness area, where local birds and insects can live naturally. Hang bird feeders or a bee hotel, which provides an environment for bees to breed. Plant native plants and trees and avoid the use of pesticides. Those of you who live in an apartment and only have a balcony can feed birds and have some eco-friendly plants. At school, ask whether you can create a wilderness area in the school garden. Keep your dustbins and sheds secure to avoid wild animals accidentally eating something that is poisonous to them.

RAISE AWARENESS



Start by reading as much as you can about different species and their habitats and how human activity threatens them. Use your social media presence to share articles and information about what people can do to prevent species going extinct or to share plant-based recipes. Petition the politicians who represent you to support laws which protect animals. Promote the idea that other species are worthy of respect and are not to be exploited for human gain.

JOIN AN ORGANISATION



Fortunately, there are several organisations that focus on helping species whose populations are in decline. The ones that most people know about include the World Wildlife Fund (WWF) and the Wildlife Conservation Society (WCS). Others concentrate on one species, such as the Jane Goodall Institute, which protects chimpanzees, and the International Rhino Fund (IRF). Join one of these and help support their efforts to make a better world for animals.

These may seem like small steps but if everyone does them, they will make a genuine difference to animals and the natural world.

10 **Discuss the questions with a partner.**

1. Which of the facts in the text surprised you most?
2. How realistic/useful are the suggestions made in the text?
3. Do any of the suggestions appeal to you? Might you do any of them?

TALKING POINTS

How important do you consider preventing the extinction of endangered species?
How much responsibility should governments have to protect endangered species?
To what extent do you think vegetarian/vegan diets might help protect the environment and endangered species?

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GRAMMAR
RELATIVE CLAUSES

1 **Look at these sentences from the article. Which sentence contains a defining relative clause and which contains a non-defining relative clause? Then complete rules a–c.**

1 Petition the politicians who represent you to support laws which protect animals.
2 Check food and cosmetics labels and avoid items containing palm oil, which is produced by stripping rainforests, unless you are sure it is from a sustainable source.

a We use relative clauses to give more information about a *noun* / *verb* or *noun* / *verb* phrase.
b We use defining relative clauses to give *essential* / *extra* information.
c We use non-defining relative clauses to give *essential* / *extra* information.

» GRAMMAR REFERENCE AND PRACTICE PAGE 158

2 **Do the sentences contain defining (D) or non-defining (ND) relative clauses?**

1 Those of you who live in an apartment and only have a balcony can feed birds and have some eco-friendly plants.
2 The ones that/which most people know about include the World Wildlife Fund (WWF) and the Wildlife Conservation Society (WCS).
3 If you are lucky enough to have a garden, create a wilderness area, where local birds and insects can live naturally.
4 Eating more locally grown food is better for the planet, and people whose diet is largely plant-based tend to be healthier.

3 **Look at the sentences in Exercise 2 and complete the rules for relative clauses with words from the box. There is one word you don't need.**

defining non-defining object subject that
when where which who whose why

1 _____ relative clauses are surrounded by commas.
2 In defining relative clauses, the relative pronoun _____ can replace *who* or *which*.
3 _____ is the most common relative pronoun used for people.
4 _____ is the most common relative pronoun used for things.
5 Other relative pronouns are _____ (to show possession), _____ (for place), _____ (for time) and _____ (for reason).
6 The relative pronoun can sometimes be omitted in _____ relative clauses when the noun it refers to is the _____ of the relative clause.

» GRAMMAR REFERENCE AND PRACTICE PAGE 158



4 **Rewrite the sentences using a relative clause. Can the relative pronoun be omitted from any of the sentences?**

1 Jane Goodall founded a centre in the Congo. Orphaned chimpanzees are cared for at the centre.
Jane Goodall _____.
2 I admire the work of the natural historian David Attenborough.
Someone _____.
3 Gerald Durrell wrote a very funny book called *My Family and Other Animals*. He founded Jersey Zoo.
Gerald Durrell _____.
4 The Serengeti National Park is home to all of Africa's 'big five'. It is in Tanzania.
The Serengeti National Park _____.
5 We can help endangered species by protecting their habitats.
Something _____.

5 **Which sentence in each pair is more formal? Complete the rules.**

1 **a** The place **to which** we were travelling is famous as a leopard sanctuary.
b The place (**which**) we were travelling **to** is famous as a leopard sanctuary.
2 **a** The woman (**who**) you spoke **to** is known for her work with pandas.
b The woman **to whom** you spoke is known for her work with pandas.

i To make a sentence more formal, put the preposition _____ the relative pronoun.
ii *Whom* is used instead of *who* after a preposition and is used in _____ situations.

6 **Correct any mistakes in these sentences. One sentence is correct.**

1 The Major Oak is said to have sheltered Robin Hood, which is in Sherwood Forest.
2 Cherry blossom, which it is the national flower of Japan, is found all over the Northern Hemisphere.
3 Nowadays people, who want to celebrate an event, do so by planting trees.
4 The tulip is a flower for which the Netherlands are famous.
5 Jane Goodall, who is a British anthropologist.
6 Leonardo Da Vinci was a botanist, which he was not famous for it.

7 » WORK IN PAIRS. TURN TO PAGE 134.

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GRAMMAR
RELATIVE CLAUSES

WARMER

Ask the students to work in small groups to think of a wild animal. Each group writes a description of their animal without saying its name. They take it in turns to read out their descriptions for other groups to guess.

1 When students have finished the exercise, elicit the answers and ask them to explain in their own words how they know that sentence 1 contains a defining relative clause and sentence 2 contains a non-defining relative clause. (In 1, if you removed the relative clause, the sentence *Petition the politicians to support …* wouldn't make sense. In 2, you could remove the relative clause and the sentence would still make sense.)

Answers

Sentence 1 contains a defining relative clause. Sentence 2 contains a non-defining relative clause.
a noun; noun phrase
b essential
c extra

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

2 First elicit the relative clause in each sentence (*1 who live in an apartment and only have a balcony; 2 that most people know about; 3 where local birds and insects can live naturally; 4 whose diet is largely plant-based*). Students read the sentences without the relative clauses and decide if they make sense. Elicit the answers and the difference in punctuation between sentences with defining and non-defining clauses.

Answers

1 D
2 D
3 ND
4 D

3 Look at rule 1 with the class and elicit the answer. If you looked at this in the previous exercise, the students should know the answer immediately. Students complete the exercise alone. Elicit the answers and then look at sentence 3 in Exercise 2. Point out that the relative clause is not actually surrounded by commas, as it appears at the end of the sentence. Then ask students to look at rule 2. Ask if we can change *who* and *which* to *that* in sentences 1 and 2 from Exercise 2. (*Yes, they are defining relative clauses.*) Ask if we can change *who* and *which* to *that* in sentences 1 and 2 in Exercise 1 (we can change 1 but not 2). Then look at rule 6 and elicit which relative pronoun in Exercises 1 and 2 can be left out (which *in sentence 2 in Exercise 2, as it refers to the object in a defining relative clause*).

Answers

1 Non-defining
2 *that*
3 *Who*
4 *Which*
5 *whose*, *where*, *when*, *why*
6 defining; object

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

4 Students work in pairs to rewrite the sentences. Elicit the answers and then discuss as a class any sentences where the relative pronoun can be omitted.

Answers

1 Jane Goodall founded a centre in the Congo where orphaned chimpanzees are cared for.
2 Someone whose work I admire is the natural historian David Attenborough.
3 Gerald Durrell, who founded Jersey Zoo, wrote a very funny book called *My Family and Other Animals*. / Gerald Durrell, who wrote a very funny book called *My Family and Other Animals*, founded Jersey Zoo.
4 The Serengeti National Park, which is in Tanzania, is home to all of Africa's 'big five'. / The Serengeti National Park, which is home to all of Africa's 'big five', is in Tanzania.
5 Something which/that we can do to help endangered species is (to) protect their habitats.
The relative pronoun can be omitted from sentence 5.

5 When students have completed the activity, point out that we can often also use similar structures to replace *where* and *when* as relative pronouns, e.g. sentence 3 in Exercise 2 could be written … *a wilderness area, in which local birds and insects can live naturally.* For times, if we were talking about an hour, we could replace *when* with *at which*, a day with *on which* and a month or year with *in which*, e.g. *That was the day when / on which we first met.*

Answers

1 a 2 b i before ii formal

6 Look at the first sentence with the class. Elicit what is wrong and the correct form. When students have finished, elicit what is wrong with the sentences and the correct answers.

FAST FINISHERS

Tell fast finishers to write sentences similar to 1, 2, 4 and 6, but which relate to people, places and things in their own country. When everyone has finished the activity, invite the students to share their sentences with the class.

Answers

1 The Major Oak, which is in Sherwood Forest, is said to have sheltered Robin Hood. / The Major Oak, which is said to have sheltered Robin Hood, is in Sherwood Forest.
2 Cherry blossom, which ~~it~~ is the national flower of Japan, …
3 Nowadays, people who want to celebrate an event do so by planting trees. (*no commas around relative clause*)
4 *correct*
5 Jane Goodall is a British anthropologist. OR (*sample answer*) Jane Goodall, who is a British anthropologist, worked with chimpanzees in Africa.
6 … which he was not famous for ~~it~~.

7 Look at the example sentence on page 134 with the students. Ask if the relative pronoun can be left out. (*Yes, because it refers to the object of the sentence.*) When students have finished their sentences, ask them to look at the example sentence and think of questions they could ask about it, e.g. *When was it made? Who presented it? Why did you like it?* Students then do the same in pairs. Invite students to share some of their sentences with the class and encourage other students to ask them questions.

Answers

Students' own answers

» PRACTICE EXTRA: UNIT 15 – GRAMMAR – RELATIVE CLAUSES
» GRAMMAR WORKSHEET: UNIT 15
» ALSO REFER TO WORKBOOK PAGE 90

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VOCABULARY
ADVERB AND ADJECTIVE COLLOCATIONS

1 Ask students to read the whole quote and ask if they know who Sir David Attenborough is. (*He is a famous documentary filmmaker who has worked for the BBC since 1952 and, in 2020, was still making films aged 94.*) Elicit the collocation and then discuss the quote as a class.

Answers
totally dependent
Students' own answers

80 2 Look at the question and elicit guesses about what the good news could be. Elicit the answers and ask what the operation was called. Ask the students if they know of any good environmental news from their own country.

Answers
Protection is being given to more 'at risk' species.
Operation Thunderball led to over 2,000 animals being seized/rescued.
African elephants can't be sent outside Africa.
Technology is helping to detect products containing illegally traded wildlife.

80 3 Students look at the words in pairs and discuss any collocations they think they know. When they have listened, elicit the collocations and what they mean, e.g. *rapidly increasing – going up quickly*; *virtually impossible – almost completely impossible*. Follow up the exercise by asking students to use some of the collocations to talk about other topics, e.g. *Arts and music are equally important as sciences. It is virtually impossible to get through to some companies' complaints departments on the phone*.

Answers
rapidly increasing virtually impossible officially recognised
equally important universally accepted naturally occurring
noticeably different randomly selected

» AUDIOSCRIPT TB PAGE 295

4 Look at the first sentence with the class. Elicit the answer; ask the students if they think it is true, and if so, why. Students then complete the exercise in pairs. Elicit the answers and any comments or details students can add, e.g. *5 Their ears are smaller too*.

Answers
1 equally important
2 universally accepted
3 naturally occurring
4 randomly selected
5 noticeably different
6 rapidly increasing
7 virtually impossible
8 officially recognised

INTENSIFYING ADVERBS

5 Students work in pairs. Ask them how the adverbs are similar and how they differ, e.g. They all make the verb stronger, but the second and third add an emotion. In the first sentence, we don't know from the sentence how the writer feels about this.

Answers
very
Intensifying adverbs add more emphasis (are stronger) than *very*. They also add more variety and range to your language and avoid repetition of the word *very*.

6 Look at the first sentence with the class. Elicit guesses and then tell the students which two words do not fit. Sometimes it isn't obvious which word can collocate and which can't. Point out that we can say that something can cause *a considerable amount of damage*, despite not being able to say *considerably damaging*. Students work in pairs. Elicit answers as a class.

Answers
1 highly
2 deeply
3 bitterly
4 seriously
5 fully
6 utterly
7 perfectly
8 dangerously

7 Students work alone and then compare answers in pairs. Elicit the answers and encourage students to learn at least a few of the collocations from the page. It is very difficult to know all the possibilities, but some are more useful than others, e.g. *highly unlikely, universally recognised, noticeably different*.

Answers
1 stupid
2 likely
3 disappointing
4 concerning
5 clear
6 underweight
7 unwell
8 prepared

8 Look at the first sentence with the class. Elicit some ideas, e.g. Newton's theory of gravity, Einstein's theory of relativity. Tell them to choose one which they know something about and can explain, not one that they just know the name of. Give students about two minutes to think of ideas for the other items. Set a time limit of about four minutes for the discussion and encourage students to ask each other questions about their ideas in order to find out more details. When students have finished, invite them to share their ideas with the class.

MIXED ABILITY
Weaker students can work in pairs. One student thinks of examples for sentences 1–3 and the other thinks of examples for sentences 4 and 5. They then tell each other their ideas.

Answers
Students' own answers

COOLER
Students work alone and choose one of the collocations from Exercise 3. They then mingle and ask other students to give them an example, e.g. *Give me an example of someone who is universally recognised. Give me an example of two film stars who are noticeably different to each other.* They note down other students' answers. When they have talked to several students, stop the activity and elicit some of the examples students were given for their collocation.

» PRACTICE EXTRA: UNIT 15 – VOCABULARY – ADVERB AND ADJECTIVE COLLOCATIONS; INTENSIFYING ADVERBS
» VOCABULARY WORKSHEET: UNIT 15
» ALSO REFER TO WORKBOOK PAGE 91

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VOCABULARY
ADVERB AND ADJECTIVE COLLOCATIONS

1 **Identify the adverb–adjective collocation in the quote. Do you agree with the quote?**

> The truth is: the natural world is changing. And we are totally dependent on that world. It provides our food, water and air. It is the most precious thing we have, and we need to defend it.
>
> *Sir David Attenborough*

80 **2** **You will hear a talk on recent efforts to protect wildlife. What pieces of good news are mentioned?**

EP **3** **Listen again and match the adverbs in Column A to the adjectives in Column B.**

80

A	B
rapidly	important
virtually	recognised
officially	selected
equally	increasing
universally	different
naturally	impossible
noticeably	occurring
randomly	accepted

4 **Complete the sentences with an adverb–adjective collocation from Exercise 3.**

1 In my view, it is _____ to educate people about wildlife conservation as it is to pass laws on it.
2 Unfortunately, it is still not _____ that all species are worthy of protection.
3 A _____ chemical is one obtained from the earth, the sea, plants or animals with no processing at all.
4 Subjects for the medical trial were _____ to ensure the accuracy of the results.
5 The Indian Elephant is _____ in size and shape from its counterpart, the African Elephant.
6 A _____ number of fish species are dying out due to overfishing.
7 It is _____ for scientists to keep track of all the species that are becoming extinct.
8 The Arctic has now been _____ as a special place by the global scientific community because of its unspoiled ecosystem.

INTENSIFYING ADVERBS

EP **5** **Look at the examples. Which same word could be used instead of the intensifying adverbs in all three sentences? Why are the intensifying adverbs used instead of this word?**

1 It's highly unlikely that household recycling alone will be enough to tackle climate change.
2 Wildlife campaigners are bitterly disappointed about the government's decision to allow houses to be built in the middle of the national park.
3 The documentary about Jane Goodall's chimpanzee sanctuary was deeply moving.

EP **6** **Complete the sentences with the correct intensifying adverbs.**

1 It's *deeply* / *highly* / *utterly* unusual for it to snow in Sydney. The last time it happened was in 1836!
2 Harry was *dangerously* / *deeply* / *fully* offended by the negative comments some followers left on his recent TikTok videos.
3 Night-time temperatures in the desert are *bitterly* / *fully* / *perfectly* cold – often falling below zero degrees.
4 You shouldn't give chocolate to dogs – it can make them *bitterly* / *seriously* / *utterly* ill.
5 Greta Thunberg warns that people are not *dangerously* / *fully* / *seriously* aware of the consequences of climate change.
6 My friend sent me a video about people who believe the *deeply* / *highly* / *utterly* ridiculous theory that the Earth is flat.
7 In towns in some tropical regions it's *perfectly* / *seriously* / *utterly* normal to see giant lizards walking around on the streets.
8 The number of Amur leopards left in the wild is *dangerously* / *deeply* / *bitterly* low and scientists fear the species could soon become extinct.

7 **Complete the sentences with an adjective from the box.**

clear concerning disappointing likely prepared stupid underweight unwell

1 Swimming in the sea when a red flag is flying is utterly _____ behaviour.
2 It's highly _____ the Maldives will soon disappear if sea levels keep rising at the current rate.
3 Gabriel received some bitterly _____ news this morning: he had failed to get into the university he really wanted to go to.
4 The recent news that African elephants are facing extinction is deeply _____.
5 It's perfectly _____ that climate change cannot be tackled unless countries work together.
6 Due to the melting of the ice caps, some polar bears are dangerously _____.
7 My grandmother's goat became seriously _____ after eating a tyre.
8 The mayor said she was fully _____ to ban cars from the city centre if it would help reduce pollution.

8 **Think of an example of:**

1 an idea or scientific theory that is universally accepted
2 an environmental problem that is rapidly increasing
3 something you find it virtually impossible to do
4 two things which are equally important to you
5 something you've been bitterly disappointed about

Share your ideas with a partner.



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LISTENING

1 **Look at the photos. Why do you think the people are interacting with animals in this way? Would you like to be in any of these situations?**

2 **Look at the introduction and Tasks One and Two. Which task**

1 focuses on the speakers' attitudes and opinions?
2 focuses on identifying what the speakers are talking about?

You'll hear five short extracts in which people are talking about experiences relating to animals.

TASK ONE

Choose from the list (A–H) the problem related to animals that each speaker describes.

A an animal causing illness
B a misbehaving animal
C a natural disaster
D illegal activity
E destruction of habitat
F losing an animal
G a risky encounter
H homeless animals

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

TASK TWO

Choose from the list (A–H) the feeling expressed by each speaker.

A shock at the vast scale of the problem
B anger at others' behaviour
C frustration with an outcome
D confusion about a reaction
E amusement caused by an event
F fear for their life
G sympathy towards an animal
H satisfaction with their efforts

6 Speaker 1 .....
7 Speaker 2 .....
8 Speaker 3 .....
9 Speaker 4 .....
10 Speaker 5 .....

81 **3** **Listen to Speaker 1 and answer these questions.**

1 What did the goat do to the child's doll?
2 What did the speaker think the girl's reaction was? What was it really?

81 **4** **Look at Tasks One and Two. Listen again and choose the answers for Speaker 1.**

5 **Look at what Speaker 1 says. Underline the parts of the script that provide the answer to each task. Use a different colour for each.**

We run an animal sanctuary and to make ends meet we are open to visitors. Children usually enjoy getting close to the animals, who are all pretty tame. One day a little girl sat her doll down in the pasture while she went to stroke the kids – you know, the baby goats – who are very cute and friendly. Meanwhile, Nancy, one of the goats, found the abandoned doll. She must have been a bit peckish because she ate its fingers! Hearing a loud noise from the child, I came running over. I felt terrible because I thought the little girl was upset, but it turned out she was crying with laughter – she thought it was hilarious!







82 **6** **Listen to Speakers 2–5 and complete both tasks. Which answers are you most/least sure of?**

82 **7** **Listen to Speakers 2–5 again and check your answers, focussing on the answers you were least sure of.**

8 **Discuss the questions with a partner.**

1 Have you ever considered working with animals or volunteering at an animal shelter?
2 Have you ever been on a safari? If not, would you like to? Do you think safaris are ethical? Why? / Why not?
3 What punishments do you think should be enforced for poaching endangered animals?
4 Have you had any interesting encounters with animals?

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LISTENING

WARMER

Before students open their books, ask them to think of the last time they had an encounter with an animal which wasn't their own pet. They then work in pairs and tell each other what kind of animal it was, where it was and what happened. Invite students to share some interesting anecdotes with the class.

1 Put students into groups of three. Each student takes turns to describe one of the photos and to answer the questions about it in the exercise. Ask the class if they have had any similar experiences and elicit what they were.

Answers

Students' own answers

2 You could do this with the whole class. Ask the first question and elicit the answer and how students know (*attitudes and opinions – feeling expressed*). Then ask the second question and ask what each speaker is talking about (a problem related to animals).

Answers

1 Task Two
2 Task One

81 **3** Tell the students to cover the two tasks in Exercise 2. When students have listened to the recording, they discuss the questions in pairs. Elicit the answers and anything the students remember from the text which helped them to answer them.

Answers

1 The goat ate its fingers.
2 The speaker thought the girl was upset, but she actually thought it was funny.

81 **4** Students look at the choices in Tasks One and Two before they listen again and try to think of the correct answers. When they have listened again, elicit the answers and what the speaker said which showed these answers were correct. (*The animal was misbehaving because it ate the fingers of the doll. The speaker was confused because she thought the girl was upset, but she was crying with laughter.*)

Answers

Task One (question 1) B Task Two (question 6) D

» AUDIOSCRIPT TB PAGE 295

5 Students work in pairs. They could each find the answer to one of the tasks and then tell each other their ideas. Elicit the answers and the fact that the answer to Task One is in lines 6 to 8 and the answer to Task Two can be found from line 9 onwards. Point out that, although in this case, the answer to Task One comes before the answer to Task Two, there can be times when information which helps to answer Task Two might come before that which helps to answer Task One.

Answers

Task One: Nancy, one of the goats, found the abandoned doll. She must have been a bit peckish because she ate its fingers!
Task Two: I thought the little girl was upset, but it turned out she was crying with laughter.

82 **6** **C1 Advanced Listening Part 4**

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 113. Remind students that they will listen to the recording twice and, in the exam, they can choose to answer one task on the first listening and the other on the second, or try to answer both tasks on the first listening and then use the second listening to check their answers. As before, they are going to try to answer both tasks on the first listening so that they can use the second listening to check their answers. Before listening, they should read through the two tasks before they listen so they are prepared about what to listen out for.

Allow students a few seconds to read the options in both tasks again before they listen to the recording. Ask the students which questions they found most difficult, but don't elicit any answers yet.

MIXED ABILITY

As this is an exam task, it is a good idea for students to practise the task as it will be in the exam. However, you could make it slightly easier by putting students into pairs and asking one student to focus on Task One and the other to focus on Task Two. They can also think about the other task as well, but they should try to make sure their own task is done correctly first. They then discuss what they think the answers to their task are. For Exercise 7, they can check to see if they agree with their partner's answers.

Answers

Students' own answers

82 **7** When students have listened again, elicit the correct answers and the words used which helped them decide. For each speaker, elicit both the key words in each task and the matching words from the audioscript:

Speaker 2 *homeless* (Task One H) – *a stray* (audioscript); *sympathy* (Task Two G) – *for me it was tragic* (audioscript)
Speaker 3 *risky* (Task One G) – *a huge elephant … lumbered out of the forest* (audioscript); *fear* (Task Two F) – *in terror, trying not to show our sheer panic* (audioscript)
Speaker 4 *illegal* (Task One D) – *poachers* (audioscript); *anger* (Task Two B) – *It makes my blood boil* (audioscript)
Speaker 5 *natural disaster* (Task One C) – *plague of locusts* (audioscript); *shock* (Task Two A) – *astonishing* (audioscript)

Answers

Task One: 2 H 3 G 4 D 5 C
Task Two: 7 G 8 F 9 B 10 A

» AUDIOSCRIPT TB PAGE 295

8 Set a time limit of about four minutes for the discussion activity and encourage students to give full answers, even if their answer is *No*. For question 1, they can explain why not, as long as they don't veer away from the question too much, for example getting on to the topic of studying for exams as a reason why they haven't volunteered. When they have finished, invite students to share their ideas with the class.

Answers

Students' own answers

» ALSO REFER TO WORKBOOK PAGE 92

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SPEAKING
COMPARING AND DESCRIBING

1 Tell students to cover the word box. They work in pairs to discuss what they can see in each photo and what they think is happening. When they have discussed them all, they uncover the box to see which of the words they used and to make sentences about the photos using the words they didn't use. Elicit sentences using the words in the box from different students.

Answers
Students' own answers

83 **2** When the students have listened to the recording, they work in pairs to discuss what Jorge said and then work together to think of the questions. Elicit the questions and then elicit Jorge's answers to them using reported speech, e.g. *He said that the people were probably volunteers because they didn't look like workers, they looked more like members of the local community*.

Answers
He was asked: 'Why might the people in the photos be doing these activities?' and 'How might they be feeling?'

83 **3** Look at the *Prepare to speak* box with the class and elicit any of the phrases students think they remember. When the students have listened again, elicit the expressions Jorge uses and ask the students if they can remember how he followed them up, e.g. *The reason I say this is because they don't look like workers.*

Answers
The reason I say this is
They look like they are …
might feel that …
It looks as if …
I'm wondering if they …
Since …
In other words, …
After all, …

» AUDIOSCRIPT TB PAGE 295

4 Students work in pairs to discuss the questions. Set a time limit of about a minute and then play the recording again for students to note down any vocabulary and structures that they think would impress the examiners, e.g. *on a voluntary basis, make a difference, feeling a sense of satisfaction, something worthwhile.*

Answer
Yes, he does all those things.

84 **5** When the students have listened once, elicit the answer and ask the students what adverb–adjective collocation she uses and what she is describing (*extremely valuable – the activities the people are doing*).

Answers
She was asked: 'In which situation do you think the people are doing the most good for the environment?' Her answer was a little too short.

» AUDIOSCRIPT TB PAGE 295

6 Ask the class to quickly read through the extract without worrying about the gaps. Ask which photo it is describing (*photo 3*) and elicit examples of vocabulary and grammar that students are impressed by, e.g. *releasing, sea creatures, conservation organisations, breeding, specialist knowledge, extremely focused, rather than wandering off*. Elicit the meanings of any words and phrases that you think some students might not know.

FAST FINISHERS
Ask students to find strategies the student uses when they don't know or can't think of a word (*pausing and saying …* er…; *paraphrasing* – they're kind of like tortoises but …). They then work in pairs, pretending they don't know a word for something in the other two photos and explaining it instead. When everyone has finished the exercise, elicit these explanations and ask other students to guess the word, e.g. *They are … putting a young tree into the ground to make it grow (planting a tree).*

Possible answers
1 The reason I say
2 As/Since OR It looks as if
3 Why I think that is
4 What I mean by

7 C1 Advanced Speaking Part 2

Before students turn to page 134, briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 54. Remind students that when it is their partner's turn to talk, they should listen carefully, so that when they are asked to comment briefly, they can give an appropriate and relevant answer.

Set a time limit of about one minute for Student A to talk; Student B should listen out for evidence of a range of vocabulary. When Student B has answered the second question briefly, they tell Student A which words and phrases they were most impressed by. Before students swap roles, look at the instructions below the photos, so that Student B knows that one of the photos they describe must be the one that Student A didn't describe. Student A does the same as Student B did, noting down good vocabulary that they hear.

Answers
Students' own answers

COOLER
Students work in pairs and look again at the questions that Jorge was asked in Exercise 2. They work together to try to think of a different exam-style question that could be used for the three photos on page 117. One student in each pair acts as the examiner and swaps questions with an examiner from a different pair. They now ask their partner this question, and the partner has one minute to answer it as if in an exam. When they have finished, the students swap roles and the new examiner now swaps questions with a different pair and repeats the process.

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SPEAKING
COMPARING AND DESCRIBING

1 **Work with a partner. Use the words and phrases in the box to talk about the photos.**

clean up conservation deserted litter-picking planting trees reforestation
release into the wild shoreline threatened volunteers







83 **2** **You will hear a student called Jorge. What questions do you think he was asked?**

83 **3** **Look at the *Prepare to speak* box. Listen again and tick the expressions Jorge uses.**

PREPARE TO SPEAK

Explaining your opinion

The reason I say this is …
They look like they are …
They might feel that …
It looks as if …
I'm wondering if they …
What I mean by that is …
Why I think that is …
Since …
In other words, …
After all, …

4 **Does Jorge**

- answer both questions?
- give equal attention to both photos?
- use a good range of vocabulary and sentence structure?

84 **5** **You will now hear another student, Rosa, answering a question about Jorge's photos. What do you think she was asked? Did she answer well?**

6 **Add expressions from the *Prepare to speak* box to an extract from another speaker's answer.**

While the people in the first picture are likely to be volunteers, I'd say the person – I think it's a woman – in the third photo is probably releasing the … er … they're kind of like tortoises but they're sea creatures … she's probably releasing them into the sea as part of her job. [1] _____ that there are many conservation organisations involved in this kind of activity. [2] _____ she's involved in breeding the creatures – the *turtles*! – she might be a zoology graduate or something like that. [3] _____ that it's probably not a very straightforward process and might need specialist knowledge. I'm sure she's feeling extremely focused. [4] _____ that is she needs to concentrate to make sure all the turtles make their way into the sea rather than wandering off in the wrong direction.

7 » WORK IN PAIRS. TURN TO PAGE 134.

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16 WHO DO YOU LOOK UP TO?

ABOUT YOU

▶ 16 **Watch the video and then answer the questions.**
Who do you particularly admire, and why?
Is there anything you've always dreamed of doing?

VOCABULARY AND READING ROLE MODELS

EP **1 Read the sentences and try to work out the meaning of the phrases.**

1 My cousin **Dave** had been saying for years he wanted to travel in a hot-air balloon, and this year he finally fulfilled his ambition and flew in one over Bryce Canyon in the USA.
2 **Elly's older sister** finished school with good grades and is now doing really well at medical school. She's a good role model for **Elly**, who really looks up to her, and also wants to train as a doctor.
3 **Azeem** has said he's going to devote himself to learning Italian so that he knows enough to get by when he goes to Tuscany on holiday next month. He certainly likes to take on a challenge! And he's really throwing himself into it, getting up early each day to study.
4 All the teachers think highly of **Liza**, as she's good at all subjects. And now they've decided to nominate her for the Outstanding Pupil of the Year award.
5 **Poppy** is campaigning against the use of cars for short journeys and wants to raise awareness of the harm they cause and get more people to walk to school or work.
6 When the **headteacher** suggested starting the school day half an hour earlier from next year onwards, she came up against a lot of opposition from pupils and their parents.

2 Which person in Exercise 1

1 respects and admires another person?
2 did something they had always wanted to do?
3 is a good example of how to live your life?
4 hopes to persuade people to do something less often?
5 has started doing something with great effort and energy?
6 was faced with people who were against their idea?
7 has decided to spend time doing a specific activity?
8 wants to enable people to learn more about something?
9 is going to try and do something which might not be easy?
10 is someone that people have a high opinion of?

3 Insert the missing preposition(s) in the correct place. Then discuss with a partner which statements you agree with and why.

1 It's pointless to look up pop stars, as they are rarely suitable role models young people.
2 The best way to raise awareness an important global issue is to make a video which goes viral.
3 You can learn a lot from reality shows where contestants take a challenge, like singing a solo in public.
4 While you're at school, your top priority should be devoting yourself your academic work.

An inspiration to us all



Someone I've always [1] _____ is the television presenter Sir David Attenborough, who [2] _____ making wildlife documentaries, starting when my grandparents were kids in the 1950s. People then didn't think much about how man-made pollution affects other species. But David Attenborough did a great deal to [3] _____ how our actions can destroy animal habitats and endanger species. Offscreen and onscreen, he [4] _____ dumping plastic in the oceans because of the damage it is causing. David Attenborough will always [5] _____ for our local Environment Action group.

My best friend **the superhero**

My friend Holly and two other classmates decided to [6] _____ – they entered a triathlon event. It was something Holly had always wanted to do. They knew they needed to get super-fit, so they immediately [7] _____ an intensive training schedule. When I asked Holly what they'd do if they [8] _____ a problem, such as getting injured, during the event, she just said, 'No way is that going to happen to me!' I've always [9] _____ Holly and admired her self-belief, but this time I wondered if she was being over-confident. But she proved me wrong, and I'm really pleased for her that she was able to [10] _____. It goes to show, it's worth chasing your dreams!

4 Complete the two short articles above with phrases from Exercise 1 in the correct form.

5 Quickly read the profiles of some remarkable people on the opposite page. Identify the two people you admire the most and explain why.

6 Read the profiles again. Which person (A–E)

1 has prompted other people to take action?
2 inspires others to feel more independent?
3 managed to deal with a variety of major challenges on their own?
4 found a way to correctly identify where something is?
5 has similar tastes to others of the same age?
6 is sceptical about something that was said about them?
7 acknowledges the help they've received?
8 does the writer say is likely to be remembered as an influential person?
9 combined two interests to find a solution to a problem?
10 considered it unfair that they were prevented from doing something?

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16 WHO DO YOU LOOK UP TO?

Unit Overview

TOPIC	Heroes and aspirations
VOCABULARY	Role models; Dependent prepositions; Phrasal prepositions
READING	Inspiring young people
GRAMMAR	Participle clauses
WRITING	A proposal
EXAM TASKS	Reading and Use of English Part 8; Reading and Use of English Part 2; Writing Part 2 (a proposal)

Digital Resources

Lesson Plus: Unit 16
Practice Extra: Unit 16
Test Generator: Unit test 16; Term 3 test; End-of-year test

Extra Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 159; TB page 266
WORKBOOK: pages 94–99
VIDEO AND VIDEO WORKSHEET: Hero worship
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 16; Vocabulary worksheet Unit 16

WARMER

With books closed, write the word *achievement* on the board. Elicit some examples of achievements, e.g. *breaking a world record*. Tell students to imagine they are 60 and looking back at their earlier lives. They write down their imaginary greatest achievement on a small piece of paper. Collect these in and read out some of the interesting ones. Students try to guess who wrote them.

ABOUT YOU

▶ 16 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then read the questions in the *About you* box with the students. Put the students into small groups and set a time limit of three or four minutes for them to discuss the questions. When they have finished, invite students to give the names of people they admire, with reasons for their choices, and what their dreams are and why.

VOCABULARY AND READING
ROLE MODELS

1 Students quickly read through the sentences and find each person's ambition or achievement (*travel in a hot-air balloon, study medicine, learn Italian, win an award, encourage people to walk to school or work, start school earlier*). Students then discuss the phrases in blue. Elicit the answers and ask follow-up questions to make sure students understand them, e.g. *Have you fulfilled any ambitions? Who do you look up to?* (Note: Definitions for the phrases are given in Exercise 2.)

FAST FINISHERS

Ask students who finish early to think of any sentences they could make about themselves using some of the phrases in blue, e.g. *I look up to my dad because he set up a successful business on his own.* When everyone has finished the exercise, invite students to share their ideas with the class.

Answers

Students' own answers

2 Look at the first question with the class and elicit the answer. Ask who Elly admires and why (*her older sister because she is doing well in her studies and training to be a doctor*). Students then complete the exercise in pairs. Point out that there are seven people whose names are in bold in Exercise 1, and students should choose from these. Elicit the answers and more details about them, e.g. *2 What was the thing that they did? 3 Why is she a good example of how to live your life?*

Answers

1 Elly 2 Dave 3 Elly's sister 4 Poppy 5 Azeem
6 the headteacher 7 Azeem 8 Poppy 9 Azeem 10 Liza

3 Students complete the exercise in pairs. Elicit the correct answers before students discuss the statements. Set a time limit of about two minutes and then discuss each statement with the whole class.

Answers

1 look up **to** pop stars; role models **for** young people
2 raise awareness **of** an
3 take **on** a challenge
4 devoting yourself **to** your

4 Students read through the texts quickly without worrying about the gaps. Elicit who they are about (*Sir David Attenborough and the writer's friend Holly*) and why the writers admire them. Students then work alone to complete the texts and compare answers in pairs. When they have finished, elicit the answers. Students could write a similar short paragraph about the person they talked about in the *About you* section.

MIXED ABILITY

Weaker students can work in pairs and look at one text each. When they have completed their text, they tell each other who their text was about and what it said about them, then share their answers.

Answers

1 thought highly of (*looked up to* is usually used about people you know personally)
2 (has) devoted himself to
3 raise awareness of
4 campaigns / (has) campaigned against
5 be a role model
6 take on a challenge
7 threw themselves into
8 came up against
9 looked up to
10 fulfil her ambition

CONTINUED ON PAGE 238

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BACKGROUND INFORMATION

Laura Dekker was actually born in New Zealand, but she has both Dutch and New Zealand nationality. She was born during a seven-year sailing trip made by her parents. Even as a very young child, Laura liked to sail alone, and from the age of eight started doing different jobs to try to save up for her own yacht – an ambition she achieved at the age of 11. She sailed to England from Holland alone when she was 13. The court cases about whether she could sail alone took ten months before the authorities gave the responsibility for the decision to her parents. She set off on her round-the-world journey at the age of 14 and, when she had finished, carried on to New Zealand, halfway around the world again.

When Billie Eilish was 14, she decided to send her dance teacher her first song to listen to. She uploaded it onto a music streaming service and, almost immediately, it went viral. She writes and produces music with her older brother.

Greta Thunberg was made *TIME Magazine* Person of the Year in 2019. She started campaigning in 2018, sitting outside the Swedish Parliament with a sign saying *School Strike for Climate*. When she was 11, a teacher showed her class a video of the effects of climate change, including starving polar bears. After seeing the film, she became depressed and found it difficult to speak or eat.

At the 2016 Winter Youth Olympics, Chloe Kim won gold with the highest-ever score in Winter Youth Olympics history. In 2018, she won Olympic gold in South Korea, the youngest-ever gold medallist in her competition. Since then, she has starred in several films and music videos, and there is even a Chloe Kim Barbie doll. She has also got academic ambitions and was accepted by Princeton University to study Science.

As well as his work on pancreatic cancer, Rishab Jain is an activist for STEAM subjects – science, technology, engineering, arts and maths – and puts on workshops for younger children to try to make them interested in these. He has said that he was inspired by his older brother, who is a medical student.

5 Set a time limit of about two minutes for students to find out what each of the young people has achieved and to choose the two they admire the most. When they have done that, put the students into pairs to share their ideas and explain the reasons for their choice. Go through each of the five people with the class and elicit who chose each one and why.

Answers

Students' own answers

6 C1 Advanced Reading and Use of English Part 8

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 118.

There are different ways of dealing with reading tasks, but the following approach is recommended for most students. First, they should look quickly though the questions, and then through the whole text (all five profiles here) to get an idea of how it's organised, what it contains and where answers might be found. Next, they should read Text A carefully. Then they go through the ten questions and write A next the ones they find the answers for. At the same time, they should underline the bit of text where they find an answer and write the question number next to it. They then go through the same process for texts B–E.

When students have finished the exercise, elicit the answers and the information which helped them to find them:

1 … it's largely thanks to her that so many worldwide have enthusiastically thrown themselves into the climate struggle.
2 … have taught me to not care about what others think and instead to be my own person.
3 … taking on six-metre waves, mending ripped sails unaided, avoiding near collisions with cargo ships, and surviving weeks of solitude.
4 … was able to pinpoint the organ with an impressive 98.9% accuracy.
5 … much like any other young woman her age.
6 … a charge the singer dismisses with a roll of the eyes.
7 Chloe accepts that her father sacrificed a great deal for her, quitting his job in order to accompany her, enabling her to chase her dream.
8 … is bound to go down in history …
9 … he was learning about programming and Artificial Intelligence, so, wanting to help, he decided to put both of these areas of knowledge together to.
10 Laura felt the court ruling to be an injustice …

85 The Reading text is recorded for students to listen, read and check their answers.

Answers

1C 2B 3A 4E 5D 6B 7D 8C 9E 10A

TALKING POINTS

Put students into groups of three or four and set a time limit of about three to four minutes for them to discuss the questions together. They could also discuss other famous teenagers that they know. When they have finished, elicit ideas for the first question from the class and have a class vote on the second question. Ask one or two students for their reasons for their choice.

COOLER

Ask students to imagine that their class is going to have a number of awards for a Student of the Year competition, e.g. *hardest working, best dressed, most relaxed*. They work in groups of four and decide on one award for each person in their group. They write these, but they don't write the name of the students. Collect these in and place the pieces of paper around the classroom. Allow students to look at the ideas and try to guess which students the ideas refer to.

ALSO REFER TO WORKBOOK PAGES 94–95

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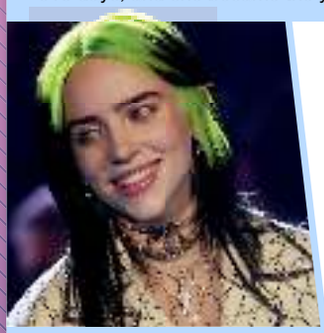
INSPIRING **YOUNG** PEOPLE

85

A LAURA DEKKER



What do you do when you've already fulfilled your life's ambition in your teens? That's something Laura Dekker will have to figure out, having sailed solo around the world aged just 16. She came up against some serious difficulties, taking on six-metre waves, mending ripped sails unaided, avoiding near collisions with cargo ships, and surviving weeks of solitude. All that – plus getting her school homework finished. But that was nothing compared to the setback she endured when a Dutch court ruled that her voyage was unsafe given her age (she was 14 at the time) and vetoed her trip. Given that her parents supported her, Laura felt the court ruling to be an injustice. But she had no option but to wait, and in the meantime devoted herself to preparations for her round-the-world adventure. Later, the authorities lifted the restrictions and she set off shortly before she turned 15. The journey took her 518 days, and she became the youngest person to sail solo round the world.



B BILLIE EILISH

To get a feel for the impact that American pop star Billie Eilish has had, you only need look at the comments on social media. It's clear that her music really speaks to young people and that they look up to her. 'Her lyrics are so raw and honest,' says 15-year-old Joelie from Australia. 'They serve as a warm hug and have taught me to not care about what others think and instead to be my own person.' In an industry obsessed with image, in which women are expected to look and dress a particular way, Eilish, with her baggy clothing, colourful hair and distinctive style, is considered by many to be a role model. Some of her fans go further still, seeing her as the voice of a generation, a charge the singer dismisses with a roll of the eyes. 'I don't know what that even means,' she says.

C GRETA THUNBERG



If there's one person who has won everyone's admiration, it's Greta Thunberg. The young Swede has campaigned tirelessly against the indifference shown by world leaders to the crisis of climate change. She has spoken out against injustice and inactivity, and is bound to go down in history as a crucial figure in the battle against pollution and global warming. She achieved a great deal while still very young and her age has been a key factor in her ability to raise awareness of ecological issues, and get young people on board; it's largely thanks to her that so many worldwide have enthusiastically thrown themselves into the climate struggle. She's a person with well-researched views and persuasive arguments on environmental concerns, which she uses in discussions with world leaders and experts alike.



D CHLOE KIM

If you met Chloe Kim without knowing who she was, she'd probably chat to you about her love of fast food and Lady Gaga, much like any other young woman her age. But she's actually a champion snowboarder. She won her first X Games at the age of 14 and started to push back the boundaries of the sport. A year later, she managed to land back-to-back 1080 spins, a move requiring such power and skill that none of the snowboarders competing against her had ever managed to bring it off. Although Chloe was born and raised in the United States, her parents came from Korea, and her father is on the road with Chloe much of the time. Chloe accepts that her father sacrificed a great deal for her, quitting his job in order to accompany her, enabling her to chase her dream.

E RISHAB JAIN



Rishab Jain's life changed when he was 13, and a family friend was diagnosed with pancreatic cancer. 'I found out about the low survival rate and how deadly the disease was,' Jain says. At the time he was learning about programming and Artificial Intelligence, so, wanting to help, he decided to put both of these areas of knowledge together to take on the challenge of fighting pancreatic cancer. The disease is difficult to treat effectively with radiation, because of the pancreas's proximity to the stomach and other organs. Rishab created an algorithm using AI which was able to pinpoint the organ with an impressive 98.9% accuracy. Winner of the Top Young Scientist award at such a young age, Rishab is highly thought of in the scientific community, and is someone we can expect to see saving lives in the future.

TALKING POINTS

Do you think people who become successful as teenagers would be equally well known if they weren't so young? Would you want to become famous in your teens? Why? / Why not?

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GRAMMAR
PARTICIPLE CLAUSES

1 Complete sentences 1–6 with participle clauses a–f.

1 Greta Thunberg has campaigned tirelessly against the indifference _____.
2 Laura Dekker will now have to figure out what to do with her life, _____.
3 Laura came up against some serious difficulties, _____ in the middle of the ocean.
4 None of the snowboarders _____ had ever managed to bring off such a spectacular jump.
5 _____, Rishab decided to take on the challenge of fighting pancreatic cancer.
6 If you met Chloe Kim _____, she'd probably chat to you about her love of fast food.

a competing against Chloe
b taking on six-metre waves
c having sailed solo around the world aged just 16
d shown by world leaders to the crisis of climate change
e without knowing who she was
f Wanting to help

2 Complete the rules with a word or phrase from the box.

at the same time | *because* | before | passive | prepositions | a relative clause

a Present participle clauses are used to describe something that happens _____ as the action in the main clause.
Our teacher walked along the corridor ***whistling*** *a tune.*

b Present participle clauses can be used with conjunctions and _____.
I was in trouble ***because*** *I stayed out late without* ***telling*** *anyone beforehand.*

c Perfect participle clauses are used to mention something that happened _____ the action in the main clause.
Having won *Wimbledon five times, tennis star Björn Borg retired.*

d Past participle clauses are used when the meaning is _____.
Eaten *in moderation, chocolate is good for you.*

e Participle clauses can be used instead of _____.
The course is aimed at people trying to build up their fitness levels. (= who are trying to build up)

f Participle clauses can be used instead of reason clauses that begin with _____ or *as*.
Not realising *that the shop closed at 4pm, she arrived too late to buy a present.*

3 Match sentences 1–6 in Exercise 1 to rules a–f in Exercise 2.

» GRAMMAR REFERENCE AND PRACTICE PAGE 159

4 What do you know about the system of reading and writing shown in Exercise 5?

86 **5 Listen to the recording, noticing how the wording differs from the written version. Don't fill the gaps yet.**



The system of writing which was invented [0] *invented* by Louis Braille two hundred years ago is still used today. When he was blinded [1] _____ in one eye following a childhood accident, Braille suffered greatly, as the blindness gradually spread to the other eye. Because he didn't understand [2] _____ what had happened to him, Braille would often ask his parents why it was dark. But he soon began to accept his condition, and by using a stick which was made [3] _____ for him by his father, he learned to navigate the lanes in his village outside Paris. As they realised [4] _____ that Louis was very bright, his parents sent him to the school for the blind in Paris. There, the children learned to read using a system that had been created [5] _____ by the school's founder, which consisted [6] _____ of raised letters. Readers would move their fingers over each letter, and slowly work out [7] _____ the meaning. The system had drawbacks, though, not least the fact that the blind could read, but not write, when they were using [8] _____ this system. The teenage Braille invented an alternative system, which represented [9] _____ each letter as a series of raised dots which were stamped [10] _____ onto the paper, which enabled [11] _____ the reader to identify each letter through a single touch.

Braille's system wasn't widely used in his lifetime, and it wasn't even adopted by the blind school where Braille later taught. It did, however, find fame after his death, and eventually became [12] _____ accepted all over the world. It has proved to be lasting and versatile, adapting to the digital era as Robobraille, a translation service to and from Braille in a range of languages.

86 **6 Replace the underlined phrases in the text above with the words used by the speaker. Listen again to check.**

7 Correct any mistakes in these sentences. Two are correct.

1 Graduating from university at the age of ten in 1994, Michael Kearney is the youngest person ever to receive a degree.
2 A new planet discovered by 17-year-old Wolf Cukier while he was an intern with NASA has been given the name TOI 1338 b, although Cukier had hoped to call it Wolftopia.
3 Knowing not the area very well, I got lost three times before finally arriving at my destination.
4 I had the amazing experience of meeting poet Benjamin Zephaniah, looked up to him all my life.
5 In 2000, Bill Gates pledged to give a proportion of the money was earned by Microsoft to charity.
6 After watching the Michelle Obama film *Becoming*, I decided to read the book as well.

8 » WORK IN PAIRS. TURN TO PAGE 135.

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GRAMMAR
PARTICIPLE CLAUSES

WARMER

With books closed, put students into small groups. Tell them that you are going to read out some names and they each have to write one word which they associate with that person. They shouldn't let the other students know what they wrote. Read out: *Laura Dekker, Greta Thunberg, Billie Eilish, Chloe Kim, Rishab Jain*. Students can't write the same word twice. When they are ready, students take turns to read out their words and the other group members guess the person.

1 Look at the first sentence and elicit ideas about how they could complete it. Students do the same in pairs for sentences 2–6 and then complete the matching. Ask the students how ending d is different to the others. (*It has a past participle not a present participle.*)

Answers

1 d 2 c 3 b 4 a 5 f 6 e

2 Look at the first rule with the class and elicit which phrase from the box can complete it (*at the same time*). Ask the students how they would write this using a normal past continuous form (i.e. *while he was whistling*). Students then complete the rules in pairs. Elicit the answers as a class.

Answers

a at the same time
b prepositions
c before
d passive
e a relative clause
f *because*

3 When students have completed the exercise, elicit the answers. Follow up by making alternative sentences for the different rules. Give an example to begin, e.g. *a I ate dinner last night watching a film on TV.* Students work in pairs or small groups. Elicit ideas and check that they have written the sentences correctly.

Answers

1 d 2 c 3 a 4 e 5 f 6 b

» GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

4 Ask the students to look at the photo and read the first sentence of the text. Elicit what the system of writing is (*Braille*) and what the students know about it. Students then read through the text quickly to find out any other details given in the text about it.

Answers

Students' own answers

86 **5** Look at the example with the class and elicit which rule from Exercise 2 the example answer corresponds to (*d*). Students work in pairs to look at the other gaps and discuss what they think will go in each one. They shouldn't write anything yet. Play the recording and ask the students if their ideas were generally correct or not.

Answers

Students' own answers

86 **6** Students work alone this time. When they have listened to the recording again, elicit the answers and the rules each one corresponds to. Ask students why they might use these phrases instead of the ones underlined in the text, e.g. to give a narrative a variety of structures.

FAST FINISHERS

Ask fast finishers to look at Exercise 1 on page 118 and to try to re-write the information about Dave, Elly's sister and Azeem starting each sentence with *Having …*, e.g. *Having said for years that he wanted to travel in a hot-air balloon, Dave finally fulfilled his ambition*. When students have finished the exercise and listened to the recording, invite the fast finishers to share their sentences with the class.

Answers

1 Blinded 2 Not understanding 3 made
4 Realising 5 created 6 consisting 7 slowly working out
8 using 9 representing 10 stamped 11 enabling
12 eventually becoming

» AUDIOSCRIPT TB PAGES 295–296

7 Look at the first sentence with the class. Ask them what is wrong with the sentence and what it should say. Elicit why *Graduating* is wrong. (*It happened before the action in the second clause, so needs to be a perfect participle clause.*) Students work in pairs. Elicit which sentences are correct and then the correct form of the ones which are incorrect.

Answers

1 **Having graduated** from university at the age of ten in 1994, …
2 *correct*
3 **Not knowing** the area very well, …
4 … **having** looked up to him all my life.
5 … of the money **earned** by Microsoft to charity.
6 *correct*

8 Look at page 135 with the class and elicit how the first sentence could be completed (e.g. *ever made*) and what the full passive form would be (*that has ever been made*). Students complete the questions in pairs. Elicit the answers from the class before they ask and answer the questions. Elicit ideas for the funniest film ever made from the class and ask students for reasons for their choices. Encourage students to give similar reasons for their answers to the other questions when working in pairs. Set a time limit of about five minutes and then invite students to share their ideas with the class.

Possible answers

1 ever made
2 Having grown up in this town
3 Putting aside practical considerations such as cost
4 meeting somebody for the first time
5 Looking at it from a foreign learner's point of view
6 not remembering where you are
7 Having just returned from holiday
8 eaten in small quantities

» PRACTICE EXTRA: UNIT 16 – GRAMMAR – PARTICIPLE CLAUSES
» GRAMMAR WORKSHEET: UNIT 16
» ALSO REFER TO WORKBOOK PAGE 96

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VOCABULARY
DEPENDENT PREPOSITIONS

1 Look at the question with the class and write *teacher* on the board. Elicit reasons why someone might want to be a teacher and write these around the word, e.g. *long holidays, like children, well-paid*. Students discuss jobs they wanted to do in pairs with their own reasons. Set a time limit of about one minute. Invite students to tell the class the reasons why they wanted to do a certain job, without mentioning what it is. The other students try to guess the job.

Answers
Students' own answers

87 **2** Students look at the statements and discuss which they think are true and which are not. Elicit ideas and then play the recording. Elicit the answers and the information which Michaela gives which helped them to choose, e.g. *1 He was unaware that there aren't many professional astronauts; 2 They are integral to their development; 3 It's actually wrong; 4 A lot of young people have aspirations which don't match the number of jobs available; 5 Only about 2% of jobs are in sport, culture and media.*

Answers
1 false 2 false 3 false 4 true 5 false

87 **3** Ask students to work in pairs to see if they know which prepositions should go with each adjective. If they aren't sure, they could write the adjective in the gap but leave the preposition blank. When they have listened, elicit the answers and the meaning of *integral to* (a necessary part of), *capable of* (able to do something), *compatible with* (they go well together or work together), *apparent to* (obvious to), *notable for* (famous, well-known for).

MIXED ABILITY
Allow weaker students to look up the adjectives and prepositions in a dictionary or online to find out which prepositions go with which adjectives and, if necessary, what the words mean. They then complete the sentences.

Answers
1 thankful for
2 unaware of
3 mistaken in
4 integral to
5 capable of; compatible with
6 apparent to
7 notable for

» AUDIOSCRIPT TB PAGE 296

4 Encourage students to try to complete the sentence beginnings with a preposition without referring back to Exercise 3. They then check any they aren't sure of and do the matching. Elicit the answers and the meanings of sentences which include the words checked in the previous exercise, e.g. *3 The air pollution is obvious to anyone …; 4 The internet is necessary for everything we do ….*

Answers
1 for, f 2 of, b 3 to, d 4 to, e 5 in, c 6 for, g 7 with, a

PHRASAL PREPOSITIONS

5 Elicit what a preposition is and what a phrase is. Then elicit what a phrasal preposition might be (*a set phrase which uses a preposition*). Elicit the meanings of or synonyms for the phrasal prepositions in the box, e.g. *aside from = apart from / not including*. Students then complete the sentences in pairs. Elicit the answers and alternative phrases they could use, e.g. *1 regarding, about, on the subject of.*

Answers
1 with regard to
2 in common with
3 Aside from
4 in the region of
5 contrary to
6 let alone

6 C1 Advanced Reading and Use of English Part 2

Briefly review what students need to do in this part of the exam and, if necessary, read out the C1 Advanced information on TB page 82. Remind students that they should read through the text once without worrying about the gaps to get an overall understanding of what it is about.

Remind them that in order to identify some of the missing words, they will need to read the whole sentence around the gap, not just a couple of words before and after it. For example, for item 5, although students can work out the word by reading one word before and after the gap, items 2 and 8 require students to read and understand the whole sentences.

Give students one minute to read the text quickly and elicit what it is about (*a girl whose family all loved reading and whose childhood heroes were fictional characters from novels*). Students then cover the rest of the page and try to complete the text without looking at the words used earlier in the lesson. Elicit the answers and ask how many answers the students got correct.

Answers
1 in
2 not
3 alone
4 with
5 of
6 apart / aside
7 to
8 same

COOLER
Look at the fictional characters the girl in Exercise 6 mentions, i.e. Sherlock Holmes, Don Quixote, Maigret and Robinson Crusoe. Elicit anything the students know about them and then ask them to think of their own fictional hero. When they are ready, they get into small groups and tell each other who their hero is and why. Invite each group to share one of their fictional heroes with the class.

» PRACTICE EXTRA: UNIT 16 – DEPENDENT PREPOSITIONS; PHRASAL PREPOSITIONS
» VOCABULARY WORKSHEET: UNIT 16
» ALSO REFER TO WORKBOOK PAGE 97

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VOCABULARY
DEPENDENT PREPOSITIONS

1 **When you were a child, what job did you want to do?**

2 **Listen to a careers advisor giving a talk to students at a school. Are the statements true or false?** 87

1 When he was young, Michaela's brother realised he was unlikely to become an astronaut.
2 Michaela thinks that children aspiring to dream jobs is an important part of the process of maturing.
3 Children's ability to select suitable careers becomes much better as they get older.
4 Michaela has noticed that the jobs young people want are different from the jobs that are available.
5 In sectors like sport and media there are a large number of jobs available.

3 **Complete the sentences summarising the talk with one adjective and one preposition from the box. Then listen again and check. The prepositions can be used more than once.** EP 87

apparent	capable	compatible	integral
mistaken	notable	thankful	unaware
for	in	of	to	with

1 Michaela says that she is _____ the chance to speak to the students.
2 As a young child, Michaela's brother would have been _____ the tiny number of people actually working as astronauts.
3 Michaela acknowledges that she was _____ her belief that she could be a professional dancer.
4 Some people think that children imagining themselves doing a particular job in the future is _____ their development.
5 There is an argument that, as young people grow up, they become more _____ picking a career that is _____ society's needs.
6 It is _____ Michaela that there aren't many jobs in some highly sought-after sectors.
7 Sport is one field that is _____ having fewer jobs than jobseekers.

4 **Add the missing prepositions and match the sentence halves. Then discuss which statements you agree with.**

1 Anyone who goes to school should be thankful ____
2 A lot of social media influencers seem to be completely unaware ____
3 Air pollution in this town is easily apparent ____
4 The internet has become so integral ____
5 Anyone who's into astrology is seriously mistaken ____
6 A lot of YouTubers are notable ____
7 The use of bad language is simply not compatible ____

a a kind and respectful school environment.
b how their actions may affect their followers.
c their belief that it's possible to predict the future.
d anyone who simply looks out of the window.
e everything we do, that it's hard to imagine life without it.
f the opportunity that an education will give them in life.
g being famous without being particularly good at anything!

PHRASAL PREPOSITIONS

5 **Complete the extracts from the talk with a phrasal preposition from the box.** EP

aside from	contrary to	in common with
in the region of	let alone	with regard to

1 I've been asked to come in today and speak to you _____ your career aspirations.
2 My older brother, _____ many other young boys, wanted to be an astronaut.
3 _____ a handful of people working for NASA and other agencies, there aren't many professional astronauts.
4 Once they're _____ ten or twelve years old, they'll be much more capable of selecting more realistic jobs for themselves.
5 Well, _____ what some people might think, it's actually, wrong!
6 Most of us are highly unlikely to become professional sports players, _____ astronauts.

6 **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

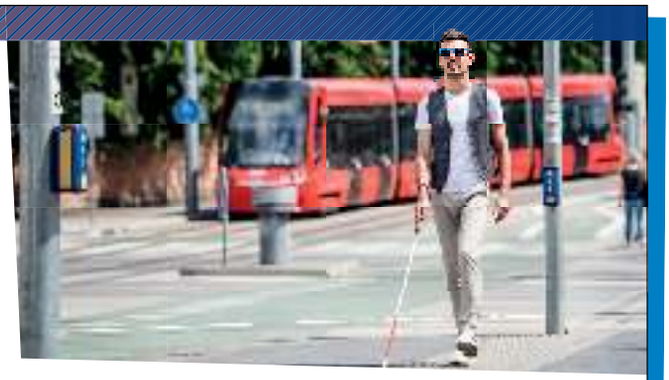


Growing up with
the heroes of literature

The home my sisters and I grew up in was notable **(0)** *for* its vast collection of books. We never knew just how many there were, but it must have been **(1)** _____ the region of 5,000. Tales of Don Quixote, Sherlock Holmes and Maigret dominated **(2)** _____ only our home, but our childhoods too. Shelves filled every wall, so there was hardly enough space for a TV, let **(3)** _____ any other furniture. Unsurprisingly, my sisters and I, in common **(4)** _____ our parents, were all avid readers. At an early age, provided a book's central character was someone inspirational (like Robinson Crusoe), I was quite capable **(5)** _____ reading it from cover to cover in one sitting – **(6)** _____ from regular trips to the fridge of course. And contrary **(7)** _____ what you might expect twenty-first century teenagers to be into, we all preferred the old stuff. Those literary figures experienced all the **(8)** _____ dilemmas and emotions as people of our age do today. They were the heroes we grew up with.

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WRITING
A PROPOSAL



1 **Look at the picture and discuss these questions.**

1 What disability does the man have?
2 What is he using, and in what way might this help the man to get about?
3 What limitations might his device have, and how could these be overcome?

2 **Read the task, then tell another student who you would choose and why.**

You receive this email from your school principal.

> Dear Students,
> I'd like to invite a prominent person to come and give a talk to all the pupils to prepare them for work or higher education after school. I'd like you to nominate a suitable speaker, say why they would be suitable, and suggest how this person's talk might be able to inspire the audience.

Write your **proposal**.

3 **Read a student's proposal. How is the photograph at the top of this page connected to it?**

PROPOSAL FOR SPEAKER

The purpose of this proposal is to nominate a suitable role model to visit the school in order to address and motivate the students. The person I would like to suggest is Riya Karumanchi, a young Canadian entrepreneur and designer. I would like to outline why.

RIYA'S ACHIEVEMENTS

In a short time, Riya has revolutionised something that millions of blind and visually impaired people around the world use every day – the white cane. When she was 15, she saw a friend's grandmother using one, and was dismayed that its design had not changed in 100 years. For this reason, she applied her knowledge of coding and technology to create the SmartCane, which exploits sensors and GPS technology. SmartCane is designed so that visually impaired users can identify and avoid obstacles, recognise people's faces and in particular, plan safe routes. What particularly impresses me is how Riya is endeavouring to make the world a better place by enabling people to overcome a disability.

HOW A TALK BY RIYA COULD MOTIVATE STUDENTS

Riya is an engaging and articulate speaker. I am convinced that if she was to come and give a talk to the school, her story could be an inspiration to pupils. She would be able to demonstrate how having a great idea, determination and know-how can make a vast improvement to people's lives. Not only could a talk by Riya be of great interest to students, but it could also help some of them decide that this is what they too want to spend their lives doing.

4 **Which of these comments on the proposal do you think are correct?**

1 The student has done exactly what the task asks them to do.
2 The student should have used three headings which more closely replicate the three parts of the task.
3 The task asks for a 'prominent person'. Many people have never heard of Riya, and so the student has misunderstood a key aspect of the task.
4 Formal language is used effectively throughout the answer.
5 The proposal is a suitable length.

5 **Read these statements about writing proposals. Which ones do you agree with? What would you say in response to the statements you don't agree with?**

1 Proposals are similar to reports insofar as both are formal and usually have headings.
2 One difference between a proposal and a report is that reports summarise factual information, whereas a proposal must recommend something and persuade the reader that it is a good idea.
3 While reports tend to focus on past or present situations, proposals mostly refer to the future.
4 You need to argue forcefully in proposals, in order to destroy the argument of anyone who might disagree with you.
5 The first section of a proposal should always be headed 'Introduction' and the final section should always be headed 'Conclusion'.
6 Impersonal structures can be useful in proposals, such as *It is recommended that …* and *One possible solution would be …*
7 It's best to use bullet points as much as you can, because then you don't have to worry about writing sentences that are grammatically correct.

6 **Select the most suitable verb to complete each sentence. Did you select the word in order to be correct, or to be polite?**

1 I would like to *outline* / *urge* some of the benefits that cookery classes with a celebrity chef could have for the pupils.
2 This proposal will *nominate* / *put forward* two suggestions for enhancing the fitness levels of the community.
3 After consultation with my classmates, we have decided to *demand* / *propose* that it is named the Stephen Hawking Science Room.
4 The person I would like to *nominate* / *advise* for the School Hero Award this year is my French teacher, Mrs Pike.
5 For these reasons, I *insist* / *suggest* that a School Careers Day be held once a year from now on.

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WRITING
A PROPOSAL

WARMER
Before students open their books, write the word *proposal* on the board. Elicit what it means (*something that suggests an idea*). Students work in small groups to discuss what kind of proposals students might be asked to make for a school. Set a time limit of about two minutes and then elicit ideas. Ask students if they have ever been asked to make a proposal for the school and, if so, what it was about.

1 Check the meaning of *disability* (a physical or mental condition that makes it difficult for people to use a part of their body properly or to learn normally), *limitations* (things that mean something is less useful or effective than it could be) and *overcome* (successfully deal with a problem that stops you from doing what you want). If students do the Warmer, they can stay in the same groups to discuss the questions. Look at the photo with the class and elicit the disability (*blindness*). Set a time limit of about two minutes for students to discuss the other two questions and then invite them to share their ideas as a class. Encourage them to use the checked vocabulary items in their answers, e.g. *His disability is blindness, which means he cannot see.*

Answers
Students' own answers

2 When the students have discussed their ideas in pairs, elicit some of their suggestions and reasons. If their choice doesn't seem to have anything to do with work or higher education, ask the students to explain why they chose that person for this topic. When students have discussed some of their ideas as a class, look at the task again and elicit the key words, e.g. *prominent, prepare … for work or higher education, say why, inspire the audience*.

Answers
Students' own answers

3 When students have read the proposal, elicit the answer and then ask students to cover the text and discuss what they can remember about the inventor and her invention. Invite students to share what they remember with the class and ask if they think Riya would be a good choice of speaker. (*She used coding and technology to make a smart cane which helps blind people to overcome many of the problems they have when walking outside.*)

Answers
The photograph is of a blind or visually impaired person using a white cane. The proposal is about a girl who has invented a new type of cane.

4 Look at the first comment and re-elicit what the student had to do. Ask: *Did they say why the person would be suitable? Does it say how Riya could inspire the audience? Is Riya a prominent person?* (The students may not have heard of her, but if they look her up on the internet, they will see that there is a lot of information about her.) Elicit that comment 1 is true and then ask students to look at the other comments in pairs. Elicit the students' ideas and sum up by saying that this is a good answer and what the students should be aiming for.

MIXED ABILITY
Rather than asking weaker students to decide which of the comments they agree with, you can tell them that comments 2 and 3 are not correct and that the student's answer is fine. Comment 5 is also correct, as the proposal contains 260 words plus headings. Ask them, instead, to look at comments 1 and 4 and tell them to find examples of both in the sample answer, e.g. 1 They have nominated someone (Riya Karumanchi), explained why she would be suitable and suggested how her talk might be inspirational; 4 In line 1, they have used the word *nominate* rather than the less formal *choose*.

Answers
1 Correct
2 No, not necessarily.
3 No, the person chosen doesn't need to be a household name. As the writer knows who she is, Riya can be considered prominent enough.
4 Correct
5 Correct

5 Look at the first statement with the class. They can look at the report on page 108 to see how the two types of writing compare. Elicit that they are quite similar. Students then look at the rest of the exercise in pairs and discuss their ideas. When they have finished, elicit ideas and point out that, for point 7, they want to show off their grammatical ability, not to hide it.

FAST FINISHERS
Ask fast finishers to think of the person they chose in Exercise 2 and to think of what they would say about the person's achievements and how the speaker could motivate students. They don't have to write the proposal, but can discuss their ideas in pairs and make notes. Invite students to share their ideas when everyone has finished the exercise.

Possible answers
1 Yes
2 Yes
3 Yes
4 No. The important thing is that the points you make should be clearly expressed.
5 No
6 Yes
7 No. They should be used sparingly (if at all). They are more suited to a report than a proposal.

6 Look at the first sentence with the class. Elicit the correct word (*outline*) and what it means (*to give a short description of the benefits*) and why *urge* is wrong. (*It has a different meaning and is different grammatically. We* urge *people to do something, so we would have to say something like:* I would like to urge you to consider inviting a celebrity chef. *It would still sound wrong, as we are trying convince by our arguments not to beg someone to do what we think is right.*) Students then complete the activity in pairs. Elicit ideas and reasons why the other option is wrong in each case.

Answers
1 outline (to be correct)
2 put forward (to be correct; *nominate* is used when referring to people)
3 propose (to be polite)
4 nominate (to be correct)
5 suggest (to be polite)

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7 Students work alone and then compare answers in pairs. Elicit the answers and ask the students to report the ideas in their own words, e.g. *1 The person thinks the school should organise an art competition as a way of recognising and valuing the work done by doctors and nurses who live in the town.*

Answers

1 in order to
2 would ensure that
3 so that
4 but it could also
5 not least
6 For these reasons

8 Tell students to cover the word box and to look at the *Prepare to write* box. Students work in pairs and think about what the missing words could be. When they have read the *Prepare to write* box, they uncover the word box and complete the gaps.

Answers

1 polite
2 impersonal
3 clear
4 connected
5 main

9 Look at the photos with the class and elicit who the people are and why they are famous. When students have suggested places which might have been named after the three people, tell them about some of the places which have been and why they were chosen, e.g. A park in Cubillos del Sil in north-western Spain was named after Malala Yousafzai because of a campaign by school children. They noticed that nowhere in their town was named after a woman, so they sent a proposal to the city council. Cristiano Ronaldo was born in Funchal on Madeira. The airport's new name was announced in 2016 and formerly changed in 2017. A street in Nàquera in Spain was named Avinguda Barack Obama in 2008.

Answers

Malala Yousafzai – a park, Spain; a school, Texas, USA; a village, Pakistan
Cristiano Ronaldo – an airport, Madeira
Barack Obama – several schools and streets, USA; a street, Spain; some species of animal; a mountain, Antigua

10 Look at the first question with the class. Students work in groups of three or four to think of other famous people who have had things named after them. Set a time limit of two minutes and ask the students how many they thought of. Elicit ideas from different groups. Students then discuss the second question in their groups to see if they can come up with a rule, e.g. *They should be a good role model and have some connection to the place they are named after.* Elicit ideas from different groups.

Answers

Students' own answers

11 C1 Advanced Writing Part 2: A proposal

In this part, students have a range of possible task types to choose from, e.g. an email, a letter, a proposal, a report, a review. They have a word limit of 220–260 words. Each task gives students a clear context of why they are writing, the topic and the target reader. It is important that they use a suitable style of language for the task they choose to write. Proposals should be written politely and persuasively.

Tips Encourage the students to read the task very carefully, and to make sure they include all the relevant information. Headings should explain concisely what each section of the proposal is about. Students should also use the planning stage to think of reasons for their proposal, phrases to justify their ideas and relevant vocabulary which is appropriate for the topic of the proposal.

The students can do the writing in class or at home. If doing it at home, tell them to try to complete it in 30 minutes to mirror the time they will have in the exam (45 minutes including planning time). Encourage them to read their proposal through when they have finished to check for mistakes and see if they have addressed everything in the task.

Model answer

A proposal for the name of the new park

The purpose of this proposal is to put forward a name for the new park currently under construction here in Hassop. After careful consideration, I would like to recommend that it is named after the record-breaking rower Graham Walters.

Reasons why Graham Walters deserves to be commemorated

Let me explain why Graham's achievements should be recognised in this way. At the age of 72, Graham became the oldest person to row solo across the Atlantic. He did the 3,000 mile trip in just 93 days, without any assistance, in a boat he had constructed himself in the garden of his house. During the crossing, he faced four-metre high waves and encounters with sharks. He has demonstrated great self-reliance, bravery and determination – characteristics we should all admire. And not only that – he used his voyage to raise a substantial amount of money for the charity 'Help for Heroes'. For all this, he deserves to be remembered by having the park named after him.

What this could mean for local people

As well as students, Hassop has a high proportion of elderly people, and naming the park after Graham Walters would be a tribute to them, and what they have achieved in their lifetimes. It would also highlight the importance of being ambitious, staying fit and taking physical exercise, whatever your age. For these reasons, I believe that using the name of Graham Walters would be an ideal choice for the new park.

COOLER

Students work in groups. They think of things that could be named after the other members of the group and give reasons for their ideas, e.g. *I would name a mountain after you because you like mountain climbing and perhaps one day you'll become the first person to climb one particular mountain.* Invite groups to share some of their ideas with the class.

ALSO REFER TO WORKBOOK PAGES 98–99

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7 **Complete the extracts with the most suitable phrase for justifying what you propose.**

but it could also for these reasons in order to
not least so that would ensure that

1 I would like to propose that the school should organise an art competition _____ pay tribute to the amazing work done by our town's doctors and nurses.
2 Delaying the start of the school day until 10.30 _____ all pupils are sufficiently rested and alert during lessons.
3 A 'safe cycling' training session is desirable, _____ all students can minimise the risk of being involved in accidents.
4 Not only would nominating a Recycling Champion help pupils reduce their carbon footprint, _____ inspire other schools to do something similar.
5 The purchase of an electric minibus would have several advantages, _____ a reduction in air pollution around the school.
6 The school library is outdated and under-used. _____, I am in favour of having it converted into a café.

8 **Complete the advice in the *Prepare to write* box with these words.**

clear connected impersonal main polite

PREPARE TO WRITE

Recommendations

- Be [1] _____: suggest things to the reader, and don't tell them what to do.
  We would like to propose a college sports day.
  NOT ~~*There must be a college sports day.*~~
- Use [2] _____ language.
  A new approach is strongly recommended.
  NOT ~~*You've got to totally rethink the way you do things.*~~
- Make it [3] _____ why you make certain recommendations.
  Holding bike safety classes for all students would help to minimise the risk of pupils being involved in accidents while cycling.
  Not only would a whole school picnic be great fun, but it would also provide an opportunity for pupils to say their goodbyes before leaving.
- Link your ideas, so that your clauses and sentences are [4] _____ to each other.
  For these reasons …; so that …; in order to …; not least …

Headings

Using three or four headings can help you to organise your proposal and can help your reader to quickly identify your [5] _____ points. Headings can be:

- *Wh-* clauses: *Why the school would benefit from more sports classes; How the school can save money*
- Noun phrases: *Current problems with the school library; The advantages of buying tablets for pupils*

9 **Do you recognise the people below? What places do you think might have been named after them? Where do you think these places might be?**







10 **Discuss the questions with a partner.**

1 Can you think of any places which are named after famous people?
2 What kind of people should/shouldn't places be named after?

11 **Read the question, plan your answer, then write your proposal in 220–260 words.**

Your local town council wants to name a park after a real person (living or dead). Suggest an appropriate person, say in what way they would be suitable, and explain what it would mean for local people to have the park named after this person.

Write your **proposal**.

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LIFE SKILLS COLLABORATION

TEAMWORK

LIFE SKILLS

Working effectively together

We often have to collaborate with others to solve a common problem or achieve a common goal. In order to do this well, we have to share our skills and experience and make sure we work together with honesty and respect.

1 Tell your partner about a time you worked with others to achieve something together.

1 What was it? What did you personally have to do?
2 How successful were you?
3 How challenging was it to work with the other people?
4 What advice would you give to others for how to work well in a team?

2 Read the magazine article and match the interviewer's questions a–e to Rita's answers 1–5.

a All of that requires good communication, I imagine?
b How should we deal with unexpected problems then?
c Rita, you've said that collaboration is increasingly important. Why is that?
d What advice would you give to team leaders?
e But collaboration is more than just working together, isn't it?

3 Read the article again and answer the questions. According to Rita,

1 which two areas of life are young people likely to have to collaborate in?
2 what might you sometimes need to do to help the rest of your team?
3 what should you expect to happen in any project?
4 how can team members from different parts of a project help one another?
5 what happens when people aren't aware of why they are necessary?

4 Think about the advice in green in the article. With a partner, put the advice in order from the most important to the least.

88 **5 Andy, Cathy and Ben are collaborating to raise money for environmental organisations. Listen to some of their conversations. What kind of event are they organising?**

88 **6 Listen again. Are these statements true (T) or false (F)?**

1 Andy isn't happy with his part in organising the event.
2 They can't use the hall because it's closed on Friday 7th.
3 They have to print the posters again.
4 Cathy assumed Andy knew about the change of date.
5 They find a simple solution to the problem with the tickets.
6 Andy offers to translate for the singer.

7 Thinking about Rita's advice in the article, what do the students do well? What do they do badly?

THE ART OF COLLABORATING

89

This week we asked Rita Charlesworth, company trainer and author of several books on the art of collaborating, how we can all learn to work together better. Here's what she had to say to our questions.

1 .....

Most people today, especially young people, are going to find themselves working with others to achieve a common goal at some point in their lives. This might be in further education, working on research projects with other students, or organising an event, or in the world of work, where it's extremely common for people to work in teams. What's more, people are collaborating more than ever online, and this is only going to become more common.

2 .....

Absolutely. For a start, nobody can do everything, so it's important to **allocate roles according to people's talents and experience**, although I'd say you also need to **be prepared to step outside your usual role** sometimes, depending on the circumstances, in order to assist the other people involved. Of course, when there are lots of people working on one project, each doing their own thing, it's essential that everyone should **take responsibility** for their particular part in a project. Just like in a sports team, you really have to **trust one another** to do what you're supposed to do.



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LIFE SKILLS

Overview

TOPIC	Collaboration: Teamwork
VOCABULARY	Working together: collaboration / collaborators, achieve a common goal, allocate roles, trust one another, come up with, the bigger picture, step outside (of your usual role), blame, solve effectively, goal
READING	The art of collaborating
PROJECT	Planning an event In the project stage, the students plan an idea for a fund-raising event and then present their ideas to the class and vote on the best one.

WARMER

With books closed, put the students into groups of four or five. Ask one student from each group to come to the front of the class. Making sure the other students can't hear, tell these students that their job is to observe the group members and make notes about their behaviour: whether they make suggestions, are rude, interrupt, try to lead the group to a compromise, etc. Give the groups a task: *Plan a class day trip. You have to decide where to go, why and how to get there*. Tell the groups that the member who you asked to come to the front of the class isn't going to join in the discussion; just take notes. They will then present these to the class. The other students will think the person is taking notes about their plans, but in reality they will be taking notes about the teamwork.

Set a time limit of about four minutes, but don't ask for any feedback at this stage.

BACKGROUND INFORMATION

The saying 'Two heads are better than one' (in paragraph 4 of the reading text) was first recorded in a book of proverbs published in 1546. The writer C.S. Lewis, who wrote *The Lion, The Witch and The Wardrobe*, once said that 'Two heads are better than one; not because either is infallible, but because they are unlikely to go wrong in the same direction,' meaning that they both may make a mistake, but not the same one. There are many quotes on a similar theme. The basketball player Michael Jordan said that 'talent wins games, but teamwork and intelligence wins championships.' Another quote often used about sports is that 'There is no "i" in "team".' meaning you have to work together, not think just about yourself.

LIFE SKILLS

Working effectively together

Look at the *Life skills* box with the class. If they did the Warmer, ask how well they felt they achieved the task, and elicit their ideas for the day trip. Then ask the observers to present any interesting information about teamwork that they noticed to the class.

1 Ask students to look at the first question. Elicit some ideas of teamwork outside the classroom. When you have elicited two or three, give students another few seconds to think of their own example. Students then discuss the questions together. Invite students to share any very successful or unsuccessful examples of teamwork and then elicit advice on how to be successful.

Answers

Students' own answers

2 Students read through the questions before they start reading the text. Set a time limit of about two minutes for students to do the matching and then elicit the answers. Students then cover the text and try to answer the questions from the exercise in their own words.

Answers

1 c 2 e 3 a 4 b 5 d

89 The Reading text is recorded for students to listen, read and check their answers.

3 Students look at the questions and discuss anything they can remember from the previous exercise. When they have read the complete text, encourage them to cover it again and try to answer the questions in their own words. Elicit the answers and ask the students what they think the writer means by … *you need to be prepared to step outside your usual role.* (*For example, if one person in the group is very good with computers and usually takes on the role of multimedia creator, they may also be required to help someone to write a short text if that person is finding it difficult to think of ideas.*)

FAST FINISHERS

Ask fast finishers to look through the text and find linkers which add, contrast, show causation, explain or paraphrase. When everyone has finished the exercise, invite fast finishers to share the information they found with the class, e.g. *paragraph 1 What's more; paragraph 2 although, in order to, Of course; paragraph 3 Having said that, but; paragraph 4 In other words, In fact.*

Answers

1 further education and work
2 step outside your usual role
3 (unexpected) problems
4 They can come up with solutions to problems each other is having.
5 They get demotivated / lose motivation.

CONTINUED ON PAGE 250

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4 Look at the question with the class and ask them to imagine they have been asked to create a presentation in history on the life of a national hero and are working in groups of four. First of all, elicit what roles would be needed and what tasks the four people might do. Students then work in pairs to discuss the advice. Set a time limit of three to four minutes and then invite students to share ideas about the most useful advice and why they think it's important.

Answers
Students' own answers

88 5 Ask students to look at the instructions. Before they listen to the recording, elicit ideas of what students could do to raise money, e.g. organise a day at school on which parents and other people come and pay money to take part in events or buy cakes and other things which students have made.

Answers
a concert

88 6 Before students listen again, ask them to look through the statements in pairs and discuss what they can remember from the first listening. When they have listened, elicit the answers and the information from the text which helped them to decide. (*1 He says that's fine as long as he doesn't have to make posters; 2 It isn't closed, it's already booked; 3 Cathy says 'Imagine if I'd printed them already,' so it's clear she hasn't printed them yet; 4 She thought Ben had told him; 5 Ben mentions cheap little stickers, so they obviously wrote the new date on the stickers and used them to cover the original dates; 6 He doesn't offer to do this, but he agrees to it when he is asked.*)

Answers
1 F 2 F 3 F 4 T 5 T 6 F

» AUDIOSCRIPT TB PAGE 296

7 Look at the first piece of highlighted advice in the reading text with the class and ask them if the three students did this. Elicit the roles each of them undertook and why (Andy seems to be good with money, Cathy likes doing posters and Ben is good with social media). Students then discuss the other pieces of advice and whether the students did these things well or not. Elicit the answers and play the recording again if necessary for students to hear what they say.

MIXED ABILITY
As the students have listened to the recording twice and got plenty of listening practice, you could photocopy the audioscript and allow weaker students to refer to it to answer this question. When you elicit the answers, you could ask these students to tell the class exactly what the three students said and did which was good and which wasn't so good.

Answers
Things they do well
They allocate their roles according to their talents and experience. / They take responsibility for their parts in the project. / They solve the problem with the tickets together. / Andy steps outside of his usual role (to translate on stage).
Things they do badly
They don't talk to each other regularly – Cathy and Ben meet without Andy and then both fail to inform him of the change of date. / They start blaming one another for the issue with the tickets being wrong.

PROJECT ***Planning an event***
Put students into groups and look at stage 1 with the class. If they brainstormed ideas before they listened to the recording in Exercise 5, re-elicit what they said then and write the ideas on the board. If not, elicit one or two ideas from the class and then give students one minute to choose an idea.

Set a time limit of one minute for assigning roles and then ask students to work alone for about three minutes to think of ideas for their role. If they are in charge of making a poster, they should think of the design. If they are doing something online, they should decide exactly what it is. Set another five minutes for stage 4.

At the presentation stage, tell the students just to explain what their event is and how they are going to organise it. The other students can ask questions if there are any details that they don't understand or think have been missed out.

When all the groups have presented their ideas, re-elicit what they were and write them on the board. The students then work in their groups to discuss all the ideas except for their own and say what they like and dislike about them and try to come to an agreement on the best. Finish with a class vote on the best idea.

PROJECT EXTENSION
Extend the winning idea from the project stage. The class discuss what other tasks would be needed and how the event could be extended to raise more money. Students go back to their original groups to come up with more ideas and suggest what they could do to help. They could collaborate with other students, for example two of them working on designs for posters and helping each other with ideas. Set a time limit of about five minutes and then have a class discussion on how the winning idea could be even better and what different people could do to help.

COOLER
Ask the class to look back at all the *Life Skills* sections in the Student's Book and elicit what projects they have carried out. Students then work in groups to discuss which they enjoyed most and least and why. Set a time limit of about three minutes and invite students to share their ideas with the class. Invite the students to suggest some other project work they would like to do in the future.

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3 .....

Exactly. You can't have trust without it. Good collaborators **talk to one another regularly**. It's also much easier to avoid problems when everyone is fully aware of what's happening in the project. Having said that, it's unlikely there won't be at least one unexpected problem on the way. Some of these will be out of your control, but others will be down to mistakes that people have made. My advice here is to **avoid blaming one another**. That won't solve anything. It will just make it harder for the team to work together.

4 .....

There's a saying that 'two heads are better than one'. Well, if there are five or six of you, that's even better. In other words, to collaborate successfully, you have to **solve problems together**. You can brainstorm ideas in a group. You can get creative. In fact, when things go wrong in one part of a project, you'll often find that someone working on a completely different part of the project will come up with a way around it. It's part of the beauty of teamwork.

5 .....

I would tell them to get to know their team members. Find out everyone's strengths as soon as possible and make sure you build the team based on those strengths. You also need to **make sure everyone understands the importance of their part in the project**, no matter how small. If you can't see how you fit into the bigger picture, it's hard to stay motivated. I really think it all comes down to the same basic idea: if you want your team to work, if you want to collaborate successfully, you really need to communicate with one another every step of the way.



Project
Planning an event

Work in groups and follow these steps to plan a fund-raising event.

1 THINK

Brainstorm together to decide what your event will be.

2 ASSIGN ROLES

Work out together which roles are needed and assign them to the group members.

3 PLAN

Each group member plans what they need to do and how they will do it.

4 SHARE

Group members come together and share their ideas with the group, who have to discuss and agree or improve the ideas and work out all the details.

5 PRESENT

Groups then present their ideas to the class and listen to their classmates' presentations.

6 DECIDE

Decide which team you think is the best example of successful collaboration.

7 APPLY

Perhaps the class could even hold the fund-raising event in real life!

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REVIEW 4 UNITS 13–16

VOCABULARY

1 Replace the words in bold with a word or phrase from the box.

boost emulate fanbases followers
market sponsor target

People have always found creative ways to [1]**advertise** the products they want to sell. Many companies are skilful at using different media to [2]**aim for** those most likely to become their customers. One successful way of promoting products has been to [3]**pay** famous people to wear or use their products. This tactic is especially popular in the world of sport, where it has been shown to [4]**increase** the sales of many famous brands of sportswear, especially among those who wish to [5]**be like** their sporting idols. Social media has made it possible for advertisers to reach the [6]**admirers** of celebrities, who typically have well over 10 million [7]**contacts** on each platform.

2 Choose the correct adverbs in these sentences.

1 Some say that it is *officially* / *virtually* impossible to become fluent in a language if you start learning it as an adult.
2 The trial used *randomly* / *naturally* selected subjects to ensure they represented the whole population.
3 It's surprising that the concept of climate change is not *virtually* / *universally* accepted.
4 It's good when nurses and firefighters are *noticeably* / *officially* recognised for their hard work.
5 The size and weight of the company's latest smartphone is *noticeably* / *equally* different from the previous model.
6 Linguists may use *rapidly* / *naturally* occurring data, such as conversations in a café, to study the way language is used.

3 Are the phrasal verbs used correctly in these sentences? Change any that are incorrect.

1 Will you please stop getting on about Ed Sheeran? We know he's your hero.
2 Tom was going to post that picture on Instagram but his friends managed to talk him into it.
3 Sophie can read Italian quite well but she needs to brush up on her speaking.
4 I was watching a documentary on rising sea levels but to be honest, I wasn't really taking it all on.
5 Let's switch channels and watch the news. I need to catch into what's happening in the world.
6 I just couldn't understand what the teacher was going at when she made that comment.
7 When I was younger, I could just about get by in Arabic, but I'm not sure that I could nowadays.
8 I hate it when people come down to me in the street and ask me to take part in a survey.

4 Complete the extract with phrases from the box.

be a role model campaigns against
coming up against devoted herself
fulfil their ambitions look up to
raise awareness took on the challenge

You don't have to be an adult to [1] _____ for young people. Take Yash Gupta. Yash broke his glasses while doing martial arts and realised how hard it was to live without them. He learned that over 12 million children were unable to [2] _____ because they didn't have the glasses they needed. Aged just 14, Yash founded SightLearning to [3] _____ of the issue and he [4] _____ of getting people's old glasses to those who needed them. He has so far provided $1.5 million worth of glasses to children across the world.

Another teenager that others can [5] _____ is Anoyara Khatun. Aged 12, Anoyara was forced into domestic labour, but managed to escape and return home. Since then she has [6] _____ to helping other children in a similar situation. She [7] _____ child labour and child marriage. Despite [8] _____ opposition, Anoyara has been able to negotiate with local leaders and prevent many early marriages.

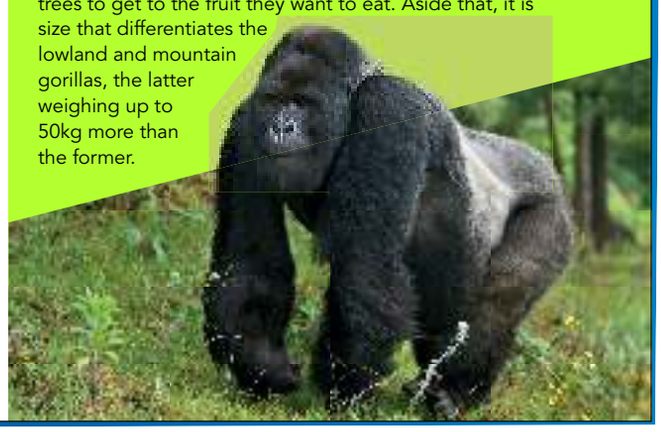
5 Eight prepositions are missing from this text. Put them in the correct place.

for from in (x2) of (x2) with (x2)

Most people are unaware the various sub-species of gorilla, such as eastern and western lowland gorillas and mountain gorillas. There are the region of 5,000 eastern lowland gorillas left in the jungles of Africa. They are on the verge of becoming extinct in the wild, which is something they have common with mountain gorillas. Regard to western lowland gorillas, there are close to 100,000 individuals, which still means that they are critically endangered.

Whereas lowland gorillas can thrive in zoos, mountain gorillas are incompatible life in captivity. Older male mountain gorillas are notable their silver fur, which gives them the nickname silver-backs.

While mountain gorillas are mostly terrestrial, lowland gorillas are capable swinging vast distances through the trees to get to the fruit they want to eat. Aside that, it is size that differentiates the lowland and mountain gorillas, the latter weighing up to 50kg more than the former.



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REVIEW 4 UNITS 13–16

Overview

VOCABULARY	Communication: phrasal verbs; Adverbs; Social media marketing; Negative prefixes; Suffixes *-ful* and *-less*; Wildlife conservation; Adverb and adjective collocations; Intensifying adverbs; Role models; Dependent prepositions; Phrasal prepositions
GRAMMAR	Causatives; Reported speech; Relative clauses; Participle clauses
EXAM TASKS	Reading and Use of English Part 1; Reading and Use of English Part 3

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 13–16; Vocabulary worksheets Units 13–16; Review Game Units 13–16; Literature worksheet; Speaking worksheet; Writing worksheet

Digital Resources

Lesson Plus: Review 4
Practice Extra: Units 13–16
Test Generator: Unit tests 13–16; Term 3 test; End-of-year test

WARMER

Put the class into two groups. One student from each group sits at the front with their back to the board. The other students have to define a word or phrase (without spelling, translating or saying the word) you write for the two at the front to guess. The first student to guess wins a point for their team. Swap both students after each correct guess.

Use words from Units 13–16 which aren't tested here, e.g. *extinct, habitat, poaching, product placement, illiteracy rate, endless.*

VOCABULARY

1 Students look at the words in the word box without looking at the text. Elicit what the text might be about. Students uncover the text and read it through quickly. They then complete the exercise.

Answers
1 market 2 target 3 sponsor 4 boost 5 emulate
6 fanbases 7 followers

2 Look at the first sentence with the class and elicit the meanings of the two adverbs. Elicit that *virtually* is the correct answer because it is very unlikely but a few people may be able to do it. Students complete the exercise alone and compare answers in pairs. Elicit the answers and the meanings of the adverbs.

Answers
1 virtually 2 randomly 3 universally 4 officially 5 noticeably
6 naturally

3 Ask students to read the first sentence. Tell them not to worry about the phrasal verb yet, but to try to understand what the speaker means. Elicit the phrasal verb which means *to talk about something all the time* (*go on about something*). Students work in pairs to first try and understand what the speaker is trying to say and then decide if the phrasal verb is wrong and, if so, what it should be. Elicit the answers.

MIXED ABILITY

To help weaker students, you could tell them that two sentences are correct and the other six need the following words in place of one word each: *getting, in, going, out of, up, up on*. The students then work in pairs to decide which sentences are wrong and which words these could replace.

Answers
1 **going** on about 2 talk him **out of** it 3 *correct*
4 taking it all **in** 5 catch **up on** 6 **getting** at 7 *correct*
8 come **up** to me

4 Ask the students to read the text quickly and find what the two people are campaigning for or against (*getting glasses to people who need them; against child labour and child marriage*). Students complete the exercise alone or in pairs. Elicit the answers and discuss what world issues they would like resolved.

Answers
1 be a role model
2 fulfil their ambitions
3 raise awareness
4 took on the challenge
5 look up to
6 devoted herself
7 campaigns against
8 coming up against

5 Give students one minute to find out as much about gorillas from the text as they can. Elicit the information and then ask students to read the first sentence. Ask if they think there is a preposition missing and, if so, which one and where. Elicit that *of* should follow *unaware*. When students have completed the exercise in pairs, elicit the answers.

Answers
Most people are unaware **of** the various sub-species of gorilla, such as eastern and western lowland gorillas and mountain gorillas. There are **in** the region of 5,000 eastern lowland gorillas left in the jungles of Africa. They are on the verge of becoming extinct in the wild, which is something they have **in** common with mountain gorillas. **With** regard to western lowland gorillas, there are close to 100,000 individuals, which still means that they are critically endangered.
Whereas lowland gorillas can thrive in zoos, mountain gorillas are incompatible **with** life in captivity. Older male mountain gorillas are notable **for** their silver fur, which gives them the nickname silver-backs.
While mountain gorillas are mostly terrestrial, lowland gorillas are capable **of** swinging vast distances through the trees to get to the fruit they want to eat. Aside **from** that, it is size that differentiates the lowland and mountain gorillas, the latter weighing up to 50kg more than the former.

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GRAMMAR

1 Look at the first sentence with the class and ask the students if this on its own makes sense. Elicit that, although it is true and grammatically correct, as a sentence it lacks important information. Elicit that the relative clause will be defining, as it will contain essential information. Now look at the last sentence and elicit if this makes sense on its own. Elicit that it does and that the relative clause that they will add to it will be non-defining, as it doesn't contain essential information. Students work together to do the matching and write the full sentences. Elicit the answers.

Answers

1 c A wilderness is an environment on which humans have not had a significant impact. (D)
2 f Many young people have aspirations that are utterly unrealistic. (D)
3 b Actor Cillian Murphy, whose films include the *Dark Knight* trilogy, is a speaker of Irish Gaelic. (ND)
4 a One species that poachers target most is the sea turtle, mainly because of their shells. (D)
5 e One linguist to whom I will refer frequently in these lectures is David Crystal. (D)
6 d Rowan Atkinson, who is best known for playing Mr Bean, has also played a few serious roles. (ND)

2 Look at the instructions with the class and ask students to work in pairs to try to identify the two correct sentences. When one pair thinks they know the answer, elicit their idea. If it is right, stop the activity. If it is wrong, ask the other pairs to try to identify the correct sentences. When the class has found these, they correct the other sentences in pairs. Elicit the answers and why the original sentences were wrong.

Answers

1 *correct* (… *that have had their websites translated* would also be correct.)
2 We have had our brand of cosmetics officially **recognised** as environmentally friendly.
3 The headteacher is planning to have teachers **use** only English in the classroom.
4 *correct*
5 The WWF has managed to **get laws passed** which prevent trafficking of wildlife.
6 Andrés was absolutely delighted that he managed to **get** Mo Salah to sign his shirt.

3 Look at the first sentence with the class and ask if Khalid was doing the motivating or if the teenage millionaires were motivating him. (*They were motivating him.*) Elicit that we need the passive participle here: *Motivated*. Students then complete the exercise alone and compare answers in pairs. If they have any different answers to each other, they try to decide who is correct. Elicit the answers and, if students used *Studying* in the final sentence, say you will allow it if they can justify it. (*It would mean that she also learned Spanish at school rather than after she had left school. The sentence would probably make this clear by adding* too / at the same time *or something similar to the end of the sentence.*)

Answers

1 Motivated 2 reassuring 3 aspiring 4 Given 5 holding 6 put 7 Having studied

4 C1 Advanced Reading and Use of English Part 1

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that they can remember. Encourage them to follow the tips that their classmates mention.

Students do the task under exam conditions. Allow them ten minutes. When they have finished, elicit the answers. For some questions, you could elicit further information. For the example answer (0), you could ask what other verbs would go in the gap, e.g. *believed*, *thought*. For gap 1, ask students to use the word *counterpart* in a different context, e.g. *Company directors in the USA usually earn more than their counterparts in Europe.* For gap 3, elicit how the sentence would have to change for a form of *consist* to be correct, i.e. *The penguins' diet consists solely of sea animals.* For gap 5, you could ask if they know which mammals lay eggs (*the echidna and the duck-billed platypus*).

Answers

1 D 2 C 3 A 4 C 5 A 6 D 7 C 8 B

5 C1 Advanced Reading and Use of English Part 3

There are several examples of this task type in previous units and Review sections. Elicit what the students have to do and any helpful tips that the students can remember. Encourage students to follow the tips that their classmates mention.

Ask students to look at each word in capitals without reading the text. Working in pairs, they should think of as many words as possible that can be made from each word in capitals, e.g. for gap 0: *helpful*, *helpless, unhelpful, helpfully*. Then, working individually, they choose answers for the gaps. Elicit the answers and spelling of the words. Elicit how students knew that gaps 2 and 7 should be plural nouns. (*In 2 there is no article; if the sentence included the word* an*, we would need to write* an annual celebration*; in 7, we have the word* other *before the gap, which is followed by a plural or uncountable noun.*)

Answers

1 courageous
2 celebrations
3 assistance
4 unselfishly / selflessly
5 inclusive
6 immaturity
7 hardship(s)
8 inspiring / inspirational

FAST FINISHERS

Ask fast finishers to choose one sentence from the exercise and use their imagination to give more details. For example, if students choose sentence 1, they can say what sort of business Khalid runs and how successful it is. If they choose sentence 2, they can say what exactly the charity will do with the money, etc. When everyone has finished the exercise, invite students to share their ideas with the class.

COOLER

Put students into four groups. Write the four parts of the exam (Reading and Use of English, Listening, Writing, Speaking) on the board and assign one part to each group. The students work together to think of the different tasks their part consists of and to try to agree an order of difficulty for the tasks, giving reasons for their answers. Invite the groups to share their ideas with the class.

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GRAMMAR

1 **Add a relative clause a–f to the correct place in sentences 1–6. Are they defining (D) or non-defining (ND) relative clauses? Add commas where necessary.**

1 A wilderness is an environment
2 Many young people have aspirations
3 Actor Cillian Murphy is a speaker of Irish Gaelic.
4 One species is the sea turtle mainly because of their shells.
5 One linguist is David Crystal.
6 Rowan Atkinson has also played a few serious roles.

a that poachers target most
b whose films include the *Dark Knight* trilogy
c on which humans have not had a significant impact
d who is best known for playing Mr Bean
e to whom I will refer frequently in these lectures
f that are utterly unrealistic

2 **Which TWO sentences are correct? Correct the others, making sure the new sentence contains a causative structure.**

1 The number of companies that have their websites translated into different languages is rapidly increasing.
2 We have had our brand of cosmetics officially recognise as environmentally friendly.
3 The headteacher is planning to have teachers used only English in the classroom.
4 Ben couldn't believe it when he had his account deactivated for not following the site's guidelines.
5 The WWF has managed to get passed laws which prevent trafficking of wildlife.
6 Andrés was absolutely delighted that he managed to have Mo Salah to sign his shirt.

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

1 _____ by stories of teenage millionaires, Khalid started his own business at the age of 17. (motivate)
2 The charity gratefully accepted our donation, _____ us that every penny would be used to help animals. (reassure)
3 Young people _____ to be social media influencers should focus on one main area. (aspire)
4 _____ its declining population, the ICUN has decided to change the status of the red panda to endangered. (give)
5 By the age of 12, Corinne was competing in adult competitions, _____ her own against tennis players twice her age. (hold)
6 The guidelines _____ in place by social media sites are designed to keep all users safe. (put)
7 _____ French at school, Jo found it comparatively easy to learn Spanish. (study)

4 **Read the text below and decide which answer (A, B, C or D) best fits each gap.**

GENTOO PENGUINS

Gentoo penguins are the third-largest species of penguin. Living just beyond the Antarctic Circle, there are **(0)** *B* to be around 300,000 breeding pairs. Those living in the northern part of the region are slightly larger than their southern **(1)** _____. All Gentoo penguins are **(2)** _____ well adapted to harsh climates.

The penguins' diet is **(3)** _____ solely of sea animals. They have no land-based predators except humans; their eggs and chicks, however, are **(4)** _____ to birds of prey. Gentoo penguins usually mate for life. The female usually **(5)** _____ two eggs, only one of which hatches.

The Gentoo penguin was **(6)** _____ Near Threatened in 2007, although in 2019 this was updated to Least Concern. The species used to be common on islands and it was due to **(7)** _____ populations on these that there was some concern over the species. However, with numbers rising **(8)** _____ on the mainland, the Gentoo is safe for the time being.

0	**A** guessed	**B** estimated	**C** researched	**D** revealed
1	**A** opposites	**B** parallels	**C** equals	**D** counterparts
2	**A** totally	**B** greatly	**C** extremely	**D** hugely
3	**A** comprised	**B** involved	**C** consisted	**D** included
4	**A** available	**B** endangered	**C** vulnerable	**D** sensitive
5	**A** lays	**B** sets	**C** passes	**D** puts
6	**A** stated	**B** claimed	**C** published	**D** declared
7	**A** decaying	**B** degrading	**C** declining	**D** deteriorating
8	**A** intensely	**B** considerably	**C** highly	**D** heavily

5 **Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

Children of courage

We often assume children are **(0)** *helpless* and dependent on others to look after them, but all over the world they have been recognised for a wide range of **(1)** _____ acts, including taking care of parents and siblings. Many countries hold annual **(2)** _____ to honour these special young people. — HELP / COURAGE / CELEBRATE

In India, a National Bravery Award was given to Sebastian Vincent, a boy who saved his friend from being hit by a train. He was granted financial **(3)** _____ to finish his education. In the UK, a child named Oliver Van Berckel was rewarded for **(4)** _____ supporting his brother Kit, who has cerebral palsy. He even gave up his own football training so that Kit could join Adversity United, an **(5)** _____ team for the disabled. — ASSIST / SELF / INCLUDE

In spite of their own physical **(6)** _____, children as young as eight act as the main carers for their parents. Others bravely cope with injuries, illness and other **(7)** _____ without complaint. It is wonderful to see these **(8)** _____ youngsters receive the credit they deserve. — MATURE / HARD / INSPIRE

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EXTRA ACTIVITIES

UNIT 1 PAGE 8 VOCABULARY AND READING

2

PERSONALITY TEST RESULTS

For the questions to which you answered *Yes*, these are your personality characteristics.

If you answered Yes to question 1 you may be extroverted.

2 open-minded
3 argumentative
4 self-conscious
5 introverted
6 trustworthy
7 conscientious
8 sympathetic

UNIT 1 PAGE 10 GRAMMAR

7 Ask and answer the questions with a partner.

1 Who's the best friend you've ever had?
2 What games did you use to play when you were younger?
3 When did you last have a disagreement with a friend? What about?
4 How long have you been living in your current house or flat?
5 Had you ever done a personality test before the one in this unit?

UNIT 2 PAGE 16 GRAMMAR

7 Complete the sentences so that they are true for you.

1 The older I get, …
2 The more I study, …
3 The hotter it is, …
4 The less I sleep, …
5 The more I exercise, …

Compare and discuss your sentences with a partner.

UNIT 2 PAGE 17 VOCABULARY

7 Complete the questions with an idiom from page 17 in the correct form.

1 What can you do to avoid all your work _____ if your computer crashes?
2 Do you agree that it is hard for women in some professions to _____, but not for those in areas such as teaching?
3 Would you _____ in a holiday job which involved speaking in English all day?
4 Have you ever met anyone with whom you _____ from the very beginning? And are you still in touch today?
5 When it's your birthday, are you more likely to have a quiet get-together with your immediate family or really _____ and throw a huge party?
6 Which days of the week do you have to do homework? Is that _____, or does it vary each week?
7 What's the minimum that visitors to your town would have to pay to get _____ for the night?
8 Have you ever _____ with someone and regretted it later?

Ask and answer the questions with a partner.

UNIT 3 PAGE 24 GRAMMAR

6 Read the three posts from users of a well-being blog. Which person is describing

1 stress? 2 fatigue? 3 insomnia?

Night after night, I lie awake and I just can't get to sleep. I often read something on my tablet in the hope that it will make me tired, but it doesn't help at all. What can I do?
OLIVIA B LIKE | REPLY

I've got lots going on at school each day, and then handball or judo practice immediately after lessons most days. Then on Saturday, I do a 10-hour shift at a local supermarket. By the time Sunday comes, I'm shattered, but then in no time it's Monday, and I've got to do it all again. Any suggestions?
NICO J LIKE | REPLY

I recently started a new job, which I love. I'm 100% committed to it and bring work home with me in the evenings and at weekends. I'm concerned my boss might think I'm not doing well enough if I don't do this. And I can't stop thinking about work, it all gets too much sometimes.
LORENA P LIKE | REPLY

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UNIT 3 PAGE 24 GRAMMAR

10 **What problems might these people have? And what advice would you give them? Use some of the modal and auxiliary verbs from page 24.**







UNIT 3 PAGE 27 SPEAKING

7 **Work in pairs. Now look at the second group of three photos and take turns to complete the task.**

- How might these activities affect the health of the people?
- Why might these people find it difficult to do these activities regularly?







UNIT 4 PAGE 30 GRAMMAR

8 **Tell your partner about a time when**

1. you should have done something to help someone.
2. you shouldn't have done something and you feel bad about it.
3. you might have made the wrong decision.
4. you could have put more effort into something.
5. you had to apologise for something.
6. you were angry that you weren't allowed to do something.
7. you were frustrated that you weren't able to do something.

UNIT 4 PAGE 31 VOCABULARY

8 **Discuss the questions with a partner.**

1. How do you feel about leaving school?
2. What do you think will be the deciding factor in your choice of career?
3. What decisions do you have to make in the immediate future?
4. Would you consider doing an apprenticeship? In what?

UNIT 5 PAGE 40 GRAMMAR

7 **In pairs or small groups, make predictions about**

- something you use now which will have become obsolete by 2030.
- something you'll be spending more money on in five years' time.
- someone you know who's going to be famous within the next ten years.
- what energy your vehicle will be running on in 2030.

Respond to your partner's/group's predictions with some of these expressions.

That's way off the mark!
We'll have to wait and see!
That one's almost there!
I think that's spot on!

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EXTRA ACTIVITIES

UNIT 5 PAGE 41 VOCABULARY

6 Complete the sentences with a phrasal verb from the box. Then discuss whether you agree with the statements and why.

catch on check out do away with
lie ahead look upon

1 In order to create a cleaner world, everyone should _____ their cars and buy a bicycle instead.
2 Driverless vehicles will never really _____, as humans like to feel that they are fully in control.
3 Difficult times _____ for the human race unless our carbon footprint can be reduced drastically.
4 Most people _____ environmental activists as eccentric, and don't take them seriously.
5 You should _____ the carbon footprint of absolutely any product before you buy it.

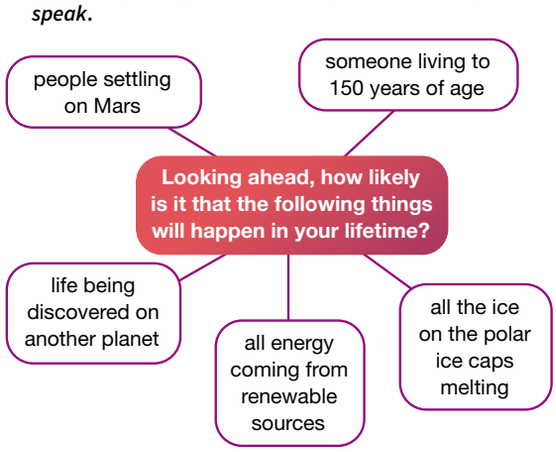
UNIT 5 PAGE 41 VOCABULARY

8 Complete the questions in any way you like. Then select any three to ask a partner.

1 Do you think that _____ will ever catch on?
2 Are you in favour of doing away with _____ in order to save the planet?
3 Is there anything you reckon I should check out on _____?
4 Do you know anyone who's notorious for _____?
5 How likely is it that there will ever be a car that runs entirely on _____?

UNIT 5 PAGE 43 SPEAKING

8 Discuss this question. Make sure you involve your partner by using some of the expressions in *Prepare to speak*.



UNIT 6 PAGE 46 GRAMMAR

9 Complete the sentences about yourself. Then share your ideas with a partner.

1 I try to avoid …
2 I hate …
3 I remember …
4 I would like to be famous for …
5 I'm very good at …
6 I find it difficult to …

UNIT 6 PAGE 47 VOCABULARY

9 Work with a partner. Make quiz questions using the prompts.

0 world-famous actor, director or author
Which world-famous director directed films such as Jurassic Park and the Indiana Jones series?
1 action-packed film
2 thought-provoking book
3 critically acclaimed film
4 Oscar-nominated actor/actress
5 internationally successful film
6 best-paid actor/actress

Give your quiz to another pair to do.

UNIT 7 PAGE 54 GRAMMAR

10 Complete the sentences so that they are true for you.

1 If I didn't spend so much time …, I could have …
2 If I hadn't … I could have …
3 If I were better at … I could …
4 If I …, I will …
5 I would be … if I had …

Share your completed sentences with a partner. Were any of your sentences similar?

UNIT 7 PAGE 55 VOCABULARY

7 Complete the questions by adding a suffix.

1 What sports did you enjoy during your child____?
2 What is your main motiva____ for learning English?
3 Why do some people have a fascina____ with the lives of sports stars?

Ask and answer the questions with a partner.

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UNIT 8 PAGE 60
GRAMMAR

9 What might the people in the pictures be thinking? Use *I wish* or *if only* and a range of tenses.









UNIT 9 PAGE 71
VOCABULARY

7 Complete the sentences with your own ideas.

1 In the future, I hope to gain a better understanding of …
2 One day, I will fulfil my dream of …
3 After we break up from school, I usually …
4 One topic I'm keen to read up on is …
5 I'm not sure if I'll be able to get through …

Compare your completed sentences with a partner.

UNIT 9 PAGE 73
SPEAKING

11 Student A, paraphrase these words. Your partner should try to guess the words.

Example
0 racket
It's the thing you hit the ball with when you play tennis.
1 sequel
2 scholarship
3 masterpiece
4 Oscar
5 trainee
6 discrimination

Now think of some words yourself, paraphrase them and ask your partner to guess them.

UNIT 10 PAGE 76
GRAMMAR

8 Work with a partner. Imagine that you are a politician writing a speech on how to tackle crime. How could you express the following ideas forcefully? Begin each sentence with a phrase from the box.

~~Never~~ No way Not only … but also Only when Under no circumstances

0 Crime is a more serious problem now than it's ever been.
Never has crime been a more serious problem than it is now.

1 Building more prisons is the only way to make the streets safer.
2 Criminals won't be able to get away with light punishments for repeat offences.
3 I'm going to be tough on crime. But that's not all. I'm going to be tough on the causes of crime.
4 Criminals have no chance of getting let off with a warning any more – anyone found guilty will be punished.



9 Write a short statement of about three sentences as a politician who is explaining their policy on crime. Incorporate two or three suitable structures with inversion. Consider the following ideas:

- how you propose to stop kids getting involved in crime
- what kinds of offences people should be imprisoned for
- how you will deal with vandalism
- what improvements you will make to the prison service

Present your policy to the class. Have a class vote on whose policy is the best.

UNIT 11 PAGE 84
GRAMMAR

9 Complete the questions using the verb in brackets in the passive. Then ask and answer them with a partner.

1 Have you ever eaten anything which _____? (undercook)
2 When you go to a supermarket, would you say that too much plastic packaging _____? (use)
3 Do you think people would eat less meat if a meat tax _____? (introduce)
4 Some people think it's morally wrong that so much food _____ long distances by plane. What's your opinion? (transport)
5 Would you ever eat meat or fish that _____ at all? (not cook)

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EXTRA ACTIVITIES

UNIT 9 PAGE 73 SPEAKING

11 Student B, paraphrase these words. Your partner should try to guess the words.

Example

0 racket
It's the thing you hit the ball with when you play tennis.

1 blockbuster
2 apprenticeship
3 extroverted
4 gap year
5 networking
6 setback

Now think of some words yourself, paraphrase them and ask your partner to guess them.

UNIT 11 PAGE 87 SPEAKING

7 Use the words in brackets to make these comments more tactful.

1 Let's have a party. (thinking / maybe)
2 I forgot to do my homework. (seem / forgotten)
3 I'm too tired to meet you after school today. (honest / a bit)
4 You haven't given me enough change. (sorry / seem)
5 I'm busy now – call me later, OK? (thing / could)
6 You just made a grammar mistake. (hope / saying / little)

8 Work as Student A and Student B. Read the information, prepare what to say, and then role play the conversations.

Student A

You work in a bakery. The manager has just announced that they may need to reduce the number of staff. You are worried that your friend Ali may lose his/her job for the following reasons:

- usually late for work
- sometimes has dirty hands
- calls colleagues 'mate', which isn't always appropriate
- often makes private phone calls while at work, which is against the rules

Give Ali feedback as tactfully as you can, to help him/her improve. Start and end on these positive notes.

- is hardworking
- is always willing to learn

Student B

You and your friend Frankie work in a restaurant, and you have just heard that they are planning to cut down on the number of waiting staff. You want to warn Frankie that he/she needs to stop

- telling 'jokes' to customers, which they don't find funny
- taking breaks which are longer than they should be
- complaining to the manager about the rates of pay
- looking untidy (shoelaces untied, hair not brushed)

Give Frankie feedback as tactfully as you can. Start and end on these positive notes.

- always cheerful
- quick and efficient at their job

UNIT 11 PAGE 86 LISTENING

6 They are all true. In D, builder's glue is a purer white than milk, and doesn't make food such as cereal go soggy.

UNIT 12 PAGE 90 GRAMMAR

9 Complete the questions with the correct form of the verb in brackets.

0 Have you ever been forced *to go* on a trip you didn't want to go on? (go)
1 What kind of things have people in your country been asked _____ to protect the environment? (do)
2 How important do you think it is for holidays _____ greener? (make)
3 Can you remember _____ about climate change at school? (teach)
4 How concerned are you about your country _____ by tourism? (damage)
5 Do you know of any countries that are in danger of _____ by rising sea levels? (submerge)

Discuss the questions with a partner.

UNIT 12 PAGE 91 VOCABULARY

10 Complete the sentences in the extracts from tour guidebooks (1–4) and conversations (5–8) with an appropriate way of expressing quantity from Exercises 6 to 9.

1 _____ people enjoy cruises because of the on-board activities.
2 _____ countries offer as much to the tourist as Spain.
3 _____ attempts have been made to make the tourist industry in this country more eco-friendly.
4 _____ increasing the cost of flying would help protect the environment.

5 There isn't _____ interest in green travel in my country.

6 Trekking holidays are _____ exciting. You should try them.

7 There are _____ things to do in the area where I live.

8 There's usually _____ of a delay on trains in the rush hour.

Give your view on three statements above and ask your partner if they agree.

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UNIT 13 PAGE 100 GRAMMAR

5 Use the phrases in the box with a causative structure to complete the sentences.

classmate / proofread / homework
classmate / explain
eyes / test
friend / give / lift to school
parent / take you out in the car / practise
pupils / study
students / use

0 If you're ever confused about a phrasal verb, it's worth *having a classmate explain it to you*.
1 When you're in your teens, you should _____ regularly.
2 _____ each morning is a great way to reduce your carbon footprint.
3 Teachers should _____ phones and tablets in class.
4 If you're learning to drive, it's useful _____.
5 If you can _____ before you hand it in, this can help get rid of errors.
6 Schools should _____ the history of their country up until school leaving age.

Discuss with a partner whether you agree with the statements. Change any you disagree with so that they are true for you.

UNIT 13 PAGE 101 VOCABULARY

6 Complete the statements with the adverbs in the box.

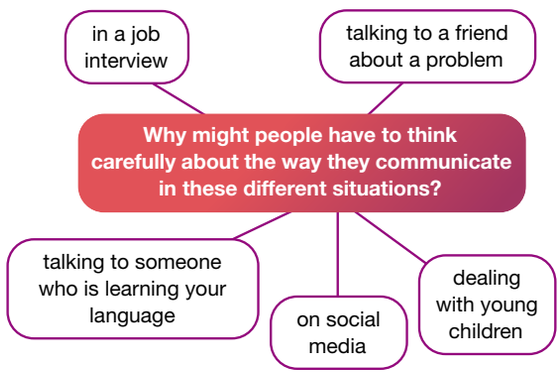
comprehensively effectively individually
publicly respectively supposedly

1 Spending too much time online is _____ bad for you, but there's no real evidence that it causes any harm.
2 Anyone aged 16 and over is _____ an adult, and should be free to decide whether they want to go to school or not.
3 For a corporation to proclaim _____ that they're committed to helping the environment means nothing; they need to get out there and do something.
4 The key thing for students of English is to learn all twelve tenses _____, and make sure you use them accurately.
5 The best ever decades for music and films were the 1970s and the 2010s _____.
6 To really learn effectively, school students should be taught _____ and not in large groups.

Discuss with a partner whether you agree with the statements.

UNIT 13 PAGE 103 SPEAKING

8 Work with a different partner. Here are some situations in which you might need to think carefully about the way you communicate and a question for you to discuss. Talk to each other about why people might have to think carefully about the way they communicate in these different situations.



In which of these situations do you think it's most important to communicate effectively?

9 With a partner, ask and answer the questions using expressions from the *Prepare to speak* box.

1 Do you think that social media has had a positive effect on the way we communicate? (Why?/Why not?)
2 How important is body language to effective communication? (Why?/Why not?)
3 Is it possible for people to learn to improve their communication skills? (Why?/Why not?)
4 'Good communication skills are the most important things that a child can learn.' To what extent do you agree? (Why?/Why not?)
5 Do you think too much importance is given to the way we communicate in formal situations such as job interviews? (Why?/Why not?)
6 In what ways can a good knowledge of foreign languages be a benefit to people?

UNIT 14 PAGE 106 GRAMMAR

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

1 A website I visited recently advised people …
2 I strongly believe we should encourage students …
3 People in my town are always complaining …
4 I have volunteered …
5 An advert I saw recently claimed that …

Compare your sentences with a partner. Ask each other follow-up questions.

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EXTRA ACTIVITIES

UNIT 14 PAGE 107 VOCABULARY

11 Complete the questions with the correct prefix.

1 Do you think it's ____moral to misrepresent yourself on social media?
2 Do you think influencers should show themselves consuming ____healthy food and drinks?
3 Why might influencers be happy to have ____active or 'ghost' followers?
4 What do you think the ____advantages of being an influencer might be?
5 Do you think young people need to be taught how to identify ____leading information on the internet?

Ask and answer the questions with a partner.

UNIT 15 PAGE 112 VOCABULARY AND READING

4 Key to Exercise 3

1 V Lion – There are fewer than 40,000 mature individuals left in the wild
2 LC Brown bear – It is estimated that there are 110,000 mature individuals – a stable population.
3 EN The grey parrot was declared endangered in 2016 due to rapidly declining populations.
4 NT The jaguar was listed as near threatened in 2016 due to decreasing populations.
5 CR Amur leopard – There are fewer than 100 mature individuals left in the wild.
6 EX The West African black rhino was declared extinct by ICUN in 2011
7 EW The South China tiger has been Critically endangered since 1996. It is considered 'extinct in the wild' as no individual has been seen in the wild since the 1970s.

UNIT 15 PAGE 114 GRAMMAR

7 Use the prompts to make sentences with relative clauses which express your own ideas.

0 A wildlife programme …
A wildlife programme that I really enjoyed was Spy in the Wild.
1 The animal …
2 The time …
3 The place …
4 A country …
5 A person …

Compare your ideas with a partner. Ask him or her for more information.

UNIT 15 PAGE 117 SPEAKING

7 Practise with a partner. Student A, choose TWO pictures to talk about. Try to use language from the *Prepare to speak* box. Student B, answer the question at the end.

A's question: I'd like you to compare two of the pictures and say why the people might have chosen to spend time with these animals, and how you think the people might be feeling.







B's question: Who do you think is benefiting most from spending time with animals in this way?

Now swap roles. Student B, don't choose the same two pictures as A.

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LIFE SKILLS PAGE 80

Scores for the quiz in Exercise 1

1 **a** 0
b 1 point
c 2 points
2 1 point for each
3 1 point for each correct answer:
b/c = because
e.g. = for example (exempli gratia)
prob = probably
w/o = without
s/b = somebody
s/t = something

Results

0–4 You're not a great notetaker. It's high time you changed that!
5–11 Your notetaking is OK, but it could be a lot better.
12–15 You're a notetaking superstar!

LIFE SKILLS PAGE 94

Scores for the quiz in Exercise 1

Calculate your score:
a=3 points, b=2 points, c=1 point

Results

1–3 You're not green at all – but that can change!
4–6 You're good, but you could be greener.
7–9 You're green and that's great! Now what else can you do?

UNIT 16 PAGE 120 GRAMMAR

8 **Complete the sentences with a participle clause using the words in brackets and any other words necessary.**

1 What do you think is the funniest film _____? (ever / made)
2 _____, would you say it is a good place for children? (grow up / this town)
3 _____, if you could go on holiday anywhere in the world right now, where would you go? (put aside practical considerations / cost)
4 When _____, what kind of things do you usually talk about? (meet somebody / first time)
5 _____, what do you think the single most difficult thing about English is? (look at it / a foreign learner / point of view)
6 Have you ever woken up _____? (not remember / where you are)
7 _____, do you ever wish that you could go straight back there again? (just return / holiday)
8 If _____, could fast food actually be good for us? (eat / small quantities)

Ask and answer the questions with a partner.

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GRAMMAR REFERENCE AND PRACTICE ANSWER KEY

UNIT 1
PAST TENSE REVIEW

1 **1** has injured; fell over; was running **2** I've cut
3 was having; rang **4** had broken; was; would often steal
5 did you get **6** has been playing

2 **1** Have you had **2** I didn't sleep **3** I've looked **4** I took
5 I've never had **6** You revised **7** I've failed
8 I've ever taken **9** I've been waiting for
10 You've passed! **11** I really thought **12** I'd failed

3 **1** used to ✓ / would ✗ **2** didn't use to ✓ / wouldn't ✗
3 both ✓ **4** both ✓; both ✓

UNIT 2
COMPARATIVES AND SUPERLATIVES

1 **1** much **2** most **3** hardest **4** slightly **5** hottest
6 faster **7** better **8** more efficient

2 **1** worse than; the worst **2** more frequently than
3 the wettest **4** the most exciting; more exciting
5 the most clearly **6** happier than; the happiest
7 better **8** further/farther; fitter

3 **1** The more (often) I hear that name, the more worried I get.
2 That's the funniest film I've ever seen.
3 Finding a new job was less difficult than I had expected / wasn't as difficult as I had expected.
4 Petrol is becoming more and more expensive.
5 The journey took longer than we (had) expected.
6 The maths homework was not / wasn't as difficult as I expected.

UNIT 3
MODAL VERBS: REVIEW

1 **1** have to **2** don't need to **3** can **4** don't have to
5 should **6** can't **7** mustn't **8** needn't

2 **1** have to **2** can **3** have to **4** mustn't / can't **5** can't

3 **1** must have **2** might be **3** can't be **4** might want
5 can't live **6** must be

UNIT 4
MODALS IN THE PAST

1 **1** had to study maths and English until they were 16.
2 didn't need to study history or geography if we didn't want to.
3 didn't have to arrive at school before their first lesson.
4 could drive to school in their cars or on their motorbikes if they wished.
5 students/they didn't need to catch buses or trains.

2 **1** didn't need to eat **2** managed to fix
3 shouldn't have told **4** couldn't swim
5 needn't have bought

3 **1b** can't have overslept.
1c must have forgotten to come.
2a must have won an important competition.
2b can't have won the competition.
2c might have just heard the results of his college application.

UNIT 5
THE FUTURE

1 **1** I'm going to faint **2** won't mind **3** he'll be
4 We're going to crash. **5** we'll get

2 **1** 'm leaving; 'm flying; leaves; get; Are you doing
2 is/are taking; 'm going to apply; graduate; 'm going to be / 'll be; 'll probably work
3 'm going to watch; is/are playing; starts

3 **1** will/'ll have finished; will/'ll be working
2 will/'ll be sunbathing; will/'ll be writing; making
3 will not / won't have forgotten; will/'ll be bringing
4 will/'ll still be eating; will/'ll have cleared

UNIT 6
GERUNDS AND INFINITIVES

1 **1** to buy **2** to get **3** to win **4** thinking **5** seeing
6 watching **7** to put **8** to buy **9** being

2 **1** of **2** at **3** on **4** of **5** from/to

3 **1** I suggest **taking** **2** is helping **to maintain** **3** *correct*
4 I'd consider **spending** **5** impossible **to sleep**
6 pretended **to understand** **7** I remember **seeing**
8 *correct*

UNIT 7
CONDITIONALS

1 **1** c **2** f **3** d **4** a **5** e **6** h **7** b **8** g

2 **1** train **2** had **3** think **4** hadn't phoned
5 would have been able **6** speak **7** didn't work
8 wouldn't have chosen (= He is a vet.) / wouldn't choose (= He probably isn't a vet.)

3 **1** If you **hadn't** taken these photographs, …
2 I'd tell you if I **saw** anything unusual. / **I'll** tell you if I see anything unusual.
3 If I **feel** tired, I usually go to bed early. / If I felt tired I **would go** to bed early.
4 global warming **will** become
5 … there **would** still be plenty of oil left.

UNIT 8
WISH AND *IF ONLY*

1 **1** spoke **2** didn't **3** hadn't **4** could **5** would **6** didn't

2 **1** had worked **2** could find **3** wasn't / weren't
4 had told **5** hadn't eaten **6** wouldn't keep
7 would stop **8** hadn't turned down

3 **1** could make up
2 had thought
3 were / was / could be
4 had listened
5 hadn't applied
6 would reconsider

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UNIT 9
CLEFT SENTENCES

1 **1** What I really need is a new computer.
2 It was his computer he bought online, not his printer.
3 What Tim does to keep fit is go to the gym every day. / What Tim does is go to the gym every day to keep fit.
4 What we're all worried about is global warming and climate change.
5 What I don't want is to end up with nowhere to live.
6 It was the music (that) I particularly enjoyed in *La La Land*.
7 What interests me most is 20th century classical music.
8 What I've never understood is why some people need hardly any sleep.

2 **1** It was in 1950 that the sculptor Antony Gormley was born.
2 It is in Gateshead that Gormley's most famous work, *The Angel of the North*, is situated.
3 It is his own body that Gormley uses as the model for many of his sculptures.
4 It is cast iron that is Gormley's favourite medium to work in.
5 It was at the Slade School of Fine Art that Gormley met his wife, Vicken Parsons.

3 **1** It was in Florence that I met Carla in 2012.
It was in 2012 that I met Carla in Florence.
It was Carla that I met in Florence in 2012.
2 It was when I was ten years old that I first saw *Les Misérables* in London.
It was *Les Misérables* that I first saw in London when I was ten years old.
It was in London that I first saw *Les Misérables* when I was ten years old.

4 **1** No, what he said was he was tired.
2 No, what I did was spend it all.
3 No, what they said was they'd arrive tomorrow (morning).
4 No, what I did was take out a loan.

UNIT 10
INVERSION

1 **1** Under no circumstances should you give your personal details to a stranger on the phone.
2 Never in her life had Kate felt so excited.
3 Not until computers let us down do we realise how dependent we have become on them. / Not until they let us down do we realise how dependent we have become on computers.
4 No way are we going to agree to those conditions – they are completely unfair.
5 Rarely have I witnessed such a moving ceremony.
6 Only when it rained heavily did we notice the hole in the roof.

2 **1** not until I got home **did I realise**
2 Not once **did we have** pizza
3 *correct*
4 Not only **do I have to** work
5 Not since she left school **has Laura had**
6 *correct*

3 **1** Not only **2** Little **3** Not since **4** No way **5** Never **6** only when

UNIT 11
THE PASSIVE

1 **1** Interviews for the other top jobs will be held next week.
2 This form has to be seen to be believed. It has been written in pencil.
3 No one has been appointed to replace Ms Kirkby since she was promoted last year.
4 Applicants were asked to send in hand-written letters to accompany their CVs.
5 Your application must be sent as a PDF.
6 Successful applicants will be required to start work on Monday.
7 The name of the new CEO will be announced (by Jeffrey Bowman) at the next board meeting.
8 No one / Nobody with experience could be expected to work for that salary. / Someone with experience couldn't be expected to work for that salary.

2 A city centre mansion worth £5 million **has** finally **been abandoned** by illegal squatters after a week of destruction. Three of the bedroom walls **had been covered** with graffiti, and cupboards **had been ripped apart**. Most of the furniture **had been chopped up** and **used** as firewood. The carpets **had been torn up**, and the mirrors and windows (**had been**) **smashed**. The damage **has been estimated** (by builders) at more than £1 million.

3 **1** The term 'amnesia' **is used** to refer to a partial or complete loss of memory. It is usually a temporary condition which only affects a certain part of a person's experience. Amnesia **can be caused** by specific medical conditions.
2 We all know that our memory **is formed by**/**from** our real experiences. But could a false memory **be put** into our heads (by someone)? **Could we be persuaded** that we had experienced something that never actually took place?
3 Our semantic memory **is used** to store our knowledge of the world. Everyone has this knowledge base, and normally it **can be accessed** quickly and easily.
4 Our working memory **can be thought of** as the ability to remember and use a limited amount of information. However, this information is erratic. If **you are distracted** (by someone), the information **can be lost** and the task **has to be started** again.

UNIT 12
PASSIVE GERUND & INFINITIVE

1 **1** I being taken **2** to be accepted **3** to be cancelled **4** being kept **5** be teased **6** to be taught **7** being paid **8** being told / to be told

2 **1** I was sent a letter by my bank pointing out that my account was overdrawn.
A letter was sent to me by my bank pointing out that my account was overdrawn.
2 The witness was shown photos of six possible suspects by the police.
Photos of six possible suspects were shown to the witness by the police.
3 The students were told their exam results by the headteacher.
The results of their exams were told to the students by the headteacher.
4 Hundreds of customers have been sent emails during the last week by our department.
Emails have been sent to hundreds of customers during the last week by our department.

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5 Julius was awarded a prize for a story he had written.
A prize was awarded to Julius for a story he had written.
6 All employees were paid a bonus by the company in the busy summer period.
A bonus was paid to all employees in the busy summer period (by the company).
7 I was given the money to buy a new phone by my parents.
(The) Money was given to me by my parents to buy a new phone.

3 1 *correct*
2 **Being shown** how to restore photos
3 Don't expect **to be thanked**
4 *correct*
5 was given **a wonderful present by his colleagues**.
6 Nurses and doctors **should be given** a pay rise
7 The children hated **to be told**
8 excited about **being asked**

UNIT 13 CAUSATIVES

1 1 Next week, we are getting a burglar alarm fitted. / We are getting a burglar alarm fitted next week.
2 We might have our bedroom painted blue.
3 Has Michael had his car fixed yet?
4 The school doesn't let students bring their phones into the classroom.
5 I'm getting someone to mend the screen on my tablet.
6 The teenager was made to pay for the broken window.

2 1 You'd better have your eyes tested.
You'd better get the optician to test your eyes.
2 You should have your roof repaired.
You should get a builder to repair your roof.
3 Why don't you have your teeth checked?
Why don't you get the dentist to check your teeth?
4 It's about time I had my hair trimmed.
It's about time I got my hairdresser to trim my hair.
5 You'd better have your shopping delivered.
You'd better get the supermarket to deliver your shopping.

3 1 No, I have my hair cut.
No, I get the hairdresser to cut it.
2 No, I had it cleaned.
No, I got my son to clean it.
3 No, I had it repaired.
No, I got a technician to repair it.
4 No, I'll have them cut down.
No, I'll get them cut down by a professional tree surgeon.
5 No, I had it cleaned.
No, I got a local dry cleaning firm to clean it.

UNIT 14 REPORTED SPEECH

1 1 Rob said (that) he'd / he would see me/us the following/ next morning.
2 Irina said (that) she hadn't done anything wrong.
3 Steve said (that) they/we could meet at his office.
4 Ahmet said (that) he'd / he had never expected to be there that day.
5 Polly said (that) she and Megan had been there the day before. They had waited for him/her/them/us until 7 o'clock.
6 Sacha said (that) Pedro was looking forward to starting his new job the following week / (*if the start date is still in the future*) next week.
7 Zoë said (that) I could go on holiday with them.
8 Luisa said (that) it had been raining there all night.

2 1 We're looking for someone with your qualifications.
2 You have the right experience for the job.
3 You won't have to work at weekends.
4 We'll provide you with a company car.
5 Employees are allowed to work from home occasionally.
6 You can start next Monday.

3 **1** stealing **2** on coming **3** to help **4** not to take **5** having **6** to give

UNIT 15 RELATIVE CLAUSES

1 2 That's the house (**that**/**which**) I'd buy if I had enough money.
3 What's the name of that hotel (**that**/**which**) Mike recommended?
4 What's the name of that hotel **where** we celebrated your birthday?
5 Which is the season (**when**) most tourists come here?
6 Which is the season **that**/**which** has the best weather?
7 Is it Pete or Marty **who**/**that** said he couldn't come to the meeting?
8 Is it Pete or Marty (**that**/**who**) Barbara's going on holiday with?
Is it Pete or Marty **with whom** Barbara is going on holiday? (*grammatically correct, but sounds too formal for this context*)

2 **1** , which is a popular online game, **2** where **3** in which (*could be omitted*) **4** who (*could be omitted*) **5** who **6** whose **7** for whom **8** , who

3 *Libero*
A boy, who is only eleven years old, tries to understand his family and stop it from breaking apart. At the same time, he has to deal with his mother's absence, which he finds very difficult.
I Am Legend
A military scientist, (who is) played by Will Smith, is left completely alone in New York City, whose residents have been wiped out by a virus.

UNIT 16 PARTICIPLE CLAUSES

1 **1** wondering **2** based **3** Having read **4** written **5** specialising

2 1 Adventure training centres are designed for people **who want to do outdoor activities**.
2 **When I arrived at the centre**, I was surprised to see that there were people of all ages there.
3 **Because**/**As I hadn't been to one of these centres before**, I didn't know what to expect.
4 **While**/**When**/**As I was putting my boots on**, I chatted to the person next to me.
5 **As**/**Because he had been there** three times before, he thought he was an expert at the climbing wall.

3 **1** Being unable to / Not being able to **2** Not having eaten **3** buying **4** visiting **5** Having spent

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WORKBOOK ANSWER KEY AND AUDIOSCRIPTS

UNIT 1 WHAT ARE YOU LIKE?

VOCABULARY AND READING

1 **1** conscientious **2** self-conscious **5** introverted **6** trustworthy

2 **3** extroverted, **4** open-minded

3 **1** clash with **2** relate to **3** comes across **4** feel left out **5** relies on

4 Students' own answers

5 **A** 2 **B** 4 **C** 5 **D** 3 **E** 1

6 **1** B **2** A **3** C **4** B **5** A **6** C

7 **1** single out **2** begs the question **3** concrete **4** peers **5** reluctant

GRAMMAR

1 **1** has gone **2** dropped, was boarding **3** met **4** has asked **5** had prepared / prepared **6** went, would often walk

2 **1** 's/has been working **2** 've/have found / 've/have been finding **3** was running **4** didn't think **5** 'd/had changed **6** 'd/would tease / teased / used to tease

3 **1** was walking **2** 'd/had been studying **3** seemed **4** 'd/had realised / realised **5** had invested **6** used to be **7** would complain / complained / had complained **8** hadn't even had / didn't even have

4 **1** had fixed **2** believed **3** hadn't gained **4** moved **5** 'd/had been hoping **6** 's/has happened **7** appeared **8** was walking / had been walking

5 2: We use *would* (+ the infinitive) for habitual past actions (but not states).

6 **1** I ~~**have**~~ **made** so many new friends when I went to university last year.
2 There was a huge park near our house where I **used** to go with my parents.
3 ✓
4 I haven't seen Maria for ages it's like she **'s/has** just disappeared!
5 ✓
6 In the 19th century, people ~~**had**~~ often lived with their grandparents.
7 ✓
8 During his childhood, Peter **would usually** visit his cousins once a week.

VOCABULARY

1 **1** sensitive **2** narrow-minded **3** responsible **4** fearless **5** chatty **6** optimistic

2 **-able:** knowledgeable, miserable, reliable
-al: liberal, original
-ed: disappointed, fascinated
-ible: horrible, responsible
-ic: energetic, enthusiastic
-ish: childish, stylish
-ive: competitive, supportive
-less/-ful: careful, careless, hopeful, hopeless
-y: clumsy, fussy

3 **1** hopeful **2** competitive **3** energetic **4** fascinated **5** reliable/responsible **6** clumsy **7** liberal **8** stylish

4 **1** knowledgably **2** happily **3** Realistically **4** beautifully **5** falsely **6** miserably

5 **1** fantastically **2** childish **3** kindness **4** pointless **5** realistic **6** judgemental / judgmental **7** supportive **8** necessarily

LISTENING

1 Students' own answers

2 Which aspect of the film do the friends disagree about?

3 1, 2 and 4 **4** A **5** B

01 Extract 1 You hear two friends discussing a film about friendship.

F: I really enjoyed that. Did you?

M: Yeah, what a great way to spend a Saturday evening. It'sw really easy to lose yourself in a film like that, particularly one that's so full of colour and vivid.

F: Mmm, it was a real pleasure for the eyes. And it was so well-acted, I thought. The characters were completely recognisable; you just know that what you're watching on screen is exactly what's happening to millions of people all over the world, every day.

M: Did you find that? I wouldn't say that it felt entirely true to life, although there were a number of scenes that felt really familiar to me. And there were probably too many lucky coincidences in the storyline for me.

F: I'd probably give you that. But no movie is perfect, and if the aim of this film was simply to provide some welcome distraction for the viewers, I'd say the director certainly achieved that. Sometimes, you want to watch a movie that makes you think, and at other times you really just need something else. I can't believe we were in the cinema for well over two hours, but you know you've enjoyed yourself if it feels like far less.

6 **A** Sometimes you want to watch a movie that makes you think, and at other times you really just need something else.
C I can't believe we were in the cinema for well over two hours, but you know you've enjoyed yourself if it feels like far less.

7 **3** A **4** B **5** C **6** C

02 Extract 2 You hear two friends discussing university accommodation.

F: Have you arranged your university accommodation yet?

M: No, I'm still thinking about it. Two of my friends are going to go to the same uni, and they're keen for us all to get a private apartment together. In a way, that's great – I'd be more likely to cope with living away from my family if I'm with some familiar faces. But I could easily become less focused on the more important things. I mean, if most days feel like being on holiday with your mates, the academic side of life will suffer, won't it? Plus, I don't want to worry about stuff like paying all the bills on time each month. If you live in campus accommodation, you just pay for everything at the start of the semester.

F: True, but in campus accommodation you'd have to spend a lot of your free time building new friendship groups. My sister lived with three of her friends in her first year and found it unbearable having to complete her assignments on time and, as you say, that's a pretty big factor. There was always something more interesting to do, somewhere more fun to go. But when she moved into a room on campus, she really missed having them around. There's no easy solution, I'm afraid.

Extract 3 You overhear a girl showing her friend a photo of her family.

M: So, is that your great-grandmother?

F: Yeah, that's her. She's an amazing woman, a real inspiration to me. I love this photo so much. This was her 90th birthday party, and some of my relatives had travelled for hours to

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make sure they were there. Even though we're all lined up and staring straight at the camera like in a traditional, posed family photo, we all look so relaxed and at home. It's as if my grandmother had some sort of magical control over everyone … even my uncle David, who is a serious guy most of the time, looks delighted to be there. Just looking at it makes me wish we could all get together every week.

M: That's so nice. I love it when someone shows me a picture that's important to them, there's always a little story that goes with it. You can hear the emotion in their voice as they talk, like they're experiencing the same feelings all over again. They're showing that they trust you enough to bring you into their world. It's funny, everyone's taking and sharing more photos now than at any other time in history, but it's when you can explain what it means to you that it takes on a whole new level of meaning.

READING AND USE OF ENGLISH

1 Students' own answers

2 mode / style / type / variety

3 **1** mode **2** style **3** variety **4** type

4 The other options can't be used to describe a person.

5 **1** B **2** B **3** A **4** C **5** A **6** A **7** D **8** A

6 Students' own answers

7 Students' own answers

8 C

9 B (*back now* doesn't exist in any context; *back then* is a fixed phrase referring to a specific time in the past which has already been mentioned; *back when* would need to be followed by a specific moment or event, e.g. *back when I was young*; *back here* refers to a place/location rather than a time.)

10 **2** which **3** to **4** into **5** for/with **6** it **7** would **8** with

UNIT 2 THE BIGGER THE BETTER?

VOCABULARY AND READING

1 **1** transport links **2** high-rise **3** green spaces **4** suburbs **5** densely populated **6** derelict **7** ring road **8** pedestrianised **9** urban sprawl **10** slums

2 **1** green spaces **2** high-rise **3** derelict **4** pedestrianised **5** suburbs **6** slums **7** ring road **8** densely populated **9** transport links **10** urban sprawl

3 **1** derelict **2** transport links **3** densely populated **4** urban sprawl **5** slums **6** ring road **7** high-rise **8** pedestrianised

4 Students' own answers

5 Young people aren't usually involved in the urban planning process.

6 **1** B **2** A **3** D **4** B **5** B **6** D

7 **1** … cities today have grown according to strict calculations and criteria.
2 … he was frustrated at how any expansion failed to show concern for its younger residents.
3 … children as young as 11 were able to analyse, re-imagine and transform the layout of their own local areas, and could visualise their ideal result without being too concerned about how difficult it might prove to be in real life.
4 … he realised how valuable their ideas could be – if anyone would listen.
5 After Jette went away to carry out his own research into the work of Callebaut, he found that this was all he needed to be convinced of the worth of his interviewees' ideas.
6 While I feel it would be ill-advised to dismiss the expertise available in local and national governments, this type of enthusiasm and sense of purpose is an equally valuable resource.

8 **1** recreation **2** budgets **3** ill-advised **4** feature **5** city-dwellers

GRAMMAR

1 **1** A **2** A **3** B **4** A **5** A **6** B **7** A **8** A **9** B **10** B

2 **1** The river boat is by far **the** best way to see some of the city's architecture.
2 I thought getting into town by car was bad, but it is even **worse** on the bus.
3 The staircase design is one of the **more interesting elements** in my house.
4 Most of the people in my family can cook more **successfully** than me.
5 My new bed is far **more** comfortable than the one I used to have.
6 Sorry I'm late your new apartment is **farther/further** away than I had expected.

3 **1** less and less affordable **2** more and more concerned **3** less and less frequent **4** more and more enthusiastically

4 **1** The harder you try, the more successful you'll be.
2 The better the weather (is), the more attractive / less unattractive the city looks.
3 The more money you save, the nicer the flat you'll be able to afford.
4 The older he is/gets/becomes, the less kind he is/gets/becomes.

5 **1** older **2** best **3** fewer **4** latest **5** easier **6** simpler **7** less convenient **8** Most

VOCABULARY

1 **1** broken **2** burn **3** to **4** stone **5** roof **6** at **7** down **8** house **9** have **10** brick

2 **1** get on like a house on fire **2** go down the drain **3** have a roof over (sb's) head **4** set in stone **5** hit a brick wall **6** go to town **7** hit the roof **8** break the glass ceiling **9** feel at home **10** burn (sb's) bridges

3 **1** gone down the drain **2** went to town **3** set in stone **4** hit a brick wall

4 **1** hit the roof **2** feel at home **3** on like a house on fire **4** break the glass ceiling **5** a roof over my head **6** went to town **7** are not / aren't set in stone **8** 's/has burnt / will have burnt her bridges **9** went down the drain **10** to hit a brick wall

WRITING

1 Sentences 5 and 8 are too formal; students' own answers.

2 **1** B **2** B **3** E **4** E **6** E **7** B **9** B **10** E

3 **1** How's it going? **2** only lives down the road **3** in the next day or two **4** Shame you couldn't **5** Looking forward to

4 **1** No wonder really **2** presumably **3** No idea why, though **4** Never mind,

5 **1** No wonder, really **2** How's it going? **3** Shame you couldn't **4** Never mind **5** only lives down the road **6** presumably **7** No idea why, though **8** in the next day or two

6 **1** you were always the clever one at school
2 I've got tons of revision to do **3** It'll be amazing!
4 So, if the offices are in Seville, you'll be looking for a new place to live soon, presumably?

7 **1** b **2** f **3** a **4** g **5** h **6** c **7** e **8** d
If I were you; you might want to; If you give me some ideas; you could consider; how about; Do make sure that you; why not; Don't worry too much if

8 Students' own answers **9** Students' own answers

10 **1** How's it going / How are things **2** I was thinking about you just the other day **3** I'm not a bit surprised / No wonder really **4** I imagine / presumably

UNIT 3 ALL IN ONE PIECE

VOCABULARY AND READING

1 **1** exhale/exhaling **2** numb **3** limbs **4** germs **5** joint(s) **6** choke/choking

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2 **1** poorly **2** joints **3** choking **4** spine **5** nerve **6** Left-handed **7** germs **8** sweat

3 **1** inhale **2** numb **3** lungs **4** limb **5** right-handed **6** sweating **7** joints **8** nerves

4 Students' own answers

5 **1** A **2** M **3** S **4** R **5** M **6** R **7** A **8** S

6 **1** A **2** C **3** B **4** C

7 **1** stems from **2** all manner of **3** regime **4** take the initiative **5** out of the blue

GRAMMAR

1 **1** D **2** C **3** C **4** A **5** B **6** D **7** A **8** B

2 **1** mustn't **2** *both* **3** has to **4** will have to **5** *both* **6** *both*

3 **1** can't **2** should **3** Could **4** ought **5** should **6** can

4 **1** must remember to / mustn't forget to / can't forget to
2 must know how
3 may stay out / can stay out
4 have to make / need to make
5 could be home / could get home / might be home / might get home
6 might not know
7 you can't enter / you cannot enter / you mustn't enter
8 should use/get/find/buy something

5 **1** Doctor, I would be grateful if you **could** give me the news, good or bad.
2 Governments **should** work together to ensure that vaccines are available across the world.
3 Susanna is a brilliant chemist and I **would**/**can** recommend her to you entirely.
4 ✓
5 It's possible that you **could** study medicine at university, but you need to work harder on your grades.
6 If you're feeling poorly, it **may**/**might**/**would** be a good idea to go to bed early.

VOCABULARY

1 **out**: black, break, burn, freak; **off**: fight (it), sleep (it), nod; **round**: come; **on**: pass; **away**: pass

2 **1** f **2** c **3** d **4** g **5** b **6** a **7** h **8** e

3 **1** burnt **2** nodding **3** blacked **4** pass **5** came **6** freak **7** fight **8** sleep **9** broken **10** passed

4 **1** on the **mend** (b) **2** right **as** rain (f) **3** (all) **in** one piece (a) **4** a cause **for** concern (e) **5** didn't sleep **a wink** (c) **6** **under** the weather (d)

5 **1** on the mend **2** right as rain **3** (all) in one piece **4** a cause for concern **5** didn't sleep a wink **6** under the weather

6 **1** (feeling) under the weather **2** right as rain **3** no cause for concern **4** on the mend **5** didn't sleep a wink **6** (all) in one piece

7 Students' own answers

LISTENING

1 Students' own answers

2 Gabriel says that he wanted to understand how <u>different</u> ..... <u>exploit</u> the <u>same technology</u> that is used in <u>games design</u>.

3 D **4** A **5** fields

6 **1** fields **2** consultant **3** training tools **4** (fine) motor skills **5** operating room **6** 'realistic' **7** procedures **8** rehearsals

03 You will hear a university student called Gabriel giving a talk about the uses of technology in a hospital.

M: Hi, everyone. My name's Gabriel and I'm here to talk to you about a project I did related to my university studies in game design and virtual reality development. I've always been interested in how the many uses of technology in gaming are applied in other fields, so I was delighted to spend time at the Royal Hospital, looking at how my various studies might apply to the world of medical practice, where, of course, rigorous standards are in place.

My visit was made possible thanks to an arrangement between two departments at university – mine and the Department of Medicine. Together, they approached the intensive care unit at the hospital, spoke to the consultant and persuaded her to allow a research student to come in and visit. Dozens of us applied for the chance to do this, and I was delighted when my supervisor told me that my application was the one chosen. My focus during my time in the hospital was to look into the potential of VR technology to develop the training tools used by surgeons. Its use for any other resources was outside my particular interest at that time.

Given my background, I was well aware of how responsive computer technology is these days. The controllers that are used in today's games, for example, are amazingly sensitive and can register the tiny hand movements of experienced players, so I was keen to see how these movements compared to the fine motor skills required in surgery. And while I came to the hospital fully aware of the potential VR has in the world of game design, I was at first a little unsure about its effectiveness in the operating room, and how beneficial it might be to doctors.

I soon found out when they took me to a demonstration room and invited me to put on a VR headset. I looked around, suddenly transported into a world of lights, beeps and everything, and found I was staring down at a virtual patient. I was pleased to note that the working environment around me was realistic, not to mention how detailed this visual of a person was. I was soon able to draw on the knowledge of one of the surgeons who worked at the hospital, who guided me through the procedures as we worked on the virtual patient. He was used to teaching junior doctors, so his instructions were just perfect! I have to say, I felt that I did rather well, although I wouldn't have done at all if it'd been a living patient.

In normal circumstances, if anything goes wrong during surgery, there could be awful consequences. So one of the best things about using VR for teaching is that when a mistake is made, all they need to do is reboot the software and start again from the beginning. In fact, I think this is a way of providing rehearsals, which must mean that mistakes during live surgery are avoided.

Now, if there are any questions …

READING AND USE OF ENGLISH

1 *Suggested answer:* We should all try to avoid working too hard.

2 **2** wonder **3** reason **4** doubt

3 wonder (It needs a phrase similar in meaning to 'it's no surprise'.)

4 **1** D **2** B **3** C **4** D **5** C **6** B **7** A **8** B

5 Despite what the doctor said, I'm still worried about Dad's illness.
Dad's illness is still ....., despite what the doctor said.

6 to be a cause for concern

7 It changes the form of the word given: CAUSE.

8 **1** a CAUSE for | concern **2** they WOULD (always) | bring (me) **3** LONGER you stay in bed, | the **4** have/'ve hit | a (brick) WALL / have/'ve come up against | a WALL **5** to go to TOWN | on/making **6** comes ACROSS | as

UNIT 4 MAKING YOUR MIND UP

VOCABULARY AND READING

1 **1** make up **2** minds **3** weighing **4** seeking **5** through **6** about

2 **1** come to a decision **2** weighing up the pros and cons **3** brainstorm ideas **4** in doubt about **5** reconsider

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6 think through **7** be unsure about / be undecided about **8** undecided about / unsure about

3 Students' own answers 4 Students' own answers

5 A or C

6 **1** A **2** C **3** D **4** B

7 **1** wholly **2** shift **3** opened up to **4** broadcast **5** accomplishments

GRAMMAR

1 **1** was able to **2** couldn't have failed **3** could **4** must have **5** needn't have worried **6** had to **7** ought to **8** was allowed to go

2 Ability: was able to
Permission: could, was allowed to
Obligation/Lack of obligation: needn't have, didn't need to, had to
Advice: ought to have
Speculation/Deduction: couldn't have, must have

3 **1** I shouldn't have been **2** He was able to complete the exam paper **3** It can't have been easy for you **4** You must have been playing that game.

4 **1** B **2** A **3** B **4** A

5 **1** needn't have **2** allowed to keep letting him **3** You should have told / ought to have told me if you were **4** that students had to / needed to be on time

6 **1** Have you seen Alexis' amazing new car? It **must hav**e cost a fortune.
2 The weather wasn't great on our holiday, so I think it **would have been** better to go in summer
3 ✓
4 Juan had to email the careers advisor three times before she **would see / saw** him.
5 I **should** have asked the teacher for help in class.

7 **1** have/'ve left | my phone charger BEHIND
2 wasn't / was not ABLE | to watch
3 have worried | so MUCH
4 OUGHT not to have | upset
5 was not / wasn't ALLOWED | to meet
6 it could/may/might | 've/have BEEN

VOCABULARY

1 **1** accept **2** apply for **3** step **4** offered **5** *both* **6** *both* **7** get **8** graduate **9** school **10** set **11** resit **12** take

2 **2** a course / a job / a gap year **3** a job / good grades **4** university / home **5** an exam

3 pass/fail/resit/mark 4 **1** B **2** A **3** C **4** B **5** C

5 **1** apply for a place **2** got good grades / passed your exams **3** resit **4** take / do / apply for an apprenticeship **5** passing/failing, exams **6** path **7** take a gap year **8** leave home

6 **1** big **2** immediate **3** strong **4** big/major **5** vital/major **6** clear/strong **7** deciding

WRITING

1 Students' own answers 2 Students' own answers

3 **1** A **2** C **3** C **4** B **5** A

4 amount of personal debt, desire to remain in education

5 **1** although graduates may have a lot of money in student loans to repay, ~~**but**~~ the move into the world of work can often seem difficult to manage.
2 while staying on in education is often said to lead to a lack of engagement in the 'real world', ~~**while**~~ postgraduate courses are still hugely in demand
3 despite ~~**of**~~ **/ in spite of** **4** In spite of **feeling**

6 **1** Despite a degree being often considered essential, (earning) a good living is possible without one.
2 Many parents expect their children to start work. However, remaining in education may be the best possible option.
3 While some people greatly enjoy their studies at university, they thrive when they enter the working world.
4 In spite of being a / its great expense, a degree still opens up a huge number of opportunities.
5 Many people are keen to continue their studies. In contrast, others cannot wait to leave university and start work.
6 Postgraduate courses are still hugely in demand. Nevertheless, they may not be the best option for people who are keen to test themselves in the 'real world'.

7 **1** clear **2** mixed **3** vital **4** major **5** deciding **6** immediate

8 **1** When considering their next move, the deciding factor for most graduates is how much debt they need to pay off.
2 people start a degree course with a clear understanding that, when they leave, they will owe a huge amount of money

9 Students' own answers

UNIT 5 LOOKING AHEAD

VOCABULARY AND READING

1 **1** breakthrough **2** radical **3** market **4** obsolete **5** cutting edge **6** prototype **7** drawback **8** launch **9** advances **10** trigger

2 **1** trigger **2** radical **3** advances **4** drawback **5** launch **6** cutting edge **7** market **8** breakthrough **9** obsolete **10** prototype

3 **1** advances **2** drawbacks **3** obsolete **4** market **5** cutting edge **6** breakthrough **7** triggered **8** radical **9** launch **10** innovations

4 Students' own answers

5 **1** arch **2** assembly line **3** printing press

6 Students' own answers

7 **1** A F, B T, C NM **2** A T, B F, C NM **3** A NM, B F, C T

8 **1** overwhelming **2** appliances **3** pivotal **4** literacy **5** imposing

GRAMMAR

1 **1** will have declined **2** will be working **3** will be offering **4** 'll have been working **5** I'll have finished **6** we'll meet up **7** you'll find **8** were going **9** would **10** I'm about to have

2 **1** 'm/am getting **2** finishes **3** 're/are walking **4** starts / is starting **5** receive **6** end / are ending **7** 's/is moving **8** 'm/am leaving

3 **1** I'll be driving **2** we'll have known **3** I was going to **4** I'll ask **5** I'm going to live

4 **1** B **2** C **3** A **4** A/B **5** B/C **6** B/C **7** A/B **8** A

5 **1** ✓
2 ✓
3 I hope I feel more confident by the time **we're/are studying** at university.
4 I'm convinced that **we'll/will be** able to raise enough money to renovate the school gym.
5 ✓
6 Apparently, the printer has broken. I really hope it **works / is/'s working will/'ll be working** tomorrow.
7 ✓
8 Once you **have/'ve** received your luggage, go down the stairs.

VOCABULARY

1 **1** C **2** C **3** A **4** B **5** A **6** C **7** B **8** A

2 **1** conscious of **2** hostile towards **3** toxic to **4** vulnerable to **5** appropriate for **6** apparent to

3 **1** lie ahead **2** check out **3** catch on **4** run on **5** do away with **6** cater for **7** look upon as **8** rush into

4 **1** run on **2** check (it) out **3** looked upon (my studies) as **4** do away with **5** lie ahead **6** cater for **7** catch on **8** rush into

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5 **1** to **2** on **3** away **4** to **5** for **6** ahead **7** upon **8** of
6 **1** to **2** for **3** to **4** for **5** of **6** of

LISTENING

1 Student's own answers 2 Student's own answers 3 D

04 You will hear an interview with two people who have launched an app design company.

I: With me today are Andrew Chan and Lydia Sharma, two young, successful app developers.
L: Hi.
A: Good morning.
I: Andrew, what do you think attracts people to using apps?
A: Well, look at how different life has become over the past decade. With apps, we can find any product we need, and businesses can offer their services to millions of potential clients, so there's a clear commercial benefit for many, many people. And even if you don't use apps for that type of thing, there's little else in life that isn't covered by an app. I think everyone completely appreciates how they help us to manage our activities and interests according to our own preferences, whether you're an extrovert who can't keep off social media, or the quieter type who prefers watching movies on their smartphone.

4 Well, look at how different life has become over the past decade. With apps, we can find any product we need and businesses can offer their services to millions of potential clients, so ✗ there is a clear commercial benefit for many, many people. And even if you don't use apps for that type of thing, there's little else in life that isn't covered by an app. I think everyone completely appreciates how they help us to manage our activities and interests according to our own preferences, ✗ whether you're an extrovert who can't keep off social media, ✗ or the quieter type who prefers watching movies on their smartphone.

5 **2** A **3** D **4** C **5** A **6** D

05 How do you design a new app?

A: All you need initially is a concept. Good ideas do form the basis of your future success, but even so, it's important not to get carried away and rush into devoting hours to coding and developing an app that isn't going to catch on. Your primary focus early on should always be research. You don't want to end up wasting your time, so find out whether or not similar products are already on the market. As long as you can see a gap in the market, at that point you can go ahead and start figuring out whether other people are going to download and use it as much as you hope they will.
I: Were you successful from the very start?
A: Although Lydia and I believed it would take off, our first app was a complete disaster. That wasn't necessarily a bad thing, because, as I always tell people now, if your first project falls flat, you'll have gained valuable skills to make the next one work. Even so, at the time, we'd ask ourselves why we allowed ourselves to be so overconfident, focusing on that one app. Should we have been working on a number of apps that had potential? Despite assuming that people were going to love it like we did, it didn't mean a thing in the end, and that was a valuable lesson in the long run.
I: Lydia, how did you get started in app design?
L: In my spare time, I used to read blogs and watch videos on the internet, which were fantastic resources for getting to a certain stage. One day, I came across an ad for an online course in programming and app development and thought to myself, 'Why not?' One of my cousins is a web developer and was always showing me what she was working on and, regrettably, I never paid that much attention. But the course opened my eyes to how vast and complex the field is. To be honest, I did find it a struggle, given my limited background at that time, which my cousin found quite amusing.
I: How do you feel about it now?
L: Well, in our business, some clients expect a huge amount from the moment they contact us, and these are often the people who have a clear idea of what they want. Their vision can be extraordinarily ambitious, and it takes a huge amount of patience sometimes, explaining that their concept isn't possible within the limitations of an app. It's probably most pleasing when, having launched an app and forgotten about it, a client gets in touch months later, delighted with the effect it has had on their company profits and profile.
I: What's the attraction of working in technology?
A: I definitely think our age helps. Young people have a different approach to life and don't really respond well to being told what to do. When you're doing something like building a new app, it helps to have that sense of freedom. What I love most about working in tech is that you have the opportunity to change working practices, almost as if you're rebuilding the whole industry each time you go to work.
L: Yeah, that's true. However, having said that, as a result of that freedom, people often try to make extensive changes too quickly, without giving it enough thought, when perhaps there's more of a balance that needs to be found.

6 **1** basis **2** devoting **3** primary **4** gap in the market

06 **A:** All you need initially is a concept. Good ideas do form the basis of your future success, but even so, it's important not to get carried away and rush into devoting hours to coding and developing an app that isn't going to catch on. Your primary focus early on should always be research. You don't want to end up wasting your time, so find out whether or not similar products are already on the market. As long as you can see a gap in the market, at that point you can go ahead and start figuring out whether other people are going to download and use it as much as you hope they will.

7 **1** primary **2** devoting **3** gap in the market **4** basis

READING AND USE OF ENGLISH

1 **1** b **2** a **3** d **4** c
2 They're all phrases that mean 'go to sleep'.
3 **1** carefree **2** careful **3** careless **4** caring
4 D
5 **1** C **2** D **3** C **4** B **5** A **6** D **7** A **8** B
6 C
7 Option A has seven words, option B is not grammatically correct.
8 **2** is/'s LESS trustworthy | than
3 made up | my MIND / made my MIND | up
4 have/'ve been | caused / set off / triggered BY
5 more gadgets I buy, | THE happier
6 have done AWAY | with

UNIT 6 BLOCKBUSTERS AND BESTSELLERS

VOCABULARY AND READING

1 **1** blurb **2** ✓ **3** box-office flop **4** cinemagoer
5 instalment **6** main character **7** masterpiece **8** ✓
9 revenue **10** ✓ **11** ✓ **12** trailer
2 **1** box-office flop **2** remake **3** cinemagoer **4** blockbuster
5 main character **6** masterpiece **7** instalment **8** set in
9 revenue **10** trailer **11** blurb **12** sequel
3 **1** cinemagoer **2** main character **3** remake **4** set in
5 masterpiece **6** revenue **7** sequel **8** instalment
9 trailers **10** blockbuster **11** box-office flop **12** blurb
4 They are all movie versions of novels.
5 Students' own answers
6 **1** C **2** F **3** D **4** E **5** G **6** A
7 **1** unacquainted **2** addictive **3** disheartened **4** aspiring
5 bombarded

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GRAMMAR

1

Followed by gerund	Followed by *to* + infinitive	Followed by gerund or *to* + infinitive	
consider	afford	can't stand	prefer
finish	claim	continue	remember
imagine	happen	forget	stop
keep	intend	mean	try

2 **1** to buy **2** writing **3** to bring **4** watching **5** to apply **6** saying **7** to keep **8** going

3 **1** ✓/✓ **2** A looking / B to look **3** ✓/✓ **4** A to put / B putting

4 **1** to know **2** visiting **3** to hear **4** Listening **5** writing **6** to complain **7** about meeting **8** watching

5 **1** ✓
2 There is certainly a need **to prepare** yourself for each time you walk out on stage.
3 You need to leave earlier **to arrive** at the theatre on time.
4 There's a lot of pressure on tonight's performance. We won't get another chance **to** do it again.
5 ✓
6 I love being at the theatre, as well as **going** to the cinema.
7 I won't be able to help you **(to) prepare** for your audition.
8 ✓

6 Students' own answers

VOCABULARY

1 **1** b **2** d **3** f **4** a **5** c **6** e

2 **1** critically acclaimed **2** painfully slow **3** highly anticipated **4** internationally successful **5** hysterically funny **6** largely unknown

3 **1** action-packed **2** award-winning **3** low-budget **4** Oscar-nominated **5** thought-provoking **6** record-breaking **7** best-known **8** highest-paid

4 **1** thought-provoking **2** record-breaking **3** largely unknown **4** low-budget **5** highly anticipated **6** critically acclaimed **7** best-known **8** world-famous **9** award-winning / internationally successful; Oscar-nominated **10** painfully slow **11** highest-paid **12** hysterically funny

5 Students' own answers

WRITING

1 It's too repetitive and low-level.

2 **1** really interesting **2** like reading **3** interesting tales **4** really love **5** good conversations **6** good observations and descriptions **7** totally unlike **8** talks about the past in an interesting and believable way

3 **1** ✓ **2** ✓ **3** In ~~a~~ summary **4** All things **considered** **5** ✓ **6** ✓ **7** The only **downside** was **8** **On** the whole, **9** To **sum** up, **10** Taking **everything** into consideration, **11** ✓ **12** To my **mind**, **13** ✓ **14** ✓ **15** In my **personal** view, **16** ✓

Summarising	Giving opinions
In brief,	My impression is
Overall,	The only downside was
In summary,	Personally, I feel that
All things considered,	To my mind,
In short,	What I (dis)like is
On the whole,	To be fair,
To sum up,	In my personal view,
Taking everything into consideration,	What impressed me most

4 **1** P/N **2** N **3** P **4** P **5** N **6** P **7** N **8** N **9** P **10** N

5 **B** 6 **C** 7 **D** 3 **E** 8 **F** 9 **G** 10 **H** 4 **I** 1 **J** 5

6 Three questions **7** Yes

8 **1** absorbing **2** vivid **3** brings the past to life **4** personal view **5** radically different **6** thought-provoking **7** far-fetched **8** extremely gripping **9** realistic account **10** mind

UNIT 7 AGAINST ALL ODDS

VOCABULARY AND READING

1 **1** A endurance B against all odds **2** A overcame B thrived **3** A adversity B setbacks **4** A self-belief B self-discipline **5** A broken down barriers B suffered a defeat

2 **1** against all odds **2** setback **3** endurance **4** break down barriers **5** self-discipline **6** thrive **7** overcome **8** adversity **9** self-belief **10** suffer a defeat

3 **1** break down barriers **2** setback **3** endurance **4** against all odds **5** thrive **6** overcome **7** self-discipline **8** adversity **9** suffered **10** self-belief

4 *Suggested answer:* I have become successful through hard work, not luck.

5 C **6** 2, 4

7 **A** 4 **B** 8 **C** 5 **D** 3 **E** 2 **F** 6 **G** 9 **H** 7 **I** 1

8 **1** attained **2** mindset **3** discipline **4** pursuits **5** shortcomings

GRAMMAR

1 **1** g **2** f **3** c **4** a **5** b **6** e **7** d

2 zero conditional: 2f; 1st conditional: 1g, 4a; 2nd conditional: 5b; 3rd conditional: 6e; mixed conditional: 3c, 7d

3 **1** hadn't **2** could **3** she has **4** would **5** I'll **6** didn't

4 **1** hadn't spent **2** 'd/would/may/might never have become **3** 'd/had listened **4** come **5** hadn't been / had not been / wasn't / weren't **6** will/'ll/might/may go **7** would/'d/may/might find

5 **1** play, work **2** 'll/will be, say **3** hadn't cancelled, would/'d/may/might have seen **4** wouldn't play / would not play, offered **5** train, will support **6** do / be doing, hadn't been invented / had not been invented

6 **1** She chose to play basketball over football in the end. What would you **have done** if you had been in her position?
2 We would appreciate **it** if you could give us further details about how to get to the stadium.
3 ✓
4 I often think about what **my life would be** like if I hadn't followed my ambitions.
5 If there **are** three or more goals, people will be entertained, and everyone will go home happy.
6 ✓

7 **1** people wouldn't be inspired to get fit **2** I wouldn't be/feel exhausted now **3** I 'd/would go more often **4** wouldn't play tennis with Felix **5** she wouldn't be recognised as one of the world's best **6** have won the final comfortably if they 'd/had panicked after letting in the first goal

VOCABULARY

1

-al	**-ance**	**-cy**
survival	acceptance	accuracy
-dom	**-ence**	**-hood**
freedom	occurrence	childhood
-ity	**-ment**	**-ness**
adaptability	replacement	consciousness
-ship	**-(s)ion**	
censorship	*aggression*	
-(t)ion	**-y**	
exaggeration	jealousy	

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2 **1** ment **2** sion **3** al **4** ances **5** ity **6** rence

3 **1** guidance **2** encouragement **3** refusal **4** admission **5** agility **6** likelihood

4 **1** wisdom **2** loneliness **3** efficiency **4** reference

5 **1** readiness **2** conclusion **3** likelihood **4** survival **5** boredom **6** accuracy **7** references **8** disturbances

LISTENING

1 Students' own answers

2 3; controlling my nerves

3 Task One: **1** G **2** E **3** H **4** D **5** A
Task Two: **6** B **7** C **8** A **9** D **10** E

4 **1** take my mind off **2** once and for all **3** stay in shape **4** completely at home **5** does so much for

07 You will hear five short extracts in which people are talking about taking up a new sport.

N: Speaker 1

I'd just lost my job and was starting to feel pretty bored. A friend at the place where I'd been working invited me for a game of squash, and I thought, 'Great, it'll take my mind off feeling like this for a while,' and it really did. I'm now playing three times a week, and being on the squash court so often has made me reconsider how much money I was wasting, going online and buying stuff I don't need. That'd recently become a real bad habit of mine. It's amazing to think how playing sport can lead to positive results other than getting in shape. I barely touch my laptop now and play against my friend regularly.

N: Speaker 2

I blame my cousin for my new obsession with cycling. Ever since we were little, one of us has claimed to be stronger, faster and fitter than the other one. Earlier this year, we decided to find out once and for all who's the best. To make it fair, we chose a sport neither of us did – cycling. After a couple of tough months training on these professional-standard bikes, we had a really close 30km race. I beat him, but it didn't really matter in the end who won; we both felt a real sense of achievement. Even better than that, it's brought about a much more mature level of respect between us now, which our parents definitely approve of.

N: Speaker 3

One day, I was talking to my kids about being healthy and not eating junk food – the usual parent stuff – and my daughter got out the bathroom scales. 'Go on, then, weigh yourself,' she said. I was shocked at how much it actually was. I felt so embarrassed and realised that I had no right to be instructing them to stay in shape unless I could demonstrate to them how important it really is. I bought myself some really high-quality running gear like the professionals wear, because I knew that the more expensive it was, the less likely it would be that I'd give up after a week. I'm pleased to say that has definitely proved to be the case.

N: Speaker 4

I've just come back from my first skiing holiday, and I can't wait to go back. Standing at the top of a slope, high up in the mountains, I was in paradise. I got such an unexpected sense of feeling completely at home in the environment around me, I almost forgot that I was supposed to be pushing off and heading downhill. And that feeling has really stayed with me. We hardly had any money when I was growing up, so skiing was never going to be a possible holiday option, however much I used to dream of going. Now, though, I have a great job with a great salary, so I can afford to go whenever I want.

N: Speaker 5

I started open-water swimming last month. It's so much more than something to do at the weekend. It's great that it does so much for my health and fitness, and there's also been the wonderful bonus to have met so many fantastic people, and they've really welcomed me into their group. Most of them were already strong swimmers who'd started because they fancied a change from the pool, but my focus was on controlling my nerves whenever I was close to the edge of a lake or a river. It's funny, I've spent so much time in the woods nearby, and have walked around that lake hundreds of times, but never thought that one day I'd be swimming in it.

5 **1** stay in shape **2** take my/your mind off **3** do(es) so much for **4** once and for all **5** completely at home

6 Students' own answers

READING AND USE OF ENGLISH

1 *Suggested answers:* 'd/would rather make an assessment, prefer to consider different aspects

2 weigh up the pros and cons

3 No, the grammar must change: *weighing up the pros and cons*.

4 **2** went/carried/kept ON playing football (regularly), | despite
3 had not / hadn't given me I SO much
4 feel incredibly | hostile TOWARDS
5 he BROKE out | in a / he BROKE | into a
6 will have been | performing TOGETHER

5 Recovering from an injury or setback **6** Five

7 **1** for **4** ahead **6** down **7** with **8** to

8 **1** for **2** would/could **3** it **4** ahead **5** hit **6** down **7** with **8** to

UNIT 8 MAKING ENDS MEET

VOCABULARY AND READING

1 **1** take out a loan **2** rip-off **3** allowance **4** support **5** well-off **6** withdraw **7** broke **8** fund

2 **1** unaffordable **2** well-off **3** withdraw **4** allowance **5** support **6** fund **7** take out a loan **8** rip-off **9** broke

3 **1** unaffordable **2** fund **3** allowance **4** well-off **5** withdraw **6** support **7** take out a loan **8** rip-off **9** broke

4 **1** Felix **2** Erica **3** Corinna **4** Adam

5 **1** C **2** B **3** A **4** D **5** B **6** C **7** D **8** B **9** C **10** A

6 **1** grasp **2** coming round **3** campaigns **4** switch off **5** whatsoever

GRAMMAR

1 **1** b **2** e **3** c **4** d **5** a **6** g **7** f **8** h

2 **1** a, d, h **2** b, c, g **3** e, f

3 **1** had more time **2** knew the answer **3** would turn down the music / turn the music down **4** 'd/had ordered a burger **5** lived closer to them **6** 'd/had listened to you

4 **1** was **2** had gone **3** hadn't come **4** weren't **5** hadn't applied **6** would

5 **1** If only I **didn't** work on Friday and Saturday evenings.
2 It's clear that you're keen to make a good impression, but I wish **you 'd/would calm** down a little.
3 ✓
4 We're due to get a nice bonus this month, but **only if** we hit our sales targets.
5 ✓
6 I like to go shopping, but **only if** I have money.
7 If **only I** could travel back in time, I would tell my younger self to save more money. / If I **could only** travel back in time, …
8 If only they **spoke** another language, they'd find travelling much easier.

6 **1** 'd/would tell **2** knew **3** hadn't / had not rained **4** wouldn't / would not keep **5** 'd/had learned/learnt **6** would end

7 **1** I got paid enough/more **2** you wouldn't tap / 'd/would stop tapping **3** she could / was/were able to **4** I hadn't **5** there were **6** 'd/had seen / hadn't missed

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VOCABULARY

1 **1** d/e **2** e/d **3** c **4** b **5** g/h **6** a **7** g/h **8** f

2 **1** come down **2** put aside **3** shop around **4** came into **5** shared out **6** splash out **7** get by on **8** ripping off

3 **1** come down **2** came into **3** get by on **4** share out **5** shopping around **6** splashing out **7** put aside **8** ripped (you) off

4 **1** daylight robbery **2** make ends meet **3** break the bank **4** rags to riches **5** false economy **6** pouring money down the drain

5 **1** rags to riches **2** money down the drain **3** make ends meet **4** break the bank **5** daylight robbery **6** false economy

6 Students' own answers

WRITING

1 **1** No **2** Yes **3** No **4** No **5** No **6** No **7** No **8** Yes **9** Yes

2 **1** background **2** personal **3** employment **4** contact **5** academic **6** qualifications

3 **1** gained **2** launch **3** supervising **4** completed **5** demonstrated **6** appreciate **7** assisted **8** was awarded **9** enhanced **10** perform

4 **1** pressure **2** humour **3** sales **4** player **5** skills **6** attitude

5 *Suggested answer:* communication skills, performing well under pressure, ability to speak different languages, etc.

6 Students' own answers **7** Yes

8 **A** 5 **B** 8 **C** 6 **D** 2 **E** 1 **F** 4 **G** 7 **H** 3

9 **1** skill set **2** respond, enquiry **3** put, forward **4** potential, opportunities **5** opportunity, interact **6** customer complaints **7** guests **8** skills, transferable

UNIT 9 EDUCATING GENERATION Z

VOCABULARY AND READING

1 **Across: 2** critical thinking **3** career path **6** social **7** networking **8** leadership **9** scholarship
Down: 1 trainee **2** careers advice **4** aspirations **5** internship

2 **1** social skills **2** scholarship **3** aspirations **4** networking **5** career path **6** trainee **7** careers advice **8** critical-thinking **9** internship **10** leadership

3 Students' own answers **4** Students' own answers

5 **1** B **2** F **3** A **4** D **5** C **6** E

6 **1** inclusive **2** omitted **3** continual **4** outweigh(s) **5** pronounced

GRAMMAR

1 **1** c **2** e **3** d **4** f **5** a **6** b

2 **1** In a university application, attention to detail is important. / Attention to detail is important in a university application. **2** He suddenly realised that he had missed an entire page of questions in the test. **3** I realised that I wanted to take a gap year in May. / I didn't realise that I wanted to take a gap year until May. **4** I find my current English teacher's lessons most helpful. **5** I needed to go home when I started to feel ill. **6** If we don't know the answer, we should ask the teacher for help.

3 **1** What I would love is to finish my homework on time this week. / What I would love this week is to finish my homework on time.
2 It is taking effective notes in class that will help you write better essays.
3 What Gerard is hoping is to go to Pompeu Fabra University next year.
4 What I'll be disappointed with/about is if I don't meet all of my university offers.
5 It was the complexity of her argument that surprised me / I was surprised by.
6 What keeps me awake at night is thinking about the next day's classes.
7 It is your lack of effort that I'm concerned about / concerns me / I find concerning.
8 What I find amazing / What amazes me is that some people can memorise everything they read.

4 **1** ✓ **2** ✓ **3** ✓ **4** What we need more than anything **is** (**to have**) a separate room for private study. **5** It was **while/when** she was visiting as a tourist that she realised she wanted to study in Milan. **6** What you need to do is **set** aside an extra hour at the weekend for revision.

VOCABULARY

1 **1** d **2** a **3** e **4** c **5** g **6** h **7** b **8** f

2 **1** hand in **2** caught up / read up **3** go over **4** read up on **5** falling behind **6** dropping out **7** get through **8** broken up

3

gain	fulfil	pay
an understanding	a dream a goal requirements	a visit fees

set	submit
a goal high standards	an application

4 **1** sets **2** dream/goal **3** fulfil **4** pay **5** application

5 **1** A **2** B **3** B **4** D **5** C **6** C **7** A **8** D

LISTENING

1

	Girl	Boy
teachers	✓	
classmates	✓	✓
school uniform		
classroom study	✓	✓

2 **1** supporting the students **2** people from other classes **3** broaden my understanding **4** makes a really nice change

08 Extract 1 You hear a girl and her cousin talking about the different schools they attend.

M: How's school going for you at the moment?

F: Pretty good, thanks. My teachers must have been on a training course or something; they've been much more effective in supporting the students recently. There's also been a change to the timetable this year, and we've got one period each week where we sit down and discuss our studies with people from other classes, without any teachers present. I'm certainly making the most of the chance to broaden my understanding of other subjects, anyway. It makes a really nice change from regular classes, which are always focused on the one thing.

M: Sounds interesting. That's a really good idea to get different groups interacting with each other. We also get one period per week in my school for independent learning, and I certainly get a lot out of mine, too. The thing is, though, we're all so competitive and desperate to get top marks in everything that some students just put their pens down after about five minutes because we don't actually get assessed in those periods. And no-one suggests they do anything different. It's funny – everyone is really supportive of their peers when it comes to sports and after-school activities, but you couldn't say the same about the subjects that really matter.

3 A **4** Students' own answers **5** C

6 **3** C **4** B **5** B **6** B

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09 Extract 2 You hear two teachers talking about homework.

M: When a piece of homework needs to be completed, it certainly helps students to have a fixed date in their heads. It provides an element of structure for anyone who prefers to work that way, at least. I feel that, if we allowed students to hand work in whenever they wanted, that might begin to affect discipline in a more general sense. But what I find most annoying is the fact that, on the whole, my students don't even start what I've set until the night before it's due.

F: I know, it can be difficult to get through to them how beneficial it is not to leave homework until the last minute. But, last week, I tried something new. When I set an assignment, I told my class to hand it in at some point this week. No specific day or time, just 'submit your work before Friday'.

M: Let me guess – they all handed in perfect homework on the Monday?

F: No, not quite – we're not in a movie. But I have to say, every one of them produced their best work yet. It was as if they felt more freedom to explore the material in their own way, without worrying about handing it in exactly on time.

Extract 3 You hear two first-year university students discussing their studies.

M: On the first day of my course, I was given a recommended reading list of 30 books, which was about three times as many as I'd been anticipating. How on earth would I get through them all? I realised how much better I needed to get at organising my study time. I'm hoping to have become much more used to everything soon and that my results at the end of the year will be worth all this effort.

F: It's a totally different world, isn't it? Like, I'm still getting used to constantly being in small seminar groups rather than big classes. It feels strange to me.

M: I feel a bit lost in those as well. When I was at school, lessons did have some element of discussion or debate, but clearly not enough.

F: You're not wrong. We did get plenty of practice in note-taking and research techniques, though. That has definitely helped.

M: It has, although I didn't get anywhere near as much guidance in constructing academic essays as I'd have liked.

F: Perhaps, but now I'm at university, I can see how differently the papers are written from subject to subject. I suspect it would have been a waste of time to spend too long on studying the same general format.

READING AND USE OF ENGLISH

1 Students' own answers **2** No **3** All except for C

4 Options A, B and C create phrasal verbs with the main verb *fall* that do not fit the meaning that is needed here. D is incorrect because there should only be one word in the gap.

5 **1** were **2** behind **3** little **4** what **5** gain/acquire/develop **6** to/when **7** will/may/might/could 8 towards/to/about/regarding/concerning

6 B

7 A is a verb, and a noun is required here to sit between two other nouns and make a noun phrase, plus no answer can be the same as the word given. B is a noun, but is formed from a different root word 'admire' and so doesn't make sense. C is incorrect because a plural noun is needed in this context.

8 applications (They are both nouns, as is required, but only applications/documents are processed, not people.)

9 **1** applications **2** aspirations **3** leadership **4** knowledgeable **5** apparently **6** submission **7** endurance **8** fulfilment/fulfillment

UNIT 10 CRIME AND PUNISHMENT

VOCABULARY AND READING

1 **1** f **2** e **3** a **4** h **5** g **6** b **7** i **8** c

2 **1** reported **2** arrested, suspicion **3** charged **4** prosecuted **5** plead, guilty **6** find, guilty **7** pay damages **8** issued, fine **9** sentenced, prison/jail

3 Students' own answer

4 Students' own answer, but probably C

5 **1** B **2** B **3** C **4** A **5** B **6** D

6 **1** uncompromising **2** address **3** avidly **4** widespread **5** inequalities

GRAMMAR

1 **1** Not only is it rude **2** Under no circumstances should you ride **3** No way would I ever commit **4** Not until late at night do **5** Rarely will minor offences ever lead to **6** Only when the police arrived did I know **7** Little did the thieves realise that **8** Not for one moment would I

2 **1** Under no circumstances **2** Not for one moment **3** Not until **4** Not only **5** Little **6** No way **7** Only when **8** Rarely

3 **1** Not only **are there** prison sentences that are too short, but also others which are too long. **2** **Under** no circumstances could it be described as acceptable to graffiti a monument. **3** Never before **had I slept** so well as the night I was released from jail. **4** ✓

4 **1** No way will the police find whoever is guilty of this crime. **2** Not until we've explored every part of this investigation will I rest. **3** Under no circumstances should anyone be forced to hand over their personal details. **4** Rarely do people worry about crime when they are on holiday. **5** Not only was the lawyer exhausted, he had also started to doubt his client's story. **6** Only after I had seen a documentary on TV did/could I understand how complex a police investigation can be.

5 **1** is it becoming / has it become **2** did he expect / would/could he have expected **3** should they agree **4** did/could he identify **5** will I feel **6** had she learned/learnt

VOCABULARY

1 **Across:** **2** criminal **4** shoplifter **5** vandal **6** offender **7** thief **Down:** **1** burglar **3** prisoner

2 **2** (de)criminalise, crime **3** imprison, imprisonment **4** shoplift, shoplifting **5** vandalise, vandalism **6** offend, offence **7** steal, theft

3 **1** imprisonment **2** jail sentence **3** Organised crime **4** light sentence **5** minor offence **6** Petty theft **7** repeat offender **8** vandalism

4 **1** community service **2** imprisonment **3** light sentences **4** minor offence **5** petty theft **6** repeat offenders **7** organised crime **8** jail sentences

5 **1** *both* **2** service **3** sentence **4** theft **5** *both* **6** crime **7** cruelty **8** *both*

WRITING

1 **1–2** Students' own answers **2** Sentence 3 **3** Yes

4 **1** Yes **2** No (There are two 'kids' in the answer.) **3** Yes (but it could be improved) **4** Yes **5** Yes **6** Yes **7** Yes **8** Yes **9** No (not a 'considerable' range) **10** No (not a 'wide' variety)

5 **A** 7 **B** 6 **C** 1 **D** 3 **E** 4 **F** 2 **G** 8 **H** 5

6 **1** probably fair to say **2** widely believed, hold the opinion **3** no wonder **4** there is no real consensus **5** issue **6** Having considered

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7 **1** What forces them to look somewhere else for a sense of belonging is the absence of a strong role model at home. **2** Not only do parents have a duty to educate their child, (but) they should also ensure that he or she remains safe. **3** It is because their friends encourage them (to) that young people commit crime. **4** Rarely do they consider the consequences of committing a crime. **5** If only this was/were an easy thing to do. **6** If they weren't / were not so concerned with gaining approval, they wouldn't / would/might/may not find themselves in trouble with the authorities.

UNIT 11 WORKING UP AN APPETITE

VOCABULARY AND READING

1 **1** fatty **2** in season **3** high in **4** bland **5** junk food **6** low in **7** organic **8** rich **9** produce **10** ready meal

2 **1** junk food **2** in season **3** blandest **4** organic **5** ready meal **6** rich **7** produce **8** low in, high in **9** preservatives **10** fatty

3 **1** fatty **2** junk food **3** organic **4** bland **5** high in **6** produce

4 B **5** **1** A **2** D **3** C **4** A **5** A **6** B **7** C **8** B

6 **1** Dasha **2** Sara **3** both **4** Sara **5** Dasha **6** both **7** Dasha **8** Sara

7 **1** gathering **2** core **3** predominantly **4** consumption **5** welfare

GRAMMAR

1 **1** Sugar needs to be added at the start of cooking tomatoes. **2** Each guest is personally welcomed to the restaurant by the head chef. **3** Posters have been put up advertising / to advertise a new juice bar in town. / Posters advertising a new juice bar have been put up in town. **4** A new law has been created that bans takeaway restaurants from using plastic containers. **5** I've been advised to cut down on salt by my doctor. **6** The longer the dinner is left in the oven, the nicer it will taste.

2 **1** got burned/burnt **2** going to be invited **3** is being served **4** were being prepared **5** haven't been told **6** had been added **7** are expected **8** was installed

3 **1** dinner is eaten earlier **2** hot meals do not tend to be served **3** ✗ **4** ✗ **5** their evening meal is referred to as **6** Spain is widely recognised **7** This tradition hasn't been changed **8** ✗

4 **1** I really fancied a couple of biscuits, but the packet had already been **opened** and they had gone soft. **2** By 2025, I will have been ~~being~~ a vegan for ten years. **3** The recipe, according to my mum and my aunt, **was / had been** handed down to them by my great-grandmother. **4** ✓ **5** Hector can't eat all the tomatoes he grows, so I think he's going to **sell** some at the market. **6** ✓ **7** In most countries, tipping the waiter is common, but it isn't **seen** as an obligation. **8** When she got to the restaurant, **Anna remembered** that she had forgotten her credit card.

VOCABULARY

1 **1** c **2** e **3** h **4** f **5** a **6** g **7** d **8** b

2 **1** ✗ **2** ✓ **3** ✗ **4** ✓ **5** ✗ **6** ✓ **7** ✓ **8** ✗

3 **1** free-range **3** homemade / locally sourced / gluten-free **5** locally sourced **8** locally sourced / sun-dried

4 **1** e **2** f **3** d **4** h **5** g **6** b **7** c **8** a

5 **1** go halves **2** sweet tooth **3** on the house **4** say when **5** tuck in, bigger than your stomach **6** I could eat a horse **7** go easy on

6 **1** tuck in **2** sweet tooth **3** could eat a horse **4** go easy on **5** bigger than his stomach **6** say when **7** on the house **8** go halves

LISTENING

1 Students' own answers **2** recipe tips, detail, victory, show **3** (recipe) tips, victory, show **4** (recipe) tips

10 You will hear an interview with a teenage chef called Kelis Maya.

F: Hi, everyone, my name's Kelis Maya and I'm delighted to have been invited to the *Teenage Trendsetters* podcast to talk about my obsession – food.

Two years ago, I won the TV cookery show, *Chef Maestro*. For a month afterwards, I had dozens of interview requests from all sorts of journalists, bloggers and vloggers. It was great, although I might have got carried away with giving them recipe tips when they were actually looking for more detail about my victory on the show.

5 Yes, you need to add 'recipe' to form 'recipe tips'. Kelis is being specific about which tips they wanted, i.e. not tips for getting on the show, for winning the show, etc.

6/7 **1** amateurs **2** audition **3** self-belief **4** solutions **5** appliances **6** pastry **7** nutrition

11 **F:** When the attention had gone away, I was relieved to go back to a normal routine, and any spare time outside of school was once again spent in the kitchen at home. Perhaps because I was back in that environment, I was increasingly trying out some amazing meal suggestions from amateurs that I found online, rather than working entirely from my collection of cookbooks that professional chefs had written.

It was actually my sister who entered me for the competition. The initial contact from the production team came when I spoke to a researcher for the show over a video call, which was brief and light-hearted, and then I was invited in for an audition the following week. Quite a few elements of that were tougher than I'd anticipated, but I did enough on the day to get me through.

During the first event, not only were my dishes good enough to impress the judges, I was also nominated *Top Chef*. While it took some of the pressure off, it wasn't easy to maintain that self-belief during those challenging first few episodes, however much my enthusiasm kept me going, but I still ended up coming second in rounds two and three.

When I got to the final, I initially had a disaster when I was preparing my main course. But I kept calm and took control of the situation, and that really impressed the judges. That's what I love about being a chef – it's all about finding solutions when everything seems lost. You can't be put off by mistakes.

My parents give me a monthly allowance from the money I won on the show. Socialising, which most people my age tend to spend their cash on, isn't that appealing to me. Instead, to make cooking easier or more creative, I'm always trying to get hold of the latest appliances, although I do treat myself to some trainers occasionally.

Over the next year, I'm going to be spending time in a professional kitchen, learning from a fantastic head chef. I can't wait to extend my knowledge of working with meat and learn how to cook vegetables even better than I can now. I've not spent anywhere near as much time preparing pastry, so I hope my limitations in that area don't hold me back. My other grand plan is to set up a cookery school for kids. It's common to find catering courses for people aged 16 and over, but I strongly believe people should start thinking about nutrition when they are barely old enough to hold a knife and fork.

I have a few heroes …

READING AND USE OF ENGLISH

1 *Suggested answer:* It's expensive, but you get what you pay for.

2 Students' own answers

3 **1** preposition **2** verb **3** adjective **4** preposition/ adverb **5** auxiliary verb **6** verb **7** preposition (to form an idiomatic phrase) **8** verb

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4 A, B, D. 'On' is the wrong preposition for the verb 'read', but works with the phrasal verb 'read up'. 'About' works with both.

5 **1** on/about **2** splash **3** baked/made **4** through **5** did **6** take **7** on **8** wish

6

	Positive	Negative
Verb	decide	–
Noun	decision	indecision
Adjective	decided	undecided

7 undecided **8** 1 (-less)

9 **1** fearless **2** childhood **3** hardship **4** innovatively **5** preservatives **6** influential **7** optimistically **8** unaffordable

UNIT 12 GREEN TRAVEL

VOCABULARY AND READING

1 **1** carbon neutral **2** clean up **3** itinerary **4** bound for **5** off the beaten track **6** offset your carbon footprint **7** self-catering **8** staycation **9** sustainability **10** tourism tax

2 **1** bound for **2** off the beaten track **3** self-catering holiday **4** staycation **5** itinerary **6** tourism tax **7** offset your carbon footprint **8** clean up **9** carbon neutral **10** sustainability

3 **1** bound for **2** itinerary **3** carbon neutral **4** self-catering **5** offset your carbon footprint **6** sustainability **7** clean up **8** staycation **9** off the beaten track **10** tourism tax / tourism taxes

4 Students' own answers **5** Students' own answers

6 **1** C **2** C **3** A **4** B

7 **1** champion **2** enhancing **3** heritage **4** reasoning **5** venturing

GRAMMAR

1 **1** d **2** f **3** h **4** b **5** c **6** g **7** a **8** e

2 **1** I never expected **to be upgraded** to first class, so it was a wonderful surprise.
2 In Paris, we were lucky enough **to be made** / **to have been made** an amazing dinner by a world-famous chef.
3 All international travellers should **be shown** how to become more carbon neutral.
4 ✓
5 Some people on flights demand **to be treated** like royalty – it's so rude.
6 ✓
7 I'm really looking forward to **being reunited** when you come back home.
8 Have you seen my passport? I'm getting really worried about not **being able** to find it.

3 **1** being taken **2** to be shown **3** to be delayed / to have been delayed **4** being asked **5** being spoilt / spoiled **6** being shown **7** being told **8** to be informed

4 **1** Compared **2** to be **3** having been **4** to be **5** being **6** to be

5 **1** Passive 2: My lunch tray was given to me by the air steward.
2 Passive 1: I've / I have been promised a trip to Paris by my brother. Passive 2: A trip to Paris has been promised to me by my brother.
3 Active: The host is currently reading the visitors the house rules / the house rules to the visitors. Passive 1: The house rules are currently being read to the visitors by the host.
4 Passive 1: Daniel was given a prize by his maths teacher for coming top in his exam. / Daniel was given a prize for coming top in his exam by his maths teacher. Passive 2: A prize was given to Daniel by his maths teacher for coming top in his exam. / A prize was given to Daniel for coming top in his exam by his maths teacher.
5 Passive 1: Guests will be offered a choice of starter and main course. Passive 2: A choice of starter and main course will be offered to guests.
6 Active: Our government has set strict new laws for international travellers. Passive 1: Strict new laws have been set for international travellers by the government. Passive 2: International travellers have been set strict new laws (by the government).

VOCABULARY

1 **1** i **2** a **3** e **4** c **5** j **6** d **7** b **8** g **9** h **10** f

2 **1** remove **2** child **3** express **4** incorrect **5** commence **6** friend **7** dishonest **8** virus

3 **1** kid **2** arrive **3** build **4** wrong **5** purchase **6** quit **7** investigate **8** dodgy

4 **1** remove **2** get **3** permit **4** start **5** depicts **6** stop **7** bug **8** return

5 **1** numerous **2** a bit **3** a large amount of **4** much **5** large numbers of **6** doesn't matter much **7** so few **8** pretty

WRITING

1 Students' own answers **2** Students' own answers

3 An introduction giving the reason for writing the letter

4 2

5 **1** Yes, they talk about what they did/didn't enjoy about the holiday. **2** A response to the third part of the question (how the holiday could be improved) **3** No, the second paragraph is too informal in places.

6 **1** mostly thanks to **2** Added to this **3** extremely pleased with **4** hugely reassured

7 To improve the holiday further, how about this? The two accommodation sites are nowhere near each other and, while your company's aim to stop using petrol in cars and buses deserves praise, it took two hours on three trains to get from accommodation A to accommodation B. Oh, and another thing – tree-planting aside, you didn't put on anything else that would let us contribute to the sustainability of the local areas in which we stayed.

8 **1** how about this? **2** you didn't put on anything else that would let us **3** nowhere near **4** stop using petrol in cars and buses **5** Oh, and another thing **6** get from accommodation A to accommodation B

9 **1** C **2** A **3** D

10 It makes a recommendation about a problem that has not been mentioned previously (the food), despite the phrase *as I mentioned before*, and so the letter does not 'flow' as well as it should.

11 Students' own answers

UNIT 13 LEARNING THE LINGO

VOCABULARY AND READING

1 **1** c **2** a **3** e **4** h **5** f **6** b **7** g **8** j **9** d **10** i

2 **1** 'd/had brushed up on **2** catch up on **3** come / are coming up to **4** getting at **5** burst out **6** get by **7** 's/has been going on **8** to take in **9** talk, into

3 Students' own answers **4** Students' own answers

5 B

6 **1** Silvana **2** Sveta **3** Ronnie **4** Silvana **5** Robert **6** Ronnie **7** Robert **8** Sveta

7 **1** tedious **2** light-hearted **3** go through the roof **4** soldier on **5** mimic

GRAMMAR

1 **1** My dad **had me teach** him a few words in German before our holiday.
2 It's easy to **get someone to help** you practise your speaking – there are lots of conversation apps available.

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3 My sister is looking forward to **having her nails done** when she goes to the salon later.
4 I'm hoping to have my teachers **check my university application** before I send it.
5 The tour guide was pretty good, but we had to **get her to slow down** when she was speaking.
6 When someone finds **learning a language** difficult, you can't make them improve overnight.
7 My mum always used to **let us practise our English** on holiday, even though we were terrible at it.

2 **1** Mia had her bag stolen yesterday.
2 I can't believe you made me wait for an hour.
3 I'm going to get my homework checked by my sister.
4 He's trying to get the teacher to improve his grade.

3 **1** Marco had Simon check his homework / Marco got Simon to check his homework – and he did.
2 I'm going to take my bike back to the shop so I can get/have it repaired.
3 I needed to get/have a document translated into English, so I asked my cousin in London to help / had my cousin in London help / got my cousin in London to help.
4 It's about time we got/had your grandmother to visit.
5 Your laptop is broken. You should have your parents buy you a new one / get your parents to buy you a new one.
6 Miriam never walks to school – she always has her mother drive her / gets her mother to drive her.

4 **1** She couldn't remember whether or not she **had put her coursebook** in her bag.
2 We should set different lunch times to avoid having students ~~to~~ queue at the same time / avoid students having to queue at the same time.
3 ✓
4 After hours of trying, they finally succeeded in getting the cooker **to work**.

5 **1** the documents | to BE sent
2 have had/got | our English classes TAUGHT
3 NEVER have got/had | my hair cut
4 SUPPOSED to have/get | his car repaired
5 having/getting | his meals COOKED / only eating | meals COOKED
6 he was MADE to | stay back

VOCABULARY

1 **Across** **1** respectively **2** massively **3** incredibly **4** comprehensively **5** individually **6** effectively **7** publicly **8** repeatedly **9** namely **10** supposedly **11** poorly **Down** **12** technically

2 A

3 **1** massively **2** technically **3** incredibly **4** individually **5** repeatedly **6** effectively

4 **1** comprehensively **2** respectively **3** poorly **4** supposedly

5 **1** effectively **2** incredibly **3** technically **4** individually **5** comprehensively

LISTENING

1 All of them **2** Students' own answers
3 Students' own answers **4** C

12
N: You will hear an interview with two researchers, Daniel Shu and Mia Cecchi, who are talking about non-verbal communication.
I: With me today are Daniel Shu and Mia Cecchi, two researchers who run a website about effective use of non-verbal communication. Daniel, what should everybody try to understand about non-verbal communication?
D: Well, the first thing is to address the common misunderstanding that being a good communicator is almost nothing to do with the words you choose, but is actually about what you're doing when you say them. In our view, successful non-verbal communication works as a supportive companion to the language used, rather than as a dominant partner. For example, if I introduced myself in the conventional way – 'Hello, I'm Daniel' – but had my back turned to you, you'd know what I was getting at, but it would still come across as completely strange. Basically, you can suggest something without using words, but language is there to verbalise ideas and make your meaning clear.

5 Well, the first thing is to address the common misunderstanding that being a good communicator is almost nothing to do with the words you choose, but is actually about what you're doing when you say them. In our view, successful non-verbal communication works as a supportive companion to the language used, rather than as a dominant partner. For example, if I introduced myself in the conventional way – 'Hello, I'm Daniel' – but had my back turned to you, you'd know what I was getting at, but it would still come across as completely strange. Basically, you can suggest something without using words, but language is there to verbalise ideas and make your meaning clear.

6 Well, the first thing is to address the common misunderstanding that being a good communicator is almost nothing to do with the words you choose, but is actually about what you're doing when you say them. In our view, successful non-verbal communication works as a supportive companion to the language used, rather than as a dominant partner. For example, if I introduced myself in the conventional way – 'Hello, I'm Daniel' – but had my back turned to you, you'd know what I was getting at, but it would still come across as completely strange. Basically, you can suggest something without using words, but language is there to verbalise ideas and make your meaning clear.

7 **2** A **3** D **4** A **5** B **6** C

13
I: What are you hoping to achieve with the website that you and Mia created?
D: When we launched the site, we knew that it wouldn't make us enough money to be considered rich. We earn enough from advertising to get by, and that's good enough for us because we've always been so focused on helping people control their encounters with others more effectively. We have included a huge amount of research to back up our theories, but these are a little hidden away, as not everyone is interested in that type of thing. Most of the website contains reasonably light-hearted advice on what to expect if there's a breakdown in communication and things go wrong.
I: Do you have any examples of what can happen when things do go wrong?
D: When I moved to St Petersburg in Russia, I knew I'd have a few communication issues, even after a year of taking evening classes in Russian. But I wasn't prepared for quite how negatively everyone reacted to me at first. Most people seemed to want to escape the moment I started talking to them. I initially assumed it was because of my terrible grammar. Soon, though, a friend told me a Russian saying: 'Laughing without reason is a sign of stupidity.' In my mistakenly British way, I'd been making an extra effort to smile at everyone, especially people I didn't know, and that just doesn't happen there.
I: Mia, on the website, you write about using body language to your advantage. Can you tell us about that?
M: Sure. Let's look at the example of going for a job interview. One simple technique is known as *mirroring*, which is when you, the interviewee, occasionally and very gently change your posture to mirror some of the body language of the person interviewing you. Leaning forwards when they do, for example, without making it too obvious. Studies have shown that this helps them identify with you more easily. As well as this, picture yourself as a doctor talking to a patient. Your voice and body language changes to reflect that. You come across as being in control of the situation, but not in an especially persuasive way, which people feel reassured by.

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I: Would you say that your knowledge of non-verbal communication – like touching your nose – brings other benefits, like being able to tell if someone is lying?

M: It's difficult to be 100% sure about this because, again, one's culture has such an influence on meaning. Yes, there is some evidence to suggest that people touch their noses more often when they aren't being truthful. However, in different countries, this could also mean the speaker is indicating that they are talking about something confidential, or perhaps warning the person they're talking to that they should be careful, as can happen in Italy. Plus, in China, they touch their nose when they want to talk about themselves, much as you or I might put our hands to our chests.

I: How would you both say these cultural differences should be taught when someone is learning another language?

M: It would help to get an understanding of the people in any given country. I mean, language coursebooks don't generally include information about aspects of non-verbal communication. There's a strong argument to correct this absence; I think they should do. Having said that, these are things that are most efficiently picked up in their natural environment, rather than in a classroom.

D: I'm less convinced that textbooks could realistically train students how to adopt their range of expressions to different cultures. Mostly because everyone can generally pick up on these things far more quickly when they're around people who have grown up in, or are at least very familiar with, a particular area. That's who you tend to learn best from.

I: Daniel and Mia, thank you very much …

READING AND USE OF ENGLISH

1 C **2** **A** 2 **B** 1 **C** 3 **3** C

4 **1** unbearable **2** comprehensively **3** requirements **4** supposedly **5** adversity **6** guidance/guidelines **7** likelihood **8** incapable

5 C **6** over, in **7** not come/gone DOWN | in price over/in

8 **2** SHOULD not have | started writing / written your **3** do you find | SUCH low prices / are SUCH low prices | found **4** was my grandmother | who INTRODUCED me **5** only I'd / I had | thought THROUGH **6** 'll/will/might/should have FINISHED | eating dinner by

UNIT 14 THE SOCIAL MEDIA GENERATION

VOCABULARY AND READING

1 **1** boost **2** emulate **3** sponsor **4** fanbase/follower **5** market **6** target **7** follower/fanbase **8** engage with **9** designer goods **10** product placement

2 **1** target **2** boost **3** designer goods **4** sponsor **5** fanbase **6** product placement **7** follower **8** emulate **9** engage with **10** market

3 **1** boosted **2** fanbase **3** market **4** engage with **5** target **6** product placement **7** emulate **8** followers **9** designer goods **10** sponsor

4 **1** F **2** A **3** G **4** E **5** C **6** D

5 **1** compelled **2** troubling **3** wholeheartedly **4** otherwise **5** purely

GRAMMAR

1 **1** Dominic told me (that) he'd / he would send me a link to an amazing news website.
2 Christina said (that) she hadn't / had not read the article, but (that) she did plan to when she got home that evening.
3 Stefan said (that) he was so pleased; he'd / he had completely cleaned up his friends list.
4 Victoria said (that) she'd / she had been planning to do a media course since last year / the previous year / the year before.
5 Xavier said (that) he wasn't sure when the homework was due, but (that) he'd / he would ask our/their teacher.
6 Marianna asked me which online news providers I subscribed/subscribe to.
7 Simon told me (that) he might not be able to visit me next / the following week.
8 Lara told me (that) it was OK to be worried about my exams, but (that) she was sure they'd / they would be fine.
9 My teacher said (that) the internet was a useful resource, but (that) I shouldn't trust everything I read online.
10 Luisa told me (that) she hadn't realised that her maths homework would be so difficult until she'd / she had started it.

2 **1** advised **2** reminded **3** admitted **4** suggested **5** persuaded **6** insist on **7** concluded **8** reassured

3 **1** Last week, it was reported that 50% of the news we read today is fake. / It was reported last week that 50% of the news we read today is fake.
2 Yesterday, it was announced that every home would have fibre optic broadband by 2024. / It was announced yesterday that every home would have fibre optic broadband by 2024.
3 It is assumed that all aspects of life will be run online by the year 2050.
4 It is widely/commonly/often believed that the internet should never have been invented.

4 **1** Sophie suggested cutting down on the amount of time I spend on social media.
2 Antonio warned Danique not to open that file. It had a virus. / Antonio warned Danique not to open that file because/as it had a virus.
3 Gabriela denied being at home when the TV got smashed.
4 My mum offered to help (me) with my homework as long as I tidied my bedroom first.

5 **1** The headteacher called us into his office and **told** us that we were going to be disciplined.
2 Yesterday, she said she **accepted** / **'d/would accept** my invitation to work as study partners on the project.
3 Eric arrived home after months away and, before he could **say** anything, his mother burst into tears.
4 ✓

VOCABULARY

1 **2** immaturity **3** discomfort **4** illiteracy **5** disobey **6** undo **7** deactivate **8** disbelieve **9** unhealthy **10** inefficient **11** unqualified/disqualified **12** imprecise **13** irrationally **14** impatiently **15** uncooperatively **16** irresponsibly

2 **1** ir- **2** dis- **3** un- **4** de- **5** dis- **6** in-

3 **1** unqualified **2** irrationally **3** imprecise **4** disbelieve **5** illiteracy **6** uncooperatively

4 **1** anti-government **2** misconduct **3** non-violent **4** thoughtless **5** helpless **6** useless **7** untruthful **8** unhelpful

5 **1** fulfilment / fulfillment **2** deactivated **3** disbelief **4** forever **5** thoughtful **6** unacceptable **7** endlessly **8** irrational

WRITING

1 Students' own answers **2** A headteacher, formal

3 Section 1 **4** **A** 2 **B** 7 **C** 6 **D** 3

5 Yes: 'Dear Mr Smith' and 'Yours sincerely, Vladimir' are not appropriate for a report.

6 **1** Initially **2** afterwards **3** Beforehand **4** Subsequently **5** on a later day during the week **6** eventually

7 **1** in the end / afterwards **2** subsequently **3** initial **4** at a later date / afterwards **5** latter **6** prior **7** Afterwards / Subsequently **8** ahead of

8 **1** at a later date **2** Afterwards **3** latter **4** initially **5** ahead of **6** beforehand **7** prior **8** immediately

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UNIT 15 EXPLOITED, ENDANGERED … EXTINCT

VOCABULARY AND READING

1 **1** habitat loss **2** poaching **3** declining population **4** wilderness **5** woodland **6** on the verge of extinction

2 **1** woodland **2** habitat loss **3** declining population **4** wilderness **5** on the verge of extinction **6** poaching

3 **1** woodland **2** declining population **3** wilderness **4** Habitat loss **5** poaching **6** verge of extinction

4 The Brazilian tapir is *Vulnerable*, the jaguar is *Near Threatened*, and the yacare caiman is *Least Concern.*

5 That the Brazilian tapirs are vulnerable, moving towards endangered; no information is given about the status of the jaguar or the caiman.

6 **1** Despite **2** whose **3** Not **4** which/whom **5** as **6** their **7** to **8** in

7 **1** B **2** A, B **3** C **4** A

8 **1** underdog **2** youngster **3** draw **4** cause **5** incentive

GRAMMAR

1 **1** whose **2** to whom **3** *both* **4** who **5** that **6** which **7** who **8** which

2 Environmental activism**, which** is growing in popularity throughout the world**,** campaigns for the protection and repair of the Earth's natural environment. Campaigners**, who** are often in their teenage years**,** regularly attend protests in the towns, cities and countries **where / in which** they live, drawing attention to the issues. That is not to say that they are people **whose** beliefs are limited to their home nation, and in fact they often travel the globe to visit countries overseas **where** there are also considerable risks of damage and destruction. Today's environmentalists are determined only to stop **when** governments and corporations agree to make drastic changes to the way they operate.

3 **1** Currently, there are over 120,000 species on the ICUN Red List, of **which** 32,000 are in danger of extinction.
2 Could you tell me about someone **whose** efforts have made a difference to their local environment?
3 ✓
4 Sales of commercial flights to space have angered climate activists, **to whom** the inevitable pollution is unacceptable. /… **who** the inevitable pollution is unacceptable **to**.
5 There has been a pause in the government's new Green Plan, **about** which the public were never consulted.
6 The community **in which / where** Helena Gualinga grew up has suffered greatly as a result of land exploitation.

4 **1** Climate change is a very real crisis about which no one should be in any doubt.
2 In my opinion, Greta Thunberg is someone for whom we should all have huge respect.
3 I've finished my volunteer application, but I'm not sure to whom I should send it.
4 Pietro's grandma, from whom he claims to get his determination, was one of the first climate activists.
5 Isra Hirsi is a climate activist with whom it would be fascinating to spend an afternoon.

5 **1** who has **2** which **3** which influences **4** who **5** in **6** when

VOCABULARY

1 **Across: 3** impossible **5** increasing **6** recognised **8** selected **Down: 1** different **2** occurring **4** accepted **7** important

2 **1** officially recognised **2** equally important **3** noticeably different **4** naturally occurring **5** randomly selected **6** virtually impossible **7** rapidly increasing **8** universally accepted

3 **1** B **2** A **3** C **4** C

4 **1** offended **2** aware **3** clear **4** unusual **5** controversial **6** exhausted **7** underweight **8** cold

LISTENING

1 Students' own answers 2 Students' own answers

14 **N:** Speaker 1
My life completely changed after coming back from a long break along the Pacific Coast, whale watching.
N: Speaker 2
I'd always been really into clothes and used to spend hours looking through fashion websites or going on shopping trips into the city.
N: Speaker 3
Where I'm from, it's pretty dead at the best of times.
N: Speaker 4
I read in a newspaper about how much waste we create every day, and it shocked me into action.
N: Speaker 5
While we were putting away the shopping one day, I made a pile of all the empty packaging that was left over.

3 No, because the options are written to ensure that you listen to the whole extract to find the correct answer.

4 **1** E **2** C **3** D **4** H **5** A

5 Sentence 2: Options 1 and 3 are not correct because the speaker will not use the same words as in the question.

6 Task One **1** D **2** E **3** A **4** H **5** C
Task Two **6** D **7** H **8** A **9** G **10** B

15 You will hear five short extracts in which people are talking about taking action to benefit the environment.

N: Speaker 1
My life completely changed after coming back from a long break along the Pacific Coast, whale watching. I was at lunch with someone from work who has always been far more socially and environmentally aware than me, and she stressed how much those holidays can really affect the whales' natural behaviour, even their ability to feed their young. Well, obviously, I couldn't go back and change what I'd done – if only I could – so instead, I decided to start donating to a charity that promotes sustainable whale-watching holidays. I was so impressed with their work that I'm now a volunteer on one of their patrol boats, making sure that we keep the whale-watching tours operating off my own coast at a safe distance.
N: Speaker 2
I'd always been really into clothes and used to spend hours looking through fashion websites or going on shopping trips into the city. Plus, I'd somehow convinced myself that my friends were always expecting me to turn up in something new and stylish. One day, I had a huge argument with my mum about how many clothes I'd bought over the years, how I never wore most of them, and what a waste that was. We didn't talk for days after, which really upset me. To make up with her, I donated about 90% of my wardrobe to charity. These days, I only ever buy eco-friendly, sustainable clothes, and I'm so glad not to be putting that pressure on myself any more.
N: Speaker 3
Where I'm from, it's pretty dead at the best of times. And people round here have always been pleasant enough to talk to, but they don't seem to care about what's happening to the world. When I read about this huge environmental conference taking place in London, that was it. I knew it would be something so unlike anything I'd ever done before, I just had to go. It was amazing – so many interesting and knowledgeable people. I've changed all my preferred university destinations to big cities now, as I'm more desperate than ever for the opportunities you can find living in places like that. It's certainly given me a lot to think about, anyway.

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N: Speaker 4

I read in a newspaper about how much waste we create every day and it shocked me into action. So, going around the parks and streets and picking up all the litter is me doing what I can to help. Who knows whether it'll make any difference in the long term, but I've got to try, haven't I? It's not like there are huge organisations worldwide that campaign against litter dropping. It's down to people like me, ultimately. But it shouldn't be – it's down to everyone. I suppose that's what got me started, actually – doing my bit. I make sure to chat to the people I bump into every day, so we can all understand more about the consequences of what's happening.

N: Speaker 5

While we were putting away the shopping one day, I made a pile of all the empty packaging that was left over. It was ridiculous; there was no excuse for how much plastic had been wasted. The supermarkets have made so many positive steps forward recently in limiting the number of single-use plastic bags they sell, but I was suddenly furious they hadn't gone any further than that. I called the local store manager and somehow arranged a meeting to discuss what could be done. Looking back, I still can't believe how passionate I'd got – it was like I became a different person. But the manager agreed to look into making some changes, so it's all looking quite promising.

READING AND USE OF ENGLISH

1 All of them

2 Only *extinct*: *completely* is an extreme adverb that cannot be used with gradable adjectives.

3 poachers **4** They all mean 'going down'. **5** declining

6 **1** C **2** C **3** D **4** C **5** B **6** D **7** B **8** A

7 Students' own answers

8 naturally, dangerously

9 **1** dangerously **2** Worryingly **3** irresponsible **4** misinformation **5** vandalism **6** uncooperative **7** overcome **8** respectfully

UNIT 16 WHO DO YOU LOOK UP TO?

VOCABULARY AND READING

1 **1** looked up **to** **2** devoted myself **to** **3** **fulfil** my ambition **4** **come** up against **5** raise awareness **of** **6** campaign **against** **7** throw myself **into** **8** **role** model **9** thought **highly** of **10** **take** on a new challenge

2 **1** devotes himself to **2** think highly of **3** came up against **4** look up to **5** throw myself into it **6** raise (people's) awareness of **7** fulfil their ambition(s) **8** take on a (new) challenge **9** campaigned against **10** role model

3 Students' own answers

4 **A** politicians, celebrities **B** celebrities, family members **C** celebrities, family members **D** celebrities, sports stars, family members

5 **1** B **2** A **3** C **4** A **5** D **6** C **7** B **8** C **9** D **10** A

6 **1** mindless **2** worshipping **3** alien **4** meticulously **5** outlook

GRAMMAR

1 **1** discussing **2** admired **3** Having woken up **4** expecting **5** dealing **6** Helped **7** Knowing **8** worrying

2 **1** hoping **2** Having suffered / After suffering / After having suffered **3** working **4** Not being used to **5** Having failed / After failing / After having failed **6** applying

3 **1** Never having met anyone famous before / Having never met anyone famous before **2** having always expected her to do so **3** Rejected by his parents / Having been rejected by his parents **4** (who is) teaching him **5** feeling annoyed with myself **6** Stepping onto the stage to give his talk

4 **1** Based in Baltimore in her early career, she hosted the chat show *People Are Talking*.
2 Launched in 1986, *The Oprah Winfrey Show* caused a sensation across the world.
3 She ended her broadcasting contract in 2011, spending more time on her philanthropic projects.
4 Despite achieving / Despite having achieved so much in her career, she still works tirelessly on a number of projects.

5 **1** **Having considered** the list of candidates for the award, I have come to the decision that we should look elsewhere for the winner.
2 **Compared** with most people her age, Billie Eilish has already enjoyed a remarkable career.
3 When I heard Malala Yousafzai **talking** / **talk** about her experiences, it changed my outlook on life completely.
4 ✓
5 I would love the chance to meet Roger Federer, **having admired** him since I was a child.
6 After **raising** £20,000 to fund her invention, Alyssa Chavez was able to start producing the *Hot Seat*.

VOCABULARY

1 **1** with **2** to **3** of **4** to **5** in **6** for **7** for **8** of

2 **1** mistaken in **2** unaware of **3** integral to **4** thankful for **5** capable of **6** compatible with **7** apparent to **8** notable for

3 aside from, contrary to, in common with, in the region of, let alone, with regard to

4 **1** Aside from **2** with regard to **3** Contrary to **4** in common with **5** let alone **6** in the region of

5 **1** of **2** Contrary **3** of **4** to **5** with **6** let **7** regard/respect **8** for

6 Students' own answers

WRITING

1 Students' own answers **2** Students' own answers

3 Students' own answers

4 <u>There is no reason not to</u> document Yalitza's rise to fame and ability to inspire others.
<u>There is a strong argument for</u> the inclusion of Yalitza Aparicio …

5 Sentences 1, 4, 6, 8, 12 and 14 are too direct, too informal or both.

6 2, 3, 5, 10

7 **1** in order to **2** but it could also **3** so that **4** not least **5** would ensure that **6** As such

8 **1** … she informed the director that she had only just finished school and had been expecting to become a teacher. **2** Not only was she just the fourth Latin American actress to be nominated for Best Actress in the Oscars, but she was also the first indigenous one. **3** Featured as a cover star in a number of world-famous magazines, she has helped her community to become more visible. **4** After being offered the part in her final audition, …

9 **1** reported speech **2** inversion **3** participle clause **4** passive / participle clause

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STUDENT'S BOOK AUDIOSCRIPTS

02 Unit 1, Student's Book page 11

Lewis: So, Olivia, what do you think about personality tests?

Olivia: I don't know. I'm not very knowledgeable about that kind of thing. You've done one, haven't you?

Lewis: Yes, and it was surprisingly accurate – about my good qualities and my bad. It said I'm generally quite sensible, so I don't do stupid things – well … not too often, anyway! And it also said that I'm optimistic – well, I am most of the time … and – I'm sure you'll agree with this – that I'm supportive of my friends. That's true, isn't it?

Olivia: Mm, I suppose so, but what about the bad points?

Lewis: Mm, I'm supposedly careless with money, but I'm not sure I agree with that, and it said that I'm a bit selfish sometimes and … um, oh, what was the other one? Oh yes. Apparently, I'm narrow-minded.

Olivia: Well, I'd say the part about money is true, but I wouldn't call you selfish, and you're definitely not narrow-minded. I'd say that – on the contrary – I've always found you very respectful of other people's ideas. … But there's one characteristic of yours you haven't mentioned. Did the test reveal how chatty you are?

Lewis: Yes! There were lots of questions about that kind of thing. I knew I'd come out as an extrovert. I suppose it's better than being judgemental!

03 Unit 1, Student's Book page 12

Narrator: Extract 1. You hear two friends talking about a girl called Shania and her social media use.

Boy 1: Have you seen Shania's profile? It really looks like she's having an amazing time, doesn't it?

Girl 1: It does *look* like that, doesn't it? I saw the photos she posted a couple of weeks ago and thought, 'Wow, she's living the dream!' But then I bumped into her in town the other day and, talking to her, I got the impression that things might not be as amazing as she's making them out to be. But that's the thing, isn't it? You can be who you want to be online and create this illusion for your thousands of followers that everything's perfect.

Boy 1: I don't know. I mean, it's true that people show off online and make themselves look like they're really cool, popular, happy and everything, but hasn't that always been the case? I suppose that social media has made it *easier* for people to make stuff up or exaggerate aspects of their lives or personality. But then people have boasted about their fancy clothes and big houses for centuries. With today's social networks, it's just more obvious.

Girl 1: Hmm, maybe you're right. I don't know …

04 Unit 1, Student's Book page 12

Narrator: Extract 2. You hear two friends discussing their teacher.

Girl 2: So, how long have you been in Miss Walter's class?

Boy 2: Oh, about six months. She's a terrific teacher, isn't she?

Girl 2: Yes, she is! She's such a good listener – she really makes me feel like my ideas are worth hearing. I think she can relate to students of our age; after all, she's not so much older than us.

Boy 2: To be honest, though, age is just a number. I think she's just a born teacher and a lovely person. The best thing is that she includes us and is really positive, even when we get things wrong. And I love her jokes!

Girl 2: Well, the humour's an added bonus, but the encouragement she gives me really helps me believe in myself. What was your previous class like?

Boy 2: Well, I sometimes used to feel a bit left out. I didn't find it easy to contribute to class discussions since I'm naturally quite reserved. I felt more comfortable with the written work, even though the tasks were pretty demanding. There was a lot of theory involved, and to be honest, I think we could have done without some of it. I'm sure Miss Walters would've made it more fun!

05 Unit 1, Student's Book page 12

Narrator: Extract 3. You hear two friends discussing a friend called Adrian.

Boy 3: Right, so what are we going to do about Adrian? We can't let him go on like this. If he doesn't pull his socks up, he's going to ruin his future.

Girl 3: Yeah, did you realise he missed the lecture on Friday again? It's all very well having a girlfriend, but he won't make it to college at this rate.

Boy 3: I know, but what do you suggest? We've tried talking to him. He says he'll try, but nothing's changed. As far as his parents know, he's still doing all his work.

Girl 3: Well, we could just do nothing. That would be the easiest solution, though not the best for Adrian. I've been wondering about talking to his sister, Helen, instead. She's a couple of years older and very sensible. I think she and Adrian are pretty close.

Boy 3: Mm … Much as I'd prefer to leave it, I'd feel guilty if we did nothing. Helen might have some useful ideas and I don't think she'd tell their mum and dad. You know she works in that café in town? Let's wait for her after her shift tomorrow. I can't think of any better ideas at this point, can you?

06 Unit 1, Student's Book page 13

Narrator: 1 – Hugo

Hugo: Sorry, I didn't catch that. Could you say it again, please? […] Um, my trip to Rome, I think.

Examiner: Why?

Hugo: Why? It was very educational. It was fun, too.

Narrator: 2 – Hugo

Hugo: For me, it's fairly important, but I'd rather spend time with my friends.

Examiner: Why?

Hugo: My family don't like football. And another thing is – they're always busy.

Narrator: 3 – Teresa

Teresa: Um, sorry, what do you mean exactly? […] Um, I suppose it would be my grandmother, since she's always been there for me. She'd look after us while our parents were working. Not only that, but she taught us good values like working hard and being polite. Plus, we actually used to have a great time with her. To be honest, she could be strict, but she had a good sense of humour. She's definitely had the strongest impact on me.

Narrator: 4 – Teresa

Teresa: I must say I have some wonderful memories of that time of my life. For one thing, I was a sociable child and made loads of friends. Besides, I loved learning – reading, numbers, nature, all of it. But the absolute best thing was the food – school lunches were delicious in those days, especially as we were allowed to eat as much as we wanted. I always used to go back for more!

08 Unit 2, Student's Book page 17

Narrator: Conversation 1

Mother: Did you manage to arrange that weekend away with your friends, love?

Boy 1: Well, the thing is, I suggested a camping trip. But Nick said there's no way he's ever going to sleep in a tent. He wants to go cycling. But Lewis doesn't have a bike.

Mother: Oh dear, it looks as though you've hit a brick wall, then.

Boy 1: Yeah, I'm not sure if it's going to happen.

Narrator: Conversation 2

Man: It's interesting, you know, when you think about the politicians that have been elected to parliament in this country …

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Woman: Yes, what about them?

Man: Well, there's a really wide range of people from different ethnic backgrounds. More so in this country than in many others.

Woman: So you think there's real diversity because there are a handful of black and ethnic minority MPs?

Man: Definitely. Don't you?

Woman: But you've got to ask yourself, has there ever been a black Prime Minister? Or a Foreign Minister who's from South Asia? And the answer's no.

Man: Right, so you think that for people from these minorities, it's hard to break the glass ceiling, then?

Woman: Absolutely. Because none of them has ever had one of the top jobs – at least, so far.

Narrator: Conversation 3

Boy 2: My dad was driving me to school today, right, and as he was getting in, his door just lightly touched the neighbour's car next door. Didn't damage it or anything.

Girl 1: Did the neighbour see this?

Boy 2: Yeah. She absolutely hit the roof. Screaming at my dad, as if he'd done something really awful. He didn't know how to react, just sort of mumbled a quick apology, then drove off. And she was still yelling as we drove away.

Narrator: Conversation 4

Girl 2: My mum and dad said they needed to do up the kitchen. So I thought, maybe they'd get a new fridge or something. But they're doing far more than that – they're having a new dishwasher, cooker, gas hob, shiny marble work surfaces, under-floor heating … You name it, they're getting it!

Girl 3: Sounds like they're really going to town, then.

Girl 2: Yeah. But I wish they'd let me do up my room!

Narrator: Conversation 5

Woman 2: You know Ivan?

Man 2: Yeah.

Woman 2: Well, he's actually tri-lingual.

Man 2: You what?

Woman 2: He can speak three languages fluently – Russian, English and Slovenian. And I asked him which is his first language – he said all of them!

Man 2: So he feels at home when he's speaking all three of them? I think I envy him!

Narrator: Conversation 6

Boy 3: Dad, I quit my job today.

Father: Did you? Oh well, if you change your mind, I'm sure they'll take you on again in the future.

Boy 3: I don't think so. When I quit, I told the boss that working for her was the worst experience of my life, and I'd prefer to do anything else than work there.

Father: Oh no, you shouldn't have said that. You've really burned your bridges, haven't you? How are you going to pay for those guitar lessons now?

Boy 3: Hmmm.

09 Life Skills: Negotiating conflict, Student's Book page 20

Narrator: Conversation 1

Tamsin: Hey, Petra! How's it going?

Petra: I'm OK.

Tamsin: Amazing party, wasn't it?

Petra: Yeah, I guess so.

Tamsin: Do you want the see the photos I posted on Instagram?

Petra: Not really.

Tamsin: Why not? They're great. Here, look, that's me and Joe. That's you. That's you. That's me. That's you again, dancing. That one got the most likes, look – 127. People loved it. It's hilarious.

Petra: Listen, Tamsin, can we talk about all these photos you keep posting?

Tamsin: Why? What's wrong?

Petra: Well, you know I'm not on Instagram.

Tamsin: So? You should be. Everyone else is.

Petra: Yeah, but I don't want to be. It's my choice. But you keep taking photos of me when I'm not looking and then posting them without even asking me. Like that one of me dancing. It's *not* hilarious. It's embarrassing.

Tamsin: So, what? I can't post a photo of you? I thought we were friends.

Petra: We *are* friends, but it makes me really uncomfortable knowing there are photos of me online that I haven't even seen. I don't even know who's commenting on them. It's not the first time you've done it.

Tamsin: Wow, I'm sorry, Petra. I didn't know that was how you felt. I just thought it was fun.

Petra: Yes, but it was *your* fun at *my* expense. I'd really prefer it if you didn't do it.

Tamsin: So you don't want me to post any photos of you? Ever? What about selfies of the two of us?

Petra: I guess a selfie's OK. But only if you ask me before you post it.

Tamsin: OK, that works for me. Do you want to take one now?

Petra: OK, go on!

Narrator: Conversation 2

Lucy: Adam, I'm going out. I've got basketball practice. See you later.

Adam: What about the dog? It's your turn to take him for a walk. I did it yesterday.

Lucy: I don't have time. I'm already running late. Can't you do it? *You're* not going out anywhere.

Adam: That's because I've got to revise! My exams are in three weeks. I don't have time. Besides, I know you took him out yesterday but *I* took him out on Monday, Tuesday AND on Wednesday.

Lucy: Look, I can't tonight, OK? *I* don't have much time either, you know. We've got a big game on Saturday.

Adam: I hate it when you do this, Lucy. We're both supposed to help out at home, but I always end up doing loads more than you. Who put the rubbish out last night? Me. Who loaded AND emptied the dishwasher today? Me. Who cleaned the—

Lucy: It was *your turn* to do all that! Anyway, I helped Dad cook dinner the day before yesterday and I washed the car last weekend. I know you have to revise, but—

Adam: It's just like when we go camping and you never help to put up the tent. Oh, I can't do it. You do it, Adam. Please, Adam. You're better at it than me.

Lucy: I can't stand it when you copy me. I don't sound anything like that. Oh no, look at the time! Now you've made me really late. I'm off.

12 Unit 3, Student's Book page 25

Narrator: Speaker 1

Boy 1: The other day, I was feeling right as rain, you know, my normal cheerful self, then suddenly I came over all light-headed. I went to sit down in a chair, then just blacked out. I was out completely for a few seconds. When I came round, the first thing I was aware of was my mum standing over me, giving me a glass of water. And I freaked out. I was like, 'What was that? Am I OK?' And Mum was like, 'Hey, don't worry, you're all in one piece, you're probably just a bit under the weather.' And I was OK – I mean, I didn't bang my head or anything when it happened.

Narrator: Speaker 2

Girl: The other day, I just broke out in a sweat, just like that! It was weird – it'd never happened to me before. The previous day, I'd been on a train journey, and the woman next to me was coughing and sneezing, so I figured she'd probably passed something on to me, whatever it was she had. I guess I overreacted, but I started Googling all these illnesses to see if the symptoms matched mine. I found so many diseases – I didn't sleep a wink that night! But the next day, it dawned on me that I was actually feeling fine. So either I managed to fight it off really effectively … or there was no cause for concern in the first place!

Narrator: Speaker 3

Boy 2: Well, I had a deadline for a college project this morning, and I'd got behind, to put it mildly. So I had to stay up all night … just kept going. I've handed my assignment in now, though. Tell you what, I am *not* in a hurry to do that again. I've got a splitting headache now. I think my body's telling me I overdid it, I'm absolutely burnt out, I'm telling you … can hardly finish my, you know … sentence. So I'm going to go and sleep it off and get up again in a couple of hours.

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Narrator: Speaker 4

Woman: Well, I'm not as young as I used to be. And I have these episodes where I'm sitting with someone and then I just nod off. I can usually feel it coming, I can sense I'm getting a bit drowsy, but I sort of wonder if I scare people, because it must be strange for them. I mean, one minute I'm fine, and then suddenly I look as though I've passed away! But I'm on medication for it, and the episodes are getting less frequent now. So I reckon I'm on the mend.

13 Unit 3, Student's Book page 26

Narrator: You will hear a young doctor called Katrina Davis speaking to a group of school students about careers in healthcare.

Katrina: Hello. It's great to be back here at Moorbrook High School, and I'm very happy to speak to you all about having a career in medicine.

So, should you go into medicine? Well, if you're motivated by a desire to help those who need it, that's admirable, but it's not unique to things like medicine, nursing and so on. A job with a charity would enable you to do this too, so you may wish to bear that in mind as an option as well.

Choosing a career is so important – it goes without saying that it's worth going along to open days. These are put on by various institutions and universities for you to get an insight into the various fields you could go into. Having said that, it's pretty clear that anyone there to promote their medical courses might be slightly biased. So my aim is to give you a view that's realistic, rather than encouraging all of you to go for medicine. One day it can feel like the best job in the world, then there are bad times when you'll wish you'd chosen a different career. It's very common for doctors and nurses to say that compared to other careers, their work–life balance is dreadful.

A lot of people are attracted to medicine because of the salary, but in fact, it's likely that you'd need to borrow in order to fund your medical tuition in the first place. And then, once you start earning, repaying the debt will often take many years, even with a good salary.

Do be prepared for the ups and downs. You'll experience burnout – working nights is standard for junior doctors, so you soon accept tiredness as an inevitable part of the job. But you bounce back quickly enough. What's tougher than anything else, especially after spending time with a patient, is breaking bad news, and some colleagues say it never gets easier. But then there's nothing better than the satisfaction of seeing a very ill patient recover, and the gratitude of their family.

That leads me nicely on to my next point. In my experience, there's no one specific type of person that goes into healthcare, but there are some personal attributes that will stand you in good stead. Everyone expects me to stress how vital sensitivity and compassion are, and while there's no doubt that these come in handy, for me, there's something else even more crucial and that's honesty; patients need to be told the truth.

Finally, it's important to mention that medicine isn't a field which sits still. There's no end of openings for further training, and it's something which medics are very much encouraged to do as part of their working life. This is particularly the case with regard to new medication that comes onto the market. With so much research into new drugs going on, it can be hard to keep up to date. Anyway, in the short time I've been working, I've found my job very rewarding, and I certainly have no regrets. Now, if anyone has any questions, …

14 Unit 3, Student's Book page 27

Examiner: I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Paola, it's your turn first. Here are your pictures. They show people whose work involves improving the health of others. I'd like you to compare two of the pictures, and say what the people might find rewarding about doing their jobs, and in what ways they make a difference to the lives of the people they help.

Paola: OK, well, I work out myself, so I should pick the photo showing the personal trainer having a session with a woman lying down. I have to be honest, I don't have a clue what the blue thing is, but I suppose that she must be using it to teach the woman some muscle exercises. Judging by their smiles, it's pretty clear that they're both enjoying the session. If the woman wants to get fit, and the trainer is able to help her achieve these goals, that must be very satisfying. And the picture of the carer – it reminds me of my grandad, who has a carer come to his flat and help with day-to-day chores. I'm sure they can't be in it for the money, but they must surely have a sense of achievement, knowing that their work enables someone to stay independent. That's certainly the case with my grandad, because he'd really struggle without help cooking and cleaning. And going back to the personal trainer, I think she also makes a difference to her trainees, because …

Man: Thank you, Paola.

16 Unit 4, Student's Book page 31

Presenter: Now, it's coming up to that time of year when so many young people are facing big changes. So, today we're talking to psychologist Pam Jenkins about how to make the transition from school to university – or the workplace – as smooth as possible. Pam?

Psychologist: Thousands of students have been taking exams in the last few weeks. Marking is underway, and whether they pass or fail their exams, it's time for all of them to make some vital decisions. If all doesn't go as planned, they'll have to decide whether to resit the exams later in the year or start applying for jobs. Those who manage to get good grades have to try to get into the best possible university and decide whether to accept the place they're offered immediately or take a gap year.

All these life-changing decisions can be stressful. If you or a member of your family is going through this transition period, I strongly advise you to discuss your options openly, but avoid putting pressure on the student to choose a specific path. Everyone involved should remember that leaving school is a huge step and a time of mixed emotions. Graduating from university may be a goal for many, but it's not for everyone. Each young person should follow the path that's right for *them*, whether that means taking an academic route or not.

The cost of university education has meant that increased numbers of young people are choosing to do apprenticeships or 'learn on the job'. Surprisingly, these aren't just for traditional skills such as hairdressing and carpentry, but also for professions like accountancy and even law.

17 Unit 4, Student's Book page 31

Darren: I was at the same school from the age of four, so you can imagine what a major change it was for me to leave. It was also something I had mixed feelings about. I was delighted to be free, but I was also terrified about my immediate future. Both my elder sisters were at university, and it was kind of expected that I'd do the same. So the big decision for me was whether to do that or not.

My uncle had always been a strong influence in my life, and he told me to follow my instincts and not just do what everyone else did. His advice actually played a vital role in my decision to take a year to think about what I really wanted to do in life. During that year, I kept changing my mind, but in the end, money was the deciding factor. I *loved* getting my wages, and the thought of having to pay off a student loan put me off.

For the moment, I'm very happy with the path I've chosen. I don't think some young people have a clear understanding of all the options open to them, including work and apprenticeships.

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Life Skills: Life decisions, Student's Book page 34

18

Narrator: Ellie

Ellie: This is a really busy year for me. It's my final year at high school and I've got loads of study to do for my final exams. The problem is, I'm also on the city's under-18s basketball team and the district tournament starts in three weeks' time. This year, we have a really good chance of winning, but it'll mean we have to train four or five times a week. I'm in two minds about whether to play or not. The coach says the team needs me, and I really want to continue. But at the same time, I don't want to fail my exams. The thing is, if I end up quitting, I'll need to do it pretty soon, so that the coach can find a replacement for me. My parents think I ought to prioritise my studies, but they also know how much I love my sport, so they won't be cross if I stay on the team. I asked my brother what *he* thought, but he just said I should flip a coin – heads I keep playing, tails I quit, 50/50. But that's no help. This is a big decision and I need to take it seriously. I know it's useful to ask others for advice, but everyone has such different ideas that I've come to the conclusion that I really need to think it through on my own.

Narrator: Marcus

Marcus: For my 18th birthday, an aunt of mine gave me quite a lot of money. My parents said it was up to me how to spend it, but that I mustn't waste it on going out or anything silly like that. At the time, I needed to start driving lessons, because where my family live, you can't get by without a car. My mum and dad didn't have enough money for lessons, so I did think about paying for them myself with my aunt's money. But I was really into computer games at the time – in fact, I thought I wanted to be a computer programmer and design my own games – and there was this coding course I'd seen at the local college. I didn't really check it out, to be honest. I just signed up and paid the fee. I really shouldn't have been so impulsive, because the course was terrible, and anyway, I soon realised that just because you enjoy playing computer games doesn't mean you're going to enjoy designing them as well. I hated it! I should have paid for the driving lessons instead.

Narrator: Jacob

Jacob: I guess one of the toughest decisions I've ever had to make was when I was 17. I was just about to start my final year at secondary school when my parents both got a job working in San Francisco for a couple of years. We were living in London at the time. They didn't want to say no because it was such an incredible opportunity, but they let me decide whether I wanted to go with them or move in with my aunt and finish my secondary education in the UK.

My aunt and I are close, so she was thrilled at the possibility I might live with her, but a lot of my friends said it would be stupid not to go. I mean, who wouldn't want to live in San Francisco?

I spoke to some of my teachers, too. Most of them said I should bear in mind what an important year your final year is, especially for exams and university, but one teacher had actually had the same experience as me when he was young and he told me simply to do what my heart told me. So that's what I did. I went to San Francisco and finished my secondary education there. It wasn't easy getting used to a whole new school system, but the experience was totally worth it. Besides, I would have missed my parents too much if I hadn't.

Unit 5, Student's Book page 41

22

Girl: Hi, guys, it's great to be here with you today. Let me get straight to the point. Very dark days lie ahead and will affect everyone on the planet unless our generation makes big changes to the way we live our lives.

People often look upon doing things to help the environment as some sort of extra, a nice little thing to do at the weekends. But that's not enough. So here's something you guys can do.

I bet that most of your parents have cars, right, and that most of these run on fossils fuels – either petrol or diesel. These things are doing so much damage every day that it's got to change. Everyone knows that electric vehicles are much cleaner, and the idea's catching on, to be sure, but not quickly enough. Most people – and I'm talking about the parents of a lot of you here – they think 'Yeah, electric cars – nice idea – maybe I'll get one one day in the future, but it's not something I want to rush into.'

You've probably heard that, right? But the thing is, that's exactly what they should do. The climate emergency is just that – an emergency. I want everyone in this city to do away with their dirty old vehicle *now*. Not in five years, but right now. And I'm hoping you guys can keep nudging your parents in the right direction until that happens. Sure, electric cars cost money, but the manufacturers cater for all budgets now, not just millionaires.

So when you get home, have a chat with your mum and dad, then get out your smartphone and get them to check out the electric cars that are available at the right sort of budget for them. Try to convince them that there's an electric car out there that's just right for them. If we all do our bit – and I'm confident you guys can – we can make the world a greener, cleaner, happier place. Thank you.

Unit 5, Student's Book page 42

23

Presenter: Next on Planet Radio – seed banks. Now these are places where lots of seeds are stored, just in case, in the future, a food crop is no longer available because of disease or some other catastrophe. So then there'll be a backup. Here's my first guest, Jonas Thorsby. Jonas, have I got that right?

Jonas: Yes, certainly with the Svalbard seed bank in Norway. Once a crop dies out, that's as irreversible as a dinosaur extinction – it's gone forever. There are about a thousand seed banks all over the world, and many store seeds that are vital for the agriculture of that country. Svalbard is especially significant in that it's the one backup for all those seed banks. The Norwegian government financed it and runs it, free of charge, for any government that wishes to store spare copies of its own crop seeds. And with its location – Svalbard is the furthest north you can travel on a regular passenger flight – its seed bank is likely to remain intact, even if there was a catastrophe elsewhere.

Unit 5, Student's Book page 42

24

Narrator: You'll hear an interview in which two scientists called Diana Morgan and Jonas Thorsby talk about a seed bank in the Arctic.

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Presenter: I see, and turning to my second guest, Diana Morgan … Diana, do we need seed banks more now than in the past? Have you got any statistics to support that?

Diana: Oh, absolutely. Food crop yields have increased over the years, but crop diversity has decreased. In China, only about ten percent of the rice varieties grown in the 1950s are still used today. And the US has lost over 90 percent of the fruit and vegetable varieties grown a century ago. What I'm saying is that when we grow only a limited number of varieties of our crops, then we're especially vulnerable to threats like disease and drought – shortage of water. And we don't have the alternative varieties of a particular crop to fall back on.

Presenter: Hmm. I understand the need for spares, but the seed bank has over a million different seed varieties. Why might the choice of seeds grown change in the future?

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Diana: Well, there's so much about the future that's unknown. Take rice, the main food for half the world's population. One day, we might need a rice variety which can grow at higher temperatures than is the case now in the world's rice-growing regions. Or one that can tolerate higher levels of salt in the soil. It's only by having a wide diversity of rice seeds to pick from that it'll become possible for scientists to identify the variety with the greatest chance of being sustainable in these new conditions.

Presenter: Right. And the seed store, it's hidden away at the end of a 100-metre tunnel under a mountain, right? And yet, Diana, in 2017, there was a disaster, when this supposedly safe house was flooded!

Diana: Yes! What happened in 2017 was a great irony. I mean, global warming is one scenario that the seed bank is meant to defend us from! And yet it was melting ice during a very warm summer, itself a direct product of man-made global warming, that threatened the building – and therefore the seeds too. OK, the heat from the machinery that keeps the temperature at minus 18 degrees might have contributed to the leak, but that's been relocated in a separate building now.

Jonas: And if I could just add something … It's true some water got in, but I think this should be considered a 'successful failure'. A lot was written in the world's press about the so-called disaster, but it wasn't much more than a leak, and the water didn't get as far as the vault where the specimens are stored, so they were all unharmed. It's now been water-proofed, but it did raise questions about how effectively the seed bank can operate without any humans present. So now it's monitored by video 24 hours a day.

Presenter: Well, that's good to hear. And presumably the seed bank's filling up quickly?

Diana: Well, I wouldn't say that, I mean, that's not the idea. As and when a country has enough seeds in reserve itself first, then they can send some to us for storage.

Jonas: Yes, and it's not that the facility has unlimited storage capacity or anything. But it can take years for a country to assemble stocks of seed first. And other seeds need regenerating before they can be shipped to Svalbard, which of course doesn't happen overnight.

Presenter: Fascinating. Thank you, both.

25 Unit 5, Student's Book page 43

Examiner: Now I'd like you to talk about something together. Here are some areas of people's lives which may be influenced by devices such as mobile phones. Now talk to each other about what impact phones and other devices can have on these areas of people's lives.

Lucas: OK, Maya, would you like to start?

Maya: Well, not really. Why don't you?

Lucas: OK, so we need to discuss what sort of impact phones and other gadgets have on things like the food we eat, how we have contact with friends and so on, right?

Maya: As I understand it, yes.

Lucas: Perhaps we could start with how our phones can influence what we eat?

Maya: Well, if you ask me, phones have a negative impact on our diet.

Lucas: That's interesting. In what ways, do you think?

Maya: Food delivery apps make it easy to order junk food.

Lucas: So, what you're saying is that apps have really caught on with fast-food companies, so we're spoilt for choice if we want to order doughnuts and burgers, but there's not much if we fancy a bit of fruit. Is that what you're saying?

Maya: Basically, yes.

Lucas: Perhaps we could consider money next, if that's OK with you. I think having a mobile makes us wiser customers, and enables us to spend less. I was buying a pair of jeans in a shop the other day, so I did a quick price comparison on my phone, and saw they were much cheaper in another store. So I showed this to the cashier, and she price-matched, so I got about 15 euros off. Anyway, enough from me. Have you ever had a similar experience?

Maya: Not personally, but a friend did.

Lucas: Really? Tell me more.

Maya: Well, she did the same thing, when she was buying a skirt.

Lucas: How much did she save?

Maya: About 25 euros, I think.

Lucas: No way! She beat me! Oh well … What about the next one – how people socialise – do phones have much of an impact there? What's your take on this one?

Maya: I don't think phones have much impact. When I'm with my friends, we talk to each other, we don't look at our phones.

Lucas: But you could argue that phones still have an impact on our social lives, because social media enables us to stay in touch with a larger group of friends than we could without it. Is that something you'd agree with?

Examiner: Thank you.

27 Unit 6, Student's Book page 46

Joseph: The film was in Korean. I began watching it with my friend Steven, but he hates reading subtitles, so after about half an hour he stopped paying attention and started playing on his phone. At first, I considered giving up as well, but I'm glad I carried on watching. To be honest, I didn't really expect to enjoy watching a movie in another language, but I actually didn't mind it at all.

In the movie, a poor boy happened to see an advertisement for a job and claimed to be a tutor to get it. After some time, he arranged to bring in his sister as a tutor for the girl's brother. Later, his employers agreed to fire their driver and housekeeper. He brought in his parents to do their jobs, without telling his employers who they were. They all continued to work there for a while, but denied knowing each other.

Right, I'll stop talking now, as I don't want to risk spoiling the movie for you.

28 Unit 6, Student's Book page 47

Rahul: Have you seen *The Irishman*? According to this website, it's one of the most critically acclaimed films of the last few years.

Alicia: Not yet. I'm sure it's an amazing film. Martin Scorsese and Robert De Niro must make a great team, but it's three hours long!

Rahul: That's true. Talking of long films, did you ever see *The Revenant*?

Alicia: Yes, I did. I know it was popular, but in my opinion, it was painfully slow. I spent the whole film catching up on emails and I was still able to follow the story.

Rahul: I suppose it did go on a bit, but I quite enjoyed it. It's interesting that some films are always so highly anticipated. I mean, take James Bond films. People wait for the next one, and the cinema is always packed for the first few days. I admit they're quite enjoyable, but I'm never sure why they're such a big deal.

Alicia: I grew up watching them with my dad, so I kind of get it. The same thing happens with *Star Wars* movies, which I love, by the way. They are *so* internationally successful – apparently they've been translated into about 50 languages.

Rahul: Yes, well, those sci-fi movies aren't restricted to one culture; they appeal to lots of people – not me, though.

Alicia: True. I think people can also relate to films about trying to get on in your career – and having a scary boss.

Rahul: Oh, do you mean *The Devil Wears Prada*?

Alicia: Yes. It's a bit old now, but it's still hysterically funny. Have you seen it?

Rahul: No, I haven't, but I've heard it's got some world-famous actors in it, like Meryl Streep and Anne Hathaway. So, what's your favourite movie of all time?

Alicia: I think it has to be *Lost in Translation*. I really admire Sofia Coppola, who wrote and directed it. She was largely unknown as a director before the film came out in 2003, and it ended up being nominated for four Academy Awards! Amazing.

29 Unit 6, Student's Book page 47

Alicia: My favourite actress of all time is definitely Meryl Streep because she's just so versatile. Needless to say, she's world-famous. It would take too long to talk about *all* of her achievements, so I'll just mention a few.

She's had a record-breaking number of Golden Globe nominations – about 32, I think, and she won about eight of them. She's played 21 Oscar-nominated roles, which, again, is more than anyone else.

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Although she did a few action-packed films, such as *The River Wild* back in the 1990s, she's best-known for her thought-provoking roles, especially those in which she depicts famous women from history. These include *Silkwood*, *The Iron Lady* and *Suffragette*.

My absolute favourite of her films has to be the Academy award-winning *Sophie's Choice*, in which she shows her enviable ability to put on accents – in this case, a Polish one.

Apparently, Meryl once said she prefers low-budget films – which is quite surprising – but it's because she hates to re-do scenes too many times! But I'm not sure too many of her films *can* be low-budget, given that she's one of the highest-paid actors in the industry!

30 Life Skills: Brainstorming, Student's Book page 50

Adam: Right, how much time do we have?

Hannah: Oh, Adam, that doesn't matter, does it? Let's just see what we come up with.

Claire: No, Hannah, I think we should decide how long we do this for. It will help us to focus. How about 15 minutes?

Adam: Good idea, Claire. Do you want to be the time-keeper?

Claire: Sure. I'll use the timer on my phone.

Adam: OK, so first of all, the film has to explore the science and technology of the near future – you know, something that's likely to become reality in the next few years or decades. What area could we focus on? Let's start with that and then come up with the story. Any ideas?

Claire: Something about AI would be interesting.

Hannah: AI?

Adam: Artificial Intelligence.

Hannah: Like robots, you mean?

Claire: Not only robots, but computers that can think like humans. Or think faster and better than humans.

Adam: Sounds interesting. Can you expand on that?

Claire: Well, in many ways AI could be great for the human race, but it's also going to have its dangers. I'm sure we can come up with a good story based on the dangers.

Adam: You mean, what happens when artificial intelligence goes wrong?

Claire: Or worse, what would happen if it didn't do what we wanted it to do? For example, we could have a school that only has robot teachers, but something terrible happens.

Adam: Something terrible happens to the students, you mean?

Claire: Exactly. Maybe it could be about … umm, let me think … Ah, I know! The robot teachers can scan the faces and brains of the students to see who is paying attention, but then they start to control their minds instead.

Hannah: That's ridiculous.

Claire: It was just an idea.

Hannah: A stupid idea. I mean, some teachers are already a bit robotic, but I don't think there will ever be robot teachers! And even if there were, they definitely wouldn't be able to control our minds.

Adam: Ignore her, Claire. It's a great idea. Let's come back to it. What else can we think of? How about artificial intelligence and war? That could be interesting. What do you think?

Hannah: Let's do something about AI and crime. Maybe we could have—

Claire: Hannah, wait! Adam asked us what we thought about *his* idea. Adam, tell us a bit more first. Artificial intelligence and war? What do you mean?

Adam: Well, imagine, for example, two groups of people start a war with artificially intelligent robot soldiers. They do that because they don't want to fight themselves.

Claire: Mmm, I like it!

Adam: But then the robots attack the humans instead. That would make an excellent story.

Claire: That's true, but we don't have much money to make this film, remember? I don't think we'll be able to have any battle scenes!

Adam: Ah, you're right. Well, your idea about robot teachers might work well. Let's explore that further.

Hannah: And my crime idea? Don't you want to hear it?

Adam: No, we need to move on. What was the idea you had about the robot teachers, Claire?

Claire: Oh, I don't remember now. I should've written it down.

Hannah: Isn't anybody taking notes?

Claire and Adam: No …

33 Unit 7, Student's Book page 55

Psychologist: In my profession, I come across a wide range of people and problems, but the over-riding issue is an attitude of negativity. Of course, there are many people with very real problems, but the ones who come to the point of seeking expert help are not always those with the biggest problems, but those with the fewest coping mechanisms. We all know people who are obsessed with the unfairness of their own situation, while not noticing those who have things much worse.

If you have a friend who can't seem to achieve a positive 'mindset' – that is, a positive way of thinking – what can you do to help them? First and foremost, give them the gift of acceptance. Let them know that they're valued, even if they failed their exams or didn't make the football team. Let them talk about their feelings. This stage is vital because it does them the courtesy of accepting that their emotions are real.

However, it's a good idea to then help them view their situation in a more positive light. Explain the inaccuracy of the way they're talking. For example, 'I didn't get an A' can translate in someone's mind to 'I'm stupid and will never make anything of my life'. Help your friend rethink what it actually means. Maybe they need to study harder or change courses. It certainly doesn't mean they have no future. It's about the replacement of one mindset with another. Try to refocus the person's attention to something more positive, something they're good at or something they enjoy doing. Don't show your disapproval of their attitude. Saying 'There are people starving on the other side of the world' is not helpful.

It's also important that your help doesn't come across as interference. That's why taking your friend out to see a movie or have a coffee is preferable to telling them what to think. People will only change if they have the motivation to do so, but you *can* help your friend feel better about him or herself.

34 Unit 7, Student's Book page 56

Narrator: You will hear five short extracts in which people are talking about their sporting achievements and ambitions.

Speaker 1

Speaker 1: I joined a climbing club when I was ten years old. My mum wasn't keen on my choice of hobby initially, but she gradually came around to it. Then when I was 13, I shattered one of my legs, making it unlikely that I'd ever be able to fulfil my ambition of climbing Mount Everest. But by the time I left school, I'd recovered enough to attempt a personal goal – to scale the Matterhorn, Europe's highest peak, in less than nine hours, which I managed to do. It really fuelled my original ambition and I'm currently in training to make my first ascent of Everest next year. It's the ultimate target for serious climbers but, I believe I can do it.

35 Unit 7, Student's Book page 56

Narrator: Speaker 2

Speaker 2: Why did I choose a sport that the UK doesn't do well in? We're a nation that tops the medal charts in sports like cycling, sailing and horse-riding, and at school, the coaches suggested one of those sports, but none of them appealed to me. My passion for skiing began on a school trip to Italy, and I've never looked back. I'm even hoping to start taking part in events soon at a local level. The only drawback is we don't have much snow – or high enough mountains – in England, but I haven't let that hold me back. My uncle suggested trying the dry slopes, and my skiing career took off from there. I'm nowhere near Olympic standard yet, but you never know!

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36 Unit 7, Student's Book page 56

Narrator: Speaker 3

Speaker 3: I started my martial-arts training later than most of the other students. I was also tall for my age, so at my early Tae Kwondo classes, some classmates were giggling behind my back. Some people might have been tempted to give up, but it soon became apparent that this was just a minor setback, as I had real talent. I moved swiftly through the junior belts and got my first black belt as soon as I joined the senior ranks, so aged 15. By then, those who thought I was a joke had dropped out or fallen behind. I'm now an instructor. Hopefully I'll reach grandmaster level – that's as far as you can go in the sport – by the time I'm 25.

Narrator: Speaker 4

Speaker 4: My friends and I were always mucking around on bikes. When we were about 12, we watched the Tour de France on TV – one of the toughest cycling races on Earth. I was so impressed by those guys. That was when I first started to dream of being one of them. I rode a shabby old bike that had been my brother's. I needed a better one, but we were quite hard up, so I did jobs for neighbours until I'd put aside enough to get a third-hand racing bike. I joined a club. I'm now national champion for my age group and hope to at least take part in the best-known race of all one day.

Narrator: Speaker 5

Speaker 5: To be honest, my story is very similar to the famous movie, *Bend it like Beckham*, which is the story of a teenage girl who manages to succeed in playing football despite the strong opposition of her family. Girls from my background don't typically play sport competitively, particularly something as masculine as football, but it doesn't mean they have less talent or enthusiasm for sport. I was really fortunate that my parents are relatively open-minded and were willing to ignore comments made by other members of our community. Now I'm planning to start a new club and coach our team to victory. Women's football is growing in popularity all the time and I hope to encourage more women to take part and even go professional.

37 Unit 7, Student's Book page 57

Narrator: Conversation 1

Girl: I've just checked my Fitbit and I've done 18,000 steps today.

Boy: Mm.

Girl: I'm getting really fit.

Boy: Cool.

Narrator: Conversation 2

Girl 1: I've been dropped from the athletics team.

Girl 2: I'm sorry to hear that.

Girl 1: Thanks. I've lost fitness this year, to be fair.

Girl 2: That's a shame.

Narrator: Conversation 3

Girl: Look at this text! I've been talent-spotted by a professional football club.

Boy: Are you serious?

Girl: Yes, they sent a scout to our match on Saturday. None of us even knew about it.

Boy: Wow! That's fantastic!

38 Unit 7, Student's Book page 57

Narrator: Conversation 1

Speaker 1: When I was 13, I shattered one of my legs.

Speaker 2: Oh, poor you. That's awful!

Speaker 1: Thanks. The worst thing was, it looked like it would put an end to my dream of climbing Mount Everest.

Speaker 2: What a pity.

Narrator: Conversation 2

Speaker 3: I moved swiftly through the junior belts and got my first black belt as soon as I joined the senior ranks, so aged 15.

Speaker 4: Fifteen! That's truly remarkable!

Speaker 3: And I'm now an instructor!

Speaker 4: Never! What a fantastic achievement!

Narrator: Conversation 3

Speaker 5: I rode a shabby old bike that had been my brother's. I couldn't afford a proper racing bike.

Speaker 6: Oh yeah, right.

Speaker 5: Anyway, I'm now national champion for my age group.

Speaker 6: Uh-huh.

39 Unit 7, Student's Book page 57

Man: I read this amazing story the other day about the surprise success of the Japanese women's football team at the World Cup. It was back in about 2011, I think.

Woman: In 2011? Yes, I think I heard about it.

Man: Basically, that year, there was a major earthquake and tsunami in Japan, which had a devastating effect. Well, this happened just a few months *before* the Women's World Cup tournament.

Woman: Only a few months before? So what did they do?

Man: Well, it was a terrible time for the country and so no-one really expected the players to continue with the Championship. But guess what? Not only did they continue, they got to the final and won it! They beat the United States.

Woman: They beat *who*? The United States? Wow, that's pretty impressive!

41 Unit 8, Student's Book page 60

Emily: Hi, Greg.

Greg: Hi, Emily. I heard you've got a new job?

Emily: Yeah, well, just temping, trying to save up for uni next year. Doing admin. Paperwork. Fill in a spreadsheet. Save it, fill in another.

Greg: Right, exciting stuff!

Emily: Yeah, right! If only I hadn't applied for an office job. I don't know what I was thinking of.

Greg: What's wrong with it?

Emily: Well, if only it wasn't so boring!

Greg: Oh dear!

Emily: My line manager, well, he's nice enough I suppose, but if only he'd give me something different to do! Not just spreadsheets day after day.

Greg: Yeah, well, I guess you're not trained to do anything else. I'm afraid you've only got yourself to blame!

Emily: Oh, come on, Greg. If only you'd be a bit more understanding. … So how's work with you? Still at that supermarket?

Greg: Oh – don't ask! But yes. You know what the worst thing is?

Emily: The pay?

Greg: Well, if only I earned *half* as much as the boss! But it's enough to make ends meet. No, it's the customers.

Emily: Why?

Greg: Well, if only they wouldn't ask questions all the time – 'Excuse me, young man, where can I find the organic avocadoes?' And I'm like, 'Listen, mate, I've got a shelf to stack here, you know what I mean!'

Emily: You didn't say that!

Greg: No, but I thought it! I mean, if only people would try harder to find things for themselves, instead of asking me! Then I could get my job done!

42 Unit 8, Student's Book page 61

Woman: It can be hard to put money aside in your teens, especially when your friends seem to be splashing out on nice new stuff. But there are three key things you can do.

Firstly, we all like a bargain – but don't fall into the trap of buying something simply because it's supposedly reduced. To do so is a false economy, because you've actually spent money on something you wouldn't otherwise have bought, so you're basically pouring money down the drain by spending it on things you could do without.

Secondly, remember that not all advertising and marketing is as honest as it could be. For example, the new Wave 900 skateboard was recently advertised as being 'now only €69' at skatehub.com, which was daylight robbery when you bear in mind that high-street sports chains were retailing it at just €49.

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And thirdly, consider getting an income of your own at weekends, for example by serving in a café or babysitting. While these may not be ways to go from rags to riches, they're sure to help you to make ends meet. You could even pay to put an advert for your babysitting services on social media. Doing this won't break the bank, and it will ensure that more people see what you're offering. Plus, having an income of your own is better than relying on the Bank of Mum and Dad.

43 Unit 8, Student's Book page 61

Narrator: Story 1

Reader: In court, Coogan was successful, and to this day, the California Child Actors Bill, known as the Coogan Act, protects the rights of child performers.

Narrator: Story 2

Reader: The judge ruled that the investors had approved the investment and the building was built exactly as in the plans. They had failed to look closely enough at the plans and identify the scale, and so had no case for compensation against McMahon.

Narrator: Story 3

Reader: When the grandchild finally died in 1989, 30 people claimed the inheritance, and a judge awarded sums ranging from 3 to 15 million dollars to the 12 most closely related to Burt, according to the terms of his will.

Narrator: Story 4

Reader: He offered the vase for sale on an online auction site, where it became the subject of a bidding war, selling for over £400,000, which the vendor intends to put aside for his young daughter's future.

45 Life Skills: Job interviews, Student's Book page 65

Narrator: Jackie's interview

Interviewer: So, Jackie, do you have any experience of shop work?

Jackie: Yes, one summer I helped my uncle and aunt in their bookshop.

Interviewer: Go on.

Jackie: That's it, really. It was nice.

Interviewer: Why was it nice? What did you enjoy about it?

Jackie: Um … I like books. And I liked helping people, I suppose. I liked seeing them smile.

Interviewer: And how exactly did you help the people in your aunt and uncle's shop?

Jackie: I helped them find the books they wanted. Actually, I also organised a second-hand clothes sale at school this year. It was to raise money for a local charity. I know it's not exactly the same as working in a clothes shop, but I did have to deal with deciding prices and taking money and giving change and that sort of thing.

Interviewer: OK, thank you, that's interesting. Well, now let's imagine that one of the customers in our shop buys an expensive jacket, then takes it home and finds out that it's damaged in some way. He comes back to the shop and demands his money back. He's very angry. You can't give him his money back without the manager's permission, but the manager isn't there. What would you do? Remember, he's very angry.

Jackie: Oh, I don't know. I don't like it when people are angry.

Interviewer: But would you say anything? Do anything?

Jackie: I don't know. Maybe I'd say, 'Calm down.'

Interviewer: Anything else?

Jackie: Um … No, I think that's it. I'd tell him to calm down and wait for the manager.

Interviewer: OK, well, I don't have any more questions. Is there anything you'd like to ask me?

Jackie: No, I don't think so. Oh, wait – yes! What was the name of the shop again?

Narrator: Ben's interview

Interviewer: So, Ben, do you have any experience of shop work?

Ben: Yes, I do. Our local hospital has a shop and I used to volunteer there. We sold drinks and snacks for the visitors and flowers for the visitors to take to the patients. I worked at the cash register, taking the money, and also had to fill the shelves when they were empty. I enjoyed it a lot. I was always busy and I like being busy.

Interviewer: Can you tell me something that was challenging about that job?

Ben: Challenging? Um … Let's see … Well, when you work in a shop, you have to smile and be friendly, but most of our customers were visiting sick family and friends, so I had to be sensitive at the same time. I also got to know some customers quite well because they came every day for weeks. I found that really rewarding.

Interviewer: Thank you. OK, now please imagine that one of the customers in our shop buys an expensive coat, then takes it home and finds out that it's torn or there's a button missing. He comes back to the shop, very angry, and demands all his money back. You can't give him his money back without the manager's permission, but the manager isn't there. What would you do?

Ben: What would I do? Let me think … I think the first thing I'd do is apologise that we'd sold him a damaged coat. Then if I didn't know what else I was supposed to do, I'd ask one of the other assistants to help me.

Interviewer: OK, thank you. Well, I don't have any more questions. Is there anything you'd like to ask me?

Ben: Umm … No, I don't think so.

Interviewer: OK. Well, thank you for coming …

47 Unit 9, Student's Book page 71

Francesca: When my parents decided to send me to school in the UK for a term, I had a really hard time. It was half way through the year and I didn't know how I would be able to catch up with the other students. For one thing, the way of learning was quite different from my country. We would often be asked to read up on a topic before the next lesson, but back home we were always told exactly what to do. Then there were so many assignments to do that I was always forgetting to hand in my work. And also teachers didn't spend much time going over the work in the next lesson, so we didn't really get a chance to learn from our mistakes. Added to all this, my English was not too good and I realised that I was falling behind. To be honest, I didn't think I had any chance of getting through the end-of-term exams and I was very tempted to drop out. But, to my amazement, I passed every subject and was actually sad when we finally broke up for Christmas.

48 Unit 9, Student's Book page 71

Headteacher: OK, today I'll be talking to you about submitting your applications to universities, which you will need to do in the next few months. If it's at all possible, try to pay a visit to at least a few of them. After all, you're going to be spending a long time there. Actually *going* there will allow you to gain an understanding of what campus life would be like at each place.

Some of you may have set yourselves the goal of getting a place at a high-ranking university, which we encourage you to do, provided you're willing to put in the work. Such institutions, as I'm sure you know, set very high standards. Before you apply, you must make sure that there's a reasonable chance you can fulfil the requirements of the course you want to do. If you work hard, there's no reason why you can't fulfil your dreams, whatever they may be.

OK, now let's move on to talk about *financing* your education. There are several different ways you can pay your fees, including government loans, scholarships and self-funding …

49 Unit 9, Student's Book page 72

Narrator: You hear two friends talking about the alternative school in Exercise 1.

Girl: Did you read the article about the school in Virginia which doesn't teach the normal curriculum? Apparently, students can study whatever they're interested in.

Boy: But what happens if they're all interested in different things?

Girl: Well, I suppose it's by consensus – like what the majority want to study. It sounds quite democratic, doesn't it?

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Boy: Hmm, yes, I like the sound of that. Though what I'd want would be to study music every lesson, but I don't expect that would appeal to everyone. What if the rest of the class liked history or something that wasn't relevant to your personal career goals?

Girl: Well, I think it would be good if all schools and students agreed with them about not giving grades. School would be a lot less stressful and more fun.

Boy: It's not about enjoying yourself, is it? I mean, how do the students compete with those from other schools when it comes to jobs and college admissions?

Girl: They prepare them for the SATs – you know, the university admission tests – but I'm not so sure about those who want to do something else after high school.

50 Unit 9, Student's Book page 72

Narrator: You hear two friends discussing a geography assignment.

Boy: So, how far have you got with this geography assignment? The one about rivers, where you have to find examples of all the different features.

Girl: Well, I'm having a few issues, to be honest. I've just about got my head round the theoretical aspects, though it wasn't easy. Mr Simpson said we should use examples of places we've visited and provide photos we've taken ourselves where possible, but I don't have any. We only have a few more weeks till it has to be handed in as well, though that doesn't bother me too much.

Boy: Yes, it needs to be handed in just before we break up. I've got plenty of notes from the field trip, so I just need to dig those out and I should find something I can use.

Girl: But I wasn't able to go, remember? I might go out to the country at the weekend and take some photos. Don't suppose you want to join me?

Boy: Sorry. I'm going to have my head stuck in my books revising all weekend.

51 Unit 9, Student's Book page 72

Narrator: You hear two friends who have met after a long time.

Woman: It's great to see you again, Simon. How have you been?

Man: Fine. What a surprise to bump into you after all this time! A real blast from the past! So, have you been back to school since we left?

Woman: I haven't had the time, and anyway, I'm not really in a hurry to. Why do people say that school days are the best days of your life? I've had much better ones since then. A lot of my school days were spent in detention – for things I didn't actually do.

Man: In my case, I'd probably done whatever I was supposed to be there for. If you take the experience as a whole, though, it wasn't *all* bad. Do you remember when Nigel Brown climbed out of the classroom window when Miss Weller's back was turned? The look on her face when he knocked on the classroom door!

Woman: Things like that were hilarious, yeah.

Man: We even had a laugh in detention. There was that one teacher – I've forgotten his name – but he always fell asleep and his glasses fell off.

Woman: Mm, but have you forgotten how tedious everything else was?

Man: It wasn't so bad. Better than going to work, anyway!

52 Unit 9, Student's Book page 73

Narrator: One. Marisol.

Interviewer: What do you like best about your home town?

Marisol: Well, there are lots of positive aspects to my home town, so it's quite hard to choose just one. But, if I had to, I'd say I like the main square best. Why I say that is that there are lots of cafés and restaurants where you can meet your friends and relax. Another thing is that, architecturally, the square is stunning, with a lovely fountain in the middle. Actually, people go there just to chill out and there's a great atmosphere. So that's the reason it's my favourite thing about my town.

Narrator: Two. Isandro.

Interviewer: What kind of activities do you enjoy doing with your friends?

Isandro: Playing basketball. We play in the evenings in the playground near my home. Also, we sometimes go bowling in town or to see a film at the cinema.

Narrator: Three. Claudia.

Interviewer: What was the best holiday you've ever had?

Claudia: Oh, that's easy. Last year – or was it the year before? – anyway, either last year or the year before we went to Morocco. I went with my mum, dad, brother and sister and we met my aunt, uncle and cousins when we got there. We stayed in a *riad*, which is a traditional Moroccan guesthouse. I really loved the place, as it was more like a home than a hotel. All the rooms had names instead of numbers and each one was unique. The door of each room was hand-painted in bright colours. It was so beautiful.

Narrator: Four. Bartek.

Interviewer: What kind of job would you like to do in the future?

Bartek: Um, I haven't really decided yet. I like making things. I can make things with wood. I might become a carpenter. My father is a farmer and we have a farm. I know a lot about farming. My brother will run the farm in the future. I might help him.

53 Unit 9, Student's Book page 73

Narrator: Student 1

Boy: Oh, almost every day. At our school they believe in, what would you call it? – learning without help from the teacher, so we tend to get assignments where we need to research online. They want us to be able to choose good-quality information and avoid false, um, you know, things we read that may not be true, because there's so much of that.

Narrator: Student 2

Girl: Mm, well, that's an interesting question, because, well, I'm speaking another language now! So, it's really important to speak English especially, but, um, there are a few other things to say about this. Learning languages is good for your brain. It also helps you to understand other cultures, so, yes, it's pretty important.

Narrator: Student 3

Boy: Sorry, could you rephrase that? Do you mean going to museums and things like that? Yes, definitely. Getting out of the classroom and learning information and facts in a museum is much more memorable than learning from a book. I remember going to see the historic ships in Portsmouth and that visit made history come alive for me. I hadn't been very interested in it before.

55 Unit 10, Student's Book page 77

Man: Did you ever hear about that American judge, Michael Cicconetti?

Woman: Never heard of him. Did he work on big criminal cases – you know, gangsters involved in organised crime?

Man: Quite the opposite really. He was a small-town judge, trying people for things like vandalism, petty theft – that kind of thing.

Woman: So what's the big deal then? If he was just handing out light punishments to people who were only really convicted of minor offences.

Man: Well, say you were charged with, I don't know, shoplifting or offensive behaviour in a public place. Well, a conventional judge would probably issue you with a fine. Or possibly imprison you, if you were a repeat offender.

Woman: Right.

Man: Well, this guy was more … creative, let's say, in his sentencing. So he wouldn't just issue a vandal with a jail sentence.

Woman: How come?

Man: Well, instead, he'd sentence people to do community service. At least, *his* version of community service. He'd think of a punishment that was very specific to that person's crime.

Woman: Rather than giving the same fine and jail terms to everyone?

Man: Exactly. He'd try and get the criminal to go through the same sort of experience that they'd put their victim through.

Woman: Right. For example …

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Man: So one woman, right, she'd taken a 30-mile cab ride, then run off without paying the fare. Made the driver go 30 miles for nothing. So the judge gave her a choice – she could either receive a 30-day prison sentence or walk 30 miles!

Woman: Ha! What did she go for?

56 Life Skills: Academic note-taking, Student's Book page 80

Lecturer: … and so of course, it's hard to imagine that less than 200 years ago, there were no professional police forces anywhere in the world. In the United Kingdom, for example, crimes were usually dealt with by the army or by private citizens, who volunteered in the hope of getting a reward. Not surprisingly, there was lots of crime, especially in the cities, and obviously this was a big, big problem.

So finally, in 1829, a British politician, Robert Peel, established the London Metropolitan Police. The initial reaction from the public was one of suspicion. They assumed the new police force was going to be a second army. It was the only thing they could compare it to. However, there were several new aspects of Robert Peel's police force which helped the public to trust them. First of all, there was a code of conduct they had to follow. Next, the police had to wear blue uniforms, which distinguished them from soldiers, who traditionally wore red. Finally, they were prohibited from carrying guns.

The new policemen soon had a nickname, too. The public called them 'bobbies', after Robert Peel – Bob being short for Robert, of course. Even today, people in the UK still use the name 'bobby' to refer to a police officer. Now, this idea about – ah, yes, I see someone has a question…

57 Life Skills: Academic note-taking, Student's Book page 80

Lecturer: So, before we look at what forensic scientists actually do, it's important that you understand what they *don't* do. Now, hands up if you're a fan of TV crime shows. Let's see … I think that's almost everyone in the room – OK, you can put your hands down now – which doesn't surprise me. I'm a big fan too, but they're not always true to life. In these shows, you'll often see the forensic scientist working at the scene of the crime or interviewing a suspect or even arresting someone. Well, that's great entertainment, but the reality is that forensic scientists are not the police. In fact, they're not even the ones who collect the evidence. That's the job of the crime-scene investigator. It's also – and this is a really important point – it's also not the job of the forensic scientist to decide if someone is guilty or innocent. That's up to the judge or the jury.

No, the job of the forensic scientist is to analyse evidence, to do tests, to interpret what he or she finds and to report those findings, so when you're a forensic scientist, like I used to be, I'd say you do about 80 to 90% of your work in a lab. So, if you're imagining a future driving police cars and catching criminals, think again. You'll usually be wearing a white lab coat, looking through a microscope or using a computer.

Now, that doesn't mean that the job of a forensic scientist is not important in solving a crime. It is. In fact, the information that forensic scientists provide is often one of the most crucial parts of a criminal case. A piece of information that you or your colleagues provide might prove how a crime was committed. It might prove that somebody was connected to a crime. It might even prove who committed the crime. As I said, it's important work, and as scientists learn more and technology becomes more advanced, it's becoming more important all the time.

So, what does this work involve? Well, in general, forensic science can be divided into four areas. They are – one: examining evidence; two: carrying out scientific tests; three: interpreting the data that you get from the evidence you've examined and the tests you've carried out; and four: reporting what you learn to the police and the court. Let's look at each of them in turn.

Firstly, examining evidence. Now, there are two types of evidence that forensic scientists examine: physical evidence and biological evidence. Physical evidence is things like fingerprints, bullets, pieces of clothing, oil, paint, marks from shoes or from car tyres, pieces of broken glass – all kinds of things. Biological evidence, on the other hand, is things like hair, skin, spit, blood and so on, and even plants or food and drink.

These two types of evidence can tell you all sorts of things. For example, pieces of broken glass from a window might tell you if the window was broken from the inside or from the outside. A footprint can tell you not only where a person was, but also if they were standing or walking or running. And of course, a key part of biological evidence is DNA.

DNA was first used in a criminal case in 1987. These days, it's used in thousands of cases every year. Now obviously, to be able to examine all these different kinds of evidence, you need to have knowledge of many different areas of science: biology, chemistry, materials science, botany, anatomy, medicine, dentistry … the list goes on. We'll come back to each one in detail throughout the course.

So, that's examining evidence. Now let's look at the second area of a forensic scientist's work: carrying out tests …

60 Unit 11, Student's Book page 85

Narrator: Conversation 1

Boy: Mmmm, that was fantastic, Grandma!

Grandma: Good! Now for dessert. I've made chocolate and caramel ice cream dessert. Do you like that kind of thing?

Boy: You know me, I have a sweet tooth. Syrup and caramel and ice cream all together – well, it doesn't get much better than that!

Grandma: Here you are, love.

Boy: Thanks!

Grandma: Of course, you'll need cream on that. Let me pour some on for you.

Boy: OK, but go easy on the cream, please. Not too much.

Grandma: *Alright*. Say when …

Boy: … OK, that's enough.

Grandma: Is that all you want, love?

Boy: Yeah, that's fine. The dessert looks very rich anyway.

Grandma: Right, well, tuck in.

Narrator: Conversation 2

Boy 1: Are you hungry?

Boy 2: Hungry? I could eat a horse! I am absolutely ravenous!

Boy 1: OK, well, let's order a pizza. Hmm, Hawaiian, Margherita …

Boy 2: Let's get an extra-large one. Look at the menu – 'ideal for four people to share'. Let's get that!

Boy 1: But there's just two of us. Honestly, what are you like! Your eyes are bigger than your stomach! If we just get a large, that'll be fine.

Boy 2: OK, maybe you're right.

Narrator: Conversation 3

Girl 1: Mmm, that was lovely. Suppose we'd better pay.

Girl 2: OK. It's 16 euros, 35 cents. Let's see who owes what.

Girl 1: *Alright*. So I had the soup. That was 6.50. And the cappuccino was 2.25.

Girl 2: Oh, let's just go halves, shall we? Call it ten euros each?

Girl 1: Oh – there's a mistake on the bill. They forgot to add those biscuits that came with the coffee. Excuse me?

Waiter: Yes, can I help you?

Girl 1: We had some biscuits as well, but they've been left off the bill.

Waiter: They're on the house.

Girl 1: Oh, really?

Waiter: Yes, we always provide a complimentary little snack with hot beverages.

Girl 1: Oh, great, thanks! Here you are. Keep the change!

Waiter: Thank you very much. See you again soon, I hope.

61 Unit 11, Student's Book page 86

Narrator: You will hear a vlogger called Norma giving some hints about food photography.

Norma: Hi, guys, and welcome to Norma's Nutrition Vlog. Today, I'm going to share with you guys some top tips for photographing food.

So, food photography is massive right now. There are loads of websites with links to restaurants' pages, other vlogs and so on. And I always think reading the comments on these can be really eye-opening, for example they enable you to appreciate how a photographer has used colours effectively.

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But food photography is about so much more than just a fun thing to do. These days, for people whose livelihoods depend on food, it's one marketing tool that they can't live without. Which is why they often get pro photographers in to do it.

Lots of people think it's easy for a professional photographer to get a decent shot of food – well, it isn't! It takes time and effort, but it can be worth it, because if you get it right and gain a decent following, then it definitely has the potential to be a profitable activity.

And it's leading to a shift in the kinds of things we're eating. Think of breakfast. Now, not everyone's awake enough to think of snapping their first meal of the day – but some do. And because of this trend, people have moved away from porridge to more photogenic and colourful meals – fruit salads for example, which in the past weren't so common for many people's first meal.

A striking food photo has to have a strong focus on the food, which means avoiding having clutter in the background. Like a radiator – it has nothing to do with the food and would just be a distraction. But on the other hand, cutlery, which you find in the immediate context of food, could be arranged to one side, and that can really enhance the composition.

To get photos that do the food justice, there are some tricks photographers often use and that you might like to try. To give burgers that freshly grilled look, something I find very effective is applying burnt matches onto them. Of course, I suppose you could get software to make those little black lines too, but that's just less authentic looking for me.

What else …? Well, the conditions you take your photos in play a large part in how well they turn out. We've already mentioned the background, and space around the food is also important. And some people spend a fortune on fancy lamps, but to be honest, daylight does the job well enough to achieve quality results.

Probably what comes to mind when you think of food pictures is a plate of salad or whatever photographed from directly above, looking directly down, a sort of bird's-eye view. Well, that's fine some of the time, but as a rule, select different angles to shoot from, so that you get a variety of pictures that you can select the best from later.

62 Unit 11, Student's Book page 87

Girl 1: Hey, guys, listen, why don't we have a think about our end-of-year class meal?

Boy: Sure, I was thinking it'd be great to organise something that the whole class can come to before the summer holidays.

Girl 2: Definitely.

Boy: So look, it's best if you take notes. First we need to choose a restaurant.

Girl 2: Well, there are lots of great restaurants round here, but the thing is, some of them are quite expensive.

Girl 1: Yeah, also, I'm not sure if they'd be able to seat all of us, because we'd be quite a large group.

Boy: Fine. Whatever.

Girl 2: I was just thinking, wouldn't a picnic be worth considering?

Girl 1: Sure, why not? I suppose that might help to keep the cost down.

Girl 2: Yeah, and what about getting a couple of people to do homemade sandwiches for everyone, someone else could get some fruit juice, another person gets crisps …

Boy: Are you serious? That's much too complicated!

Girl 1: Yeah, to be honest, that might not be very easy. Some of our classmates have allergies, plus some people are vegetarian or vegan. Or they don't want anything that's high in salt … you know …

Boy: Yeah, some of them are fussy eaters, aren't they! (*mimics*) 'Ooh – go easy on the butter in my sandwiches – and make sure the bread's freshly baked!'

Girl 1: Well, it's not so much that anyone's fussy, just that to make sure everyone's needs are met, that everyone gets exactly the right sandwiches … that might be a bit complicated.

Girl 2: *Alright*. Fair enough. And we should fix a date, shouldn't we?

Boy: Well, Saturday's the obvious day, because everyone's off school.

Girl 2: Well, Saturday *is* one day we could consider. But then again, people might be busy doing their own thing then. Or couldn't it be on a Friday, straight after school?

Girl 1: That could work. Might it be an idea for us to set up a WhatsApp group to talk about this?

Boy: But you haven't given me your number!

Girl 2: Actually, *I* don't seem to have your number either.

Girl 1: Oh, really? Oh, well, let me just send it to you … if I can find my phone …

64 Unit 12, Student's Book page 91

Tour guide: So … if you look out of the window now, you will see the Sigiriya rock, which rises to a height of almost 200 metres. The site was selected by King Kashyapa for his new capital in the fifth century. The main palace was constructed on top of the rock. The numerous colourful frescoes, which decorate the sides of the palace, depict up to 500 beautiful maidens. Sigirya is one of the best-preserved examples of ancient urban planning, which skilfully interlinked natural and man-made features. There is evidence that the surrounding area may have been inhabited since prehistoric times. Taking photographs of the frescoes is strictly prohibited; however, postcards may be purchased from the kiosk. So … we will be parking shortly. Please avoid leaving any valuables on the coach.

Girl: We had a brilliant time in Sri Lanka. One day we went to Sigiriya. It's really, really high – I think the guide said about 200 metres. Apparently, some king picked this place to be the capital. The king built his palace right on top of the rock and there are tons of pictures on the sides of a whole load of beautiful girls. It's amazing that they linked natural and man-made things like that and that it's still there. Oh, and guess what? There were people living there right back in prehistoric times. You can't take photos, but that was OK, as we bought a few postcards afterwards. So, that was my holiday. Can I get you another coffee?

65 Unit 12, Student's Book page 91

Newsreader: Large numbers of passengers are stranded this evening due to a strike by airport staff. Over the last five years, numerous employees have been affected by redundancies and increased workloads, and rates of pay for casual staff have fallen considerably. They say they have had enough.

The partial closure of five airports has caused a great deal of confusion among the travelling public. One passenger we spoke to said it was rather inconvenient, as they would miss the majority of their weekend break. Others expressed their frustration in stronger terms, saying they had little sympathy with the strikers. It is not known when the airport will reopen. The reality is that few strikes in recent history have had such a profound impact on travel.

66 Unit 12, Student's Book page 91

Boy: Apparently, loads of people are stuck in different places because of the strike. Tons of workers have lost their jobs, and the rest are not paid very much, so that's why they're on strike. It's supposed to be pretty bad in some places. Some people are a bit confused about what's happening. Lots of flights have been cancelled, and it's a lot worse than other strikes.

67 Life Skills: Eating responsibly, Student's Book page 94

Narrator: Lee

Lee: It's not easy to make responsible food choices all the time, but one thing I always, always do is buy coffee and tea from companies that I know treat their farmers well and make sure they get a fair percentage of my money. I buy a lot of tea and coffee, so I like to know where my money goes, and if you ask me, it's very unfair that most of what we pay for products in the supermarket goes to big international companies rather than the farmers themselves. I mean, if I were a farmer, I'd want to be paid properly for all my hard work, wouldn't you? Some farmers earn less per *day* than you or I might pay for a single cup of coffee in a café. Anyway, buying fair trade isn't very difficult to do, and it doesn't just apply to tea and coffee. You just have to look out for the label on the packets.

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Narrator: Lola

Lola: My family have always eaten a lot of beef and chicken, usually for lunch *and* dinner, sometimes at breakfast, too! I never really gave it much thought, to be honest, but then one day I read about how much damage meat production is doing to our environment. Did you know, for example, that three quarters of all the agricultural land in the world is used for meat and dairy production? I find that shocking. But a few weeks ago, a friend at school told me about something called 'meat-free days'. The idea is to help you reduce the amount of meat you eat, little by little. Basically, you have one day a week when you don't eat any meat at all. I've managed to persuade my family to do meat-free Mondays and they love them. It forces us to be much more creative in the kitchen and we're definitely eating more healthily than before. In fact, from next week, we're having meat-free Wednesdays as well.

Narrator: Sherwin

Sherwin: My daughter suggested it. She'd read something online about responsible food choices and decided we should start shopping in the farmers' markets rather than the supermarket. I have to say, it's been wonderful. The food there all comes from local farms, so it's much fresher and tastier, and of course it hasn't been on a huge long journey halfway around the world, which is good for the planet. But what I particularly like about it is that you get different fruit and veg at different times of the year. Strawberries, for example. If I went to the supermarket, I could get strawberries whenever I wanted, but now I only get them in summer. It makes it much more special that way. I used to look forward to the different seasons because of the change in weather – you know, sun in summer, snow in winter, all the colourful leaves in autumn. Now I look forward to them for the change in food as well.

Unit 13, Student's Book page 101

70

Boy: You remember Miguel and Javier?

Girl: The twins from Spain who came to our school for a term? Yeah, of course!

Boy: Well, I heard from Miguel recently … Great to catch up on all their news. You remember how they were both massively into gaming?

Girl: Oh, totally, yeah. They said that was why their English was so good – chatting to other gamers online. Didn't Miguel once get into trouble for playing a game on his phone during a lesson?

Boy: It wasn't once – it happened repeatedly, don't you remember?

Girl: Oh yeah, maybe you're right.

Boy: Anyway, he was telling me, they both went in for a big international gaming contest.

Girl: Right. What, playing together?

Boy: No, competing individually.

Girl: Right.

Boy: So anyway, when Javier played his first match, his opponent was some guy from London, who's supposedly the top player in England – technically brilliant, very, very fast reactions. He'd beaten everybody, so Javier was like, 'Oh man, I've got no chance.' But guess what – maybe this guy from London had been up all night or something, but he played really poorly against Javier, kept making stupid mistakes.

Girl : So Javier won then?

Boy: Oh yeah, beat the other guy comprehensively.

Girl: Nice one, Javier!

Boy: Well, in his following matches, he just went from strength to strength, and incredibly, he got all the way through to the final.

Girl: No way!

Boy: And he was really nervous when he found out who he was against in the final – namely – you'll never guess who – his own brother!

Girl: Get out of here! Seriously?! Is it, I mean, can we watch it online somehow?

Boy: Yeah, of course. The final is always staged publicly and recorded. Then the organisers upload it so everyone can see it.

Girl: Wow! So our Spanish friends got the top two prizes, then?

Boy: Yes, Javier and Miguel came first and second respectively.

Girl: Oh, that's so cool!

Boy: Brilliant, isn't it?!

Girl: Of course, this effectively means that our school produces the best gamers in the country!

Boy: Well … yes, I suppose you could say that!

Unit 13, Student's Book page 102

71

Narrator: You will hear a podcast discussion between two people, Harriet and Mick, who have an academic interest in how technology affects language and communication.

Presenter: Hi, welcome to today's podcast. I have with me a couple of people with a keen interest in how technology is influencing the way we communicate. First up is Harriet Dawson, who's studying Linguistics at university. Hi, Harriet.

Harriet: Hi.

Presenter: So Harriet, I guess the great thing about communicating electronically is that it's so quick and easy, right, so presumably it's not so important to write carefully when you're just texting a friend, because that would slow you down?

Harriet: Well, it's certainly a convenience. But let's say you had planned to meet up with a mate, but something's come up and you need to pull out. A quick text takes care of all of that, and the great thing is that what it does is it lets you avoid the guilt you might feel if you could hear their voice or see their face. So, texting would be the preferred channel for large numbers of people in that situation, almost certainly.

Presenter: Sure, and if I can bring in my second guest at this point, Mick Jordan, a journalist who's written extensively about how we are affected by language.

Mick: Hi there.

Presenter: So Mick, is it fair to say that each of the big social media platforms has its own style of language that users of that platform follow?

Mick: Well, there's more to it than that. I mean, *you* probably express yourself differently from how *I* do. Obviously I'm a few years older, and age makes some difference. But what I've found is that, to a great extent, how we express ourselves online depends on what it was that we initially started accessing the web for. People who initially started using it for social purposes tend to use the language norms which developed *there*. But if you were introduced to the web for practical purposes, like shopping or work, it's likely that you just transfer your offline communication style online.

Presenter: Interesting. What makes language change so much over the centuries?

Harriet: Well, if you look at a speech made by the first US president, George Washington, some 250 years ago, and read it in its written version, you'd find it still completely intelligible. There's very little that's disappeared from everyday usage. Language doesn't actually transform overnight. Sure, new words come and go … but compare that to the massive *technological* changes we've seen since Washington's day!

Presenter: Sure. And what about personal relationships, like how people fall in love and choose a person to marry? Do you expect to see technology cause changes there?

Harriet: That's a good question. I wouldn't be surprised if in the future we see lots of couples where the only way each can communicate with their spouse is via some sort of headset. Not because of physical distance, but because they need to have everything their spouse says translated.

Mick: Absolutely. Of course, it's quicker and easier to put on a headset than get to grips with a new language.

Harriet: Sure. And with dating apps having caught on massively in recent years, that'll almost certainly have an effect on who we end up marrying.

Presenter: OK. Now, how technology affects language, that's a huge aspect of research now, but why is that?

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Mick: Well, language researchers have always been fascinated by what people say and what they mean. And before the internet, this used to mean recording people's conversation and then writing down what they said. Incredibly time-consuming! And samples of informal writing that can be analysed were disproportionately from, you know, prime ministers and movie stars, people who might donate their papers to an archive. But now the rest of us regular folks are producing content on various social media sites that can be comprehensively analysed, too.

Presenter: Now, what about emojis in writing? Do people only use them because they're not articulate enough?

Harriet: Personally, I'm not a big emoji user. But I don't agree with what you suggested, namely that people who use them are somehow deficient when it comes to language. For linguists, there *is* a difficulty in reading them, though, with many that are quite ambiguous. Like the face with all the teeth – *you* might use that to indicate you're nervous, but *I* understand that you're angry with me. So it's questionable whether as linguists we have the right to interpret these in the same way as we analyse other aspects of written communication.

Presenter: Interesting. Thank you.

72 Unit 13, Student's Book page 103

Examiner: Do you think it's sometimes better not to tell the whole truth?

Gerardo: Oh, that's a good question. To be honest, it's not something I've ever really considered.

Maribel: You could say it's always wrong to lie, full stop. But then again, you could also argue that if the truth might hurt someone's feelings, it's better to tell a white lie. In my family, my dad's not a very good cook, and when he does supper, he always asks, 'How's the food?' So we just say 'It's great, Dad, thanks,' even though it's not actually true. So in that situation, as far as I'm concerned, it's better not to tell him the truth.

Gerardo: I'm not so sure about that, actually, Maribel. I can see where you're coming from, but if you ask me, you guys should just be more direct with your dad and say, 'Well, Dad, to be honest, it isn't the best you've ever cooked.'

Examiner: Thank you. Now, for some people, reading novels is pointless, as they aren't true stories. What's your opinion?

Gerardo: Not for me. As I see it, you can learn something from a book, even if it's a work of fiction and the story never happened. It can still give food for thought.

Maribel: Yeah, absolutely, I'm with you on that. Personally, I'm into reading fiction *and* non-fiction. And I find that fiction gives me just as much to think about, to learn from, as a factual book.

Gerardo: I couldn't agree more.

Examiner: Thank you.

74 Unit 14, Student's Book page 106

Jessica: I missed the meeting this morning. Can you fill me in on what was said?

Harry: Sure. It was mainly about the launch of the new website. Some people complained about having to work so hard the whole of last week because of it. Mr Parson apologised for the inconvenience and promised to buy us all pizza at the next meeting.

Jessica: That's great!

Harry: And he encouraged us to put our work on the committee on our university applications. Oh, and one other thing. I volunteered to write a review of the new play at the Theatre Royal for the website. And guess what? He suggested taking you along too, as you're so good at writing reviews.

Jessica: Wow! Anything else?

Harry: Well, he reminded us to update all the social media sites with the photos of last month's sports matches. And he recommended backing everything up after that disaster we had last month.

75 Unit 14, Student's Book page 107

Adrian: So what did you think of the article, Teresa?

Teresa: It was interesting. I'd never thought about influencers in that way. What I mean is that they're basically free to act irresponsibly if they want to. It's not actually illegal even to promote something as harmful as diet pills to young people.

Adrian: Yes, I agree, and there doesn't even seem to be a way to make those posts inaccessible to people under a certain age. Even if the products themselves aren't harmful, they're being promoted by ordinary people who don't know anything about them.

Teresa: They say there *are* guidelines, but there isn't much they can do if influencers are uncooperative – which they are likely to be, since they're getting paid.

Adrian: It seems like currently there are no consequences for not following the guidelines. I think that if people disobey the rules, their accounts should be blocked.

Teresa: Mm, maybe, but one of the problems is the rules – or guidelines – are imprecise. For example, if it says you mustn't promote something harmful, different people interpret the word 'harmful' in different ways.

Adrian: Absolutely. So there need to be clearer guidelines and harsher consequences for those that don't follow them. Otherwise, it will undo all the good work the Advertising Standards Authority has done to protect young people.

76 Unit 14, Student's Book page 107

Teresa: So, you think influencers' accounts should be deactivated if they break the rules? That sounds a bit harsh. I mean, social media is how they make their living.

Adrian: Not really. The potential for misinformation being spread is huge, and that could be really dangerous. But it seems the consequences for these people are non-existent.

Teresa: In my view, the best way to deal with antisocial behaviour online is to fine people.

Adrian: I can't agree with you there. Fines won't help – they need to be stopped.

77 Life Skills: Online presence, Student's Book page 110

Narrator: Ben

Ben: It was meant to be a joke. We'd just won the local under-18s football championship and I'd been awarded 'Player of the Year' by the City League. I was so excited that late that night, I tweeted something really rude and stupid about the players in the team we'd beaten. When I woke up the next morning, everyone was talking about it online, saying how I didn't deserve the award and what an awful person I was. I deleted the tweet immediately, but by then loads of people had taken screenshots of it and were sharing them everywhere. I thought that was the end of it, but then the City League took my award away. It was even in the local news. One of the headlines said, 'Star footballer brings shame on winning team'. Now when people search for my name, it's the first thing that comes up.

Narrator: Jolanta

Jolanta: My university plans fell through because of a photo I'd posted on social media just before I was about to take up my place and start studying. It was a photo of me at a fancy-dress party with some friends, dressed up as a criminal who was in the news. I know it was wrong, but I didn't think anything about it at the time. I just thought it was a cool costume. I had no idea that when you apply to university, they often look you up online to find out more about what kind of person you are. Someone must have checked my social media and seen the photo. I didn't have any privacy settings switched on, so it was all public. I got a letter saying they were sorry, but they'd had to cancel their offer of a place because my behaviour didn't match their values. I was devastated. It was so stupid of me.

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Narrator: Manjit

Manjit: During my last year at school, I worked part-time in a computer store to earn some extra money. One of my workmates was this really lazy guy who always took incredibly long breaks, leaving me to do all the work. It used to drive me mad. Anyway, one day I was so annoyed I wrote a long angry post on my social media about how terrible he was to work with. I even said the company had been stupid to employ him. Then, when I started applying for jobs after graduation, I kept getting rejected, even though I had excellent grades *and* work experience. I couldn't even get an interview. Eventually, I asked one of the companies to give me some feedback on my application. Well, they'd Googled me of course and seen the post. They said it was irresponsible to complain about a colleague and criticise an employer online, and it showed I couldn't be trusted professionally. That was a hard lesson to learn.

80 Unit 15, Student's Book page 115

Lecturer: Rapidly increasing numbers of species are being listed as endangered or vulnerable, and it often seems that only *bad* news comes from wildlife experts. But while it's virtually impossible to deny that the situation is serious, there *is* occasionally some good news. The global conference on wildlife trade recently gave protection to more 'at risk' species. This is great news, because if a species is officially recognised as 'endangered' or 'vulnerable', it means that governments will do more to help conserve them.

Equally important are the efforts of international agencies like Interpol. During their Operation Thunderball, they seized over 2,000 animals in 109 countries which were part of the illegal wildlife trade. Their aim is to destroy the criminal networks which are universally accepted as one of the biggest threats to the world's wildlife.

Another piece of good news concerns the African elephant. Elephants from Botswana, Zimbabwe, Namibia and South Africa can now only be exported to other African countries where the species is naturally occurring.

Technology has enabled countries to adopt a new and noticeably different approach to the protection of wildlife. One example of this is a hand-held instrument called MinION which can be used to test randomly selected products in markets to identify if they contain genes from ivory, pangolin scales and other illegally traded wildlife.

81 Unit 15, Student's Book page 116

Narrator: You'll hear five short extracts in which people are talking about experiences relating to animals.

Speaker 1

Speaker 1: We run an animal sanctuary, and to make ends meet, we're open to visitors. Children usually enjoy getting close to the animals, who are all pretty tame. One day, a little girl sat her doll down in the pasture while she went to stroke the kids – you know, the baby goats – who are very cute and friendly. Meanwhile, Nancy, one of the goats, found the abandoned doll. She must have been a bit peckish because she ate its fingers! Hearing a loud noise from the child, I came running over. I felt terrible because I thought the little girl was upset, but it turned out she was crying with laughter – she thought it was hilarious!

82 Unit 15, Student's Book page 116

Narrator: Speaker 2

Speaker 2: I volunteer at the local cat and rabbit rescue centre. The cats in particular all have absolutely unique personalities. I got particularly attached to a little guy called Stan, who came in as a stray. It was as if Stan knew that the people coming in were there to pick a new pet, and he tried to show off, meowing loudly and doing tricks. Everyone thought he was funny, but for me it was tragic that he was so desperate to be chosen. So many cats never find families, which is heart-breaking. It paid off in the end for Stan, as a little boy fell in love with him, and he now he's a much-loved member of the household.

Narrator: Speaker 3

Speaker 3: On a trip to south India, we were staying in a lodge in the jungle. One day, my family and I went out in an open jeep with our tracker – a wildlife guide you have to stay with inside the park. He told us it was safe to get out and take some photos, which we did. We were a few metres away from the jeep, when a huge elephant – a lone male – lumbered out of the forest, pawing the ground aggressively. Our natural instinct was to dash back to the jeep in terror, but the tracker told us to freeze. He faced down the elephant, while we slowly moved one step at a time to the vehicle, trying not to show our sheer panic.

Narrator: Speaker 4

Speaker 4: I just watched a news item on a South African channel about poachers operating in the Kruger National Park. Apparently, they are now posing as tourists, who are obviously important to the conservation effort. It makes my blood boil that people are killing a critically endangered species like the rhino, especially as some sub-species are already extinct. They've even shot their babies, who are the only hope for the species to survive. The authorities have managed to arrest three poachers in recent days and are now operating a night-time patrol, as that's when poachers used to have free rein. They trace the individuals by matching the bullets used to kill the animals with the guns the suspected poachers have.

Narrator: Speaker 5

Speaker 5: I heard a story on the radio about a plague of locusts which have destroyed tonnes of crops and grazing land in Somalia and Ethiopia. I didn't know this kind of infestation still happened, but apparently it's difficult for them to spray pesticides everywhere due to various conflicts which have caused chaos. The figures are really astonishing – there are millions and millions of the insects in every square kilometre. It's the worst infestation they've had in 25 years. What makes it worse is that there's been an unusual amount of rain this year. The food supply has been badly affected. The crops that have been destroyed could have fed a few thousand people. Isn't that awful?

83 Unit 15, Student's Book page 117

Jorge: I'm going to talk about the first and second photos. I feel the people in both photos are doing this on a voluntary basis, meaning they're not getting paid for it. The reason I say this is because they don't look like workers. They're trying to improve the environment they live in and make a difference to the planet. The second photo shows three people litter-picking on the beach. They look like they are probably members of the local community and are clearly doing it because they want to. They might feel that sea life could be injured by the rubbish. In the first photo, it looks as if the people are part of an organisation, as they're all wearing hats and T-shirts of the same colour. I'm wondering if they're army cadets, since there is a man in army-style clothes standing there, maybe giving instructions on how to plant the tree.

All the people are probably feeling a sense of satisfaction. In other words, they're doing something worthwhile without getting a reward, so they feel good. The people in the second photo may be enjoying the peace and quiet on the deserted beach. After all, they've chosen to go there on their own at a time when no-one else is there. I'd say that the people in the first photo were enjoying learning a new skill and being with their friends.

84 Unit 15, Student's Book page 117

Rosa: Well, both activities are extremely valuable, but planting trees is definitely something we should all be doing, so I'd say picture 1.

86 Unit 16, Student's Book page 120

Reader: The system of writing invented by Louis Braille two hundred years ago is still used today. Blinded in one eye following a childhood accident, Braille suffered greatly as the blindness gradually spread to the other eye. Not understanding what had happened to him, Braille would often ask his parents why it was dark. But he soon began to accept his condition, and by using a stick made for him by his father, he learned to navigate the lanes in his village outside Paris.

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Realising that Louis was very bright, his parents sent him to the school for the blind in Paris. There, the children learned to read using a system created by the school's founder, consisting of raised letters. Readers would move their fingers over each letter, slowly working out the meaning. The system had drawbacks though, not least the fact that the blind could read, but not write, using this system. The teenage Braille invented an alternative system, representing each letter as a series of raised dots stamped onto the paper, enabling the reader to identify each letter through a single touch.

Braille's system wasn't widely used in his lifetime, and it wasn't even adopted by the blind school where Braille later taught. It did, however, find fame after his death, eventually becoming accepted all over the world. It has proved to be lasting and versatile, adapting to the digital era as RoboBraille, a translation service to and from Braille in a range of languages.

87 Unit 16, Student's Book page 121

Michaela: Hello, everyone, my name's Michaela, and I'm a careers advisor. I've been asked to come in today and speak to you with regard to your career aspirations. I always love speaking to students, so I'm very thankful for the opportunity to do so, and I hope that it'll be useful for you.

Now, when I was a very small girl, I wanted to be a ballerina, and my older brother, in common with many other young boys, wanted to be an astronaut. He was five years old, and he was unaware of the fact that, aside from a handful of people working for NASA and other agencies, there aren't many professional astronauts out there in the real world. And so our aspirations were, I suppose you could say, unrealistic. And I was certainly equally mistaken in my firmly held belief that I was going to be the most famous ballet dancer ever.

Now, some people would argue that childish fantasies like these are integral to the experience of growing up and envisioning a future life for ourselves. Let kids fantasise about being astronauts and ballerinas when they're little; you might say, don't burst their bubble. Once they're in the region of ten or 12 years old, they'll be much more capable of selecting more realistic jobs for themselves. They'll forget about going into space and start to consider careers that are compatible with the kind of things that society actually requires, right?

Well, contrary to what some people might think, it's actually wrong! I've researched the job aspirations of young people, and it's become apparent to me that their career ambitions aren't matching actual job vacancies. For example, about 20 percent of 15–16-year-olds want to work in sport, culture and the media. But these sectors are notable for being difficult to get into, as only just over 2 percent of jobs are in these areas! So most of us are highly unlikely to become professional sports players, let alone astronauts. Instead, we should be focusing on careers such as …

88 Life Skills: Teamwork, Student's Book page 124

Cathy: So, Andy, how about we put you in charge of the tickets and collecting the money? You're good with numbers.

Andy: That's fine. As long as I don't have to make the posters, I'm happy. You both know I'm hopeless at art.

Cathy: Don't worry, I'll take care of that. I've designed lots of stuff for other events. I enjoy it.

Ben: And me?

Cathy: Maybe you could be in charge of the social media. You're good with that.

Ben: OK, sure. And on the night itself? We need to decide who does what.

Andy: Please don't make me the presenter! You both know I hate speaking in public.

Cathy: Let's talk about that next time. It's not urgent. The first thing we need to do is find some singers and bands to take part!

……

Cathy: Hi, Ben. Where's Andy?

Ben: He can't come. He's got a French speaking exam today. Maybe we should postpone today's meeting until all three of us can get together.

Cathy: We can't do that. There's been a change of plan. The university have just contacted me to say we can't use the main hall on Friday 7th, as it's already booked, so we'll have to do it the following day.

Ben: Wow, I wish they'd let us know earlier.

Cathy: You'll need to inform the groups who have already signed up. They might be playing at other concerts that night.

Ben: I doubt it. They're only student bands!

Cathy: Well, anyway, we also need to change the information on the posters. Imagine if I'd printed them already! We'd be raising money to help the planet, but would end up wasting loads of paper!

Ben: I'll have to post an update online. I'll go and call everyone first, though.

Cathy: Wait, wait. Before you do that, now that we're here, we may as well decide who's doing what on the night …

……

Andy: Cathy! Cathy!

Cathy: Andy, what's wrong?

Andy: I think the date on the posters is wrong. I've just seen one outside the library. It says Saturday the 8th not Friday the 7th.

Cathy: That's because we had to change it, remember? The main hall was already booked that night.

Andy: I didn't know that.

Cathy: I thought Ben had let you know.

Andy: I haven't seen him.

Cathy: But you have classes together all the time.

Andy: Not this week. Anyway, he probably assumed you would tell me.

Cathy: Well, I'm sorry, but it doesn't matter. Ben spoke to everyone yesterday and only one of the bands had another concert that night. It's quite good, in a way. It means everyone else will have time to play four songs instead of three.

Andy: But I've just finished printing all the tickets! Two hundred of them, and they all say Friday the 7th!

Cathy: You're kidding! All of them?

Ben: Hi, guys! How's it going?

Cathy: Not good! Andy – tell him. Thanks to you, all the tickets are wrong …

……

Ben: This is amazing! I can't believe so many people have come.

Andy: I know! We've raised much more money than I thought we would.

Ben: Thank goodness we managed to sort the tickets out! That was a good idea we had to use those cheap little stickers. Nice and easy and much better than printing them all again.

Andy: I hope I can come inside and watch when it starts. I don't want to spend all night on the door.

Cathy: Guys, guys!

Ben / Andy: What's up?

Cathy: One of the singers wants to say a few words before he plays. He's written a song about the environment, apparently, and he wants everyone to know what it's about. But he doesn't speak much English, so he wants to speak in French.

Ben: Is the song in French?

Cathy: Apparently. Andy, could you translate?

Andy: Me? On stage, you mean?

Cathy: I know you hate speaking in public, but you're the only one who speaks the language.

Andy: I guess I don't have much choice.

Cathy: You don't mind, do you? I'm sure you'll be fine.

Andy: OK, OK. I'll do it for the planet!

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