

PREPARE

STUDENT'S BOOK WITH EBOOK

C1

LEVEL 9

Anthony Cosgrove
Claire Wijayatilake

Second
Edition

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Key to symbols:

✔ C1 Advanced exam task

▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about family and friends ✔ Listening Part 1	Talking about yourself ✔ Speaking Part 1		▶ The generation gap
		An informal email ✔ Writing Part 2	▶ Getting the message across
A talk about living on Mars ✔ Listening Part 2	Discussing options ✔ Speaking Part 3		▶ The foreseeable future
		An essay ✔ Writing Part 1	▶ Something to chew on
An interview about the fashion industry ✔ Listening Part 3	Comparing pictures ✔ Speaking Part 2		▶ Fashion statement
		A review ✔ Writing Part 2	▶ Hit the road
Five short extracts about innovative technologies and the environment ✔ Listening Part 4	Contrasting opinions ✔ Speaking Part 3 and Part 4		▶ To the ends of the earth
		A formal email ✔ Writing Part 2	▶ Don't you know who I am?

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Key to symbols:

✔ C1 Advanced exam task

▶ Video

LISTENING	SPEAKING	WRITING	VIDEO
Three short conversations about health and fitness ✔ Listening Part 1	Discourse markers ✔ Speaking Part 1		▶ In shape
		An essay ✔ Writing Part 1	▶ Going to extremes
A talk about the role of a historical interpreter ✔ Listening Part 2	Comparing photographs ✔ Speaking Part 2		▶ If memory serves
		A proposal ✔ Writing Part 2	▶ All things being equal
An interview about lying ✔ Listening Part 3	Agreeing and disagreeing ✔ Speaking Part 3		▶ That's news to me
		A report ✔ Writing Part 2	▶ Just the job
Five short extracts about who people admire ✔ Listening Part 4	Collaborative task ✔ Speaking Part 3 and Part 4		▶ Leading lights
		An email of application ✔ Writing Part 2	▶ The school of life

1 FAMILY TIES

? ABOUT YOU

- ▶ 01 Watch the video and then answer the questions. Which family members and friends are you closest to? Why do you think you have a particularly close connection with them? What did you enjoy most about your childhood?



VOCABULARY & READING

RELATIONSHIPS

EP 1 Match the questions 1–10 to the answers a–j.

- 1 Is there anyone in your family who **rubs you up the wrong way**?
 - 2 How important do you think it is for **a family unit** to be **close-knit**?
 - 3 **Are you on good terms with** your extended family?
 - 4 Did your parents **spoil** you when you were young?
 - 5 Do you think children without **siblings** sometimes **miss out on** fun?
 - 6 Do you think children **are** generally most **attached to** the sibling closest in age to them?
 - 7 Do you think anything or anyone could ever **come between** you and your best friend?
 - 8 Is there anyone **you're not on speaking terms with**?
 - 9 Do you generally **see eye to eye with** the older members of your family?
 - 10 Would you say **family ties** are less important than they were in the past?
- a Maybe, but brothers and sisters can be quite annoying!
b Definitely not! We'd never let anyone ruin our friendship.
c Well, not on all issues. My grandpa is quite traditional and we often disagree.
d For me, personally, it's vital. I speak to my parents and brother every day.
e Yes, there's a girl at school I had a row with and we haven't spoken for months.
f Not necessarily. I think it depends on their personalities and interests.
g To some extent, yes. People move around for work and see each other less often.
h Absolutely. My cousins visit us every week.
i My little brother! He's always winding me up!
j I suppose so. I had loads of toys and even a pony.

2 Find **expressions** in Exercise 1 with these meanings.

- 1 have similar views to
- 2 annoys
- 3 have a friendly relationship with
- 4 strong connections between family members
- 5 no longer have a relationship with
- 6 give a child too many things or not enough discipline
- 7 a group of related individuals
- 8 cause problems with
- 9 have an emotional connection to
- 10 lose the chance to experience something
- 11 united, helping and supporting each other
- 12 brothers and sisters

3 Ask a partner five questions from Exercise 1.

4 Look at the title of the article opposite. What do you think the 'boomerang generation' is? Read the introduction, ignoring the gaps, and check your ideas.



PREPARE FOR THE EXAM

Reading and Use of English Part 1

5 Look at the example (gap 0) and the correct answer. Is this question testing

- a collocation? b a set phrase? c precise meaning?

6 Read the full sentences containing gaps 1 and 2 and then read the four options for each gap.

- 1 Which option in question 1 means 'a part of a total number or amount'?
- 2 Which option in question 2 collocates with 'majority of' in the text?

7 Read the rest of the text again and decide which answer (A, B, C or D) best fits each gap.

- | | | | |
|------------------|----------------|------------|---------------|
| 0 A secure | B sure | C sound | D safe |
| 1 A figure | B proportion | C rate | D degree |
| 2 A overwhelming | B overpowering | C amazing | D stunning |
| 3 A budgets | B payments | C prices | D costs |
| 4 A environment | B background | C climate | D setting |
| 5 A by | B about | C along | D in |
| 6 A downsides | B disputes | C troubles | D flaws |
| 7 A come | B make | C take | D get |
| 8 A only | B one | C next | D same |

» PREPARE FOR THE EXAM PAGE 128

8 Read the rest of the article. Which writers had the most and least positive experience of returning to the family home? Compare your answers with your partner's.

9 Read the article again and answer the questions.

- 1 Why was Alex concerned about what others might think about him moving back home?
- 2 Why does Alex think his current living arrangement is successful?
- 3 Why has Caitlin's attitude towards family life changed?
- 4 What disadvantages does she mention?
- 5 What problems has Oscar had with his family members?
- 6 Why has Charlotte chosen to live with her grandparents at this stage of her life?

THE GENERATION

As a boomerang returns to the thrower, members of the 'boomerang generation' return to the parental home after university or a period of living independently. It's (0) D to say that this is the new normal. In the US, a marginally higher (1) of 18–34-year-olds now live with their parents than live with a spouse or partner.

It might surprise some people that the (2) majority of them are satisfied with their living arrangements. Although the primary reason for returning to the family unit is to keep living (3) down, many also find it comforting to return to the protective (4) of home. Compared with previous generations, more of today's young adults find that their parents are easy to get (5) with.

Of course, there are (6) to returning home. It can be frustrating not to be able to throw parties, and your siblings might still (7) on your nerves. Nevertheless, for those who can't afford to go it alone, moving home is often the (8) best thing.

Four young people tell us about their experiences as part of the 'boomerang generation'

Alex, 24

As an only child, I was – and still am – very attached to both my parents. I suppose I was a bit spoilt as they gave me a lot of attention. My dad would buy me anything I asked for – within reason.

After university, I wanted to save up for a place of my own, so it made sense to move back in with my parents. I was very aware of the negative stereotypes of adult children 'sponging off' their poor mum and dad, but it isn't like that for us. My parents are retired and are glad of a bit of company. I contribute to the household in different ways. I'll do the weekly shop and pay the utility bills. Not only that, but Mum and Dad are on really good terms with all my friends, so they're fine with them coming over. I think they'd have liked more children, to be honest.

Caitlin, 27

I come from a large, noisy, close-knit family, and with seven brothers and sisters, there is bound to be someone who rubs you up the wrong way! I used to fantasize about getting away and living alone. As soon as I turned 18, I took a gap year,

which turned into four years, travelling and working in Asia. It was amazing, but what surprised me was that whenever I heard news from home, I felt I was missing out on family life. So, I decided to go back to Ireland and do my degree in my home town. My sisters are forever borrowing my stuff and my brothers keep pestering me for help with their homework, but for now I'm just happy to be at home.

Oscar, 19

I've never really seen eye to eye with my dad and older brother. They're really into fishing. They would ask me to come along, but I could never see the attraction of spending all day trying to catch your own food when you could just pop to the supermarket. After I became a vegan, we weren't even on speaking terms for a couple of years.

My brother even tried to come between Mum and me. I was desperate to leave home and took a live-in job at a hotel. After a year, I got a better job, but it meant I had no choice but to move back home. Not much has changed, really. Now when my brother criticises me, I usually just ignore him.

Charlotte, 21

I was mainly brought up by my grandparents as my parents used to be in the military and were often abroad. I'm really proud of my mum and dad, but as a child I was constantly begging them to come home. In spite of the time spent apart, our family ties have always been strong. Now I realise it can't have been easy for them to leave their only child for long periods.

These days I'm taking care of my elderly grandparents. They were always there for me and now it's my turn to look after them. I can't deny there's a slight generation gap between us, but we don't let it bother us.



TALKING POINTS

What do you think is a good age to move out of home?

What do you think you would enjoy or find difficult about living at home as an adult?

GRAMMAR

HABITUAL ACTIONS (PAST AND PRESENT)

1 Read the extracts from the article and complete the corresponding rules with the correct tense.

- Now when my brother **criticises** me, I usually just **ignore** him.
- I'll **do** the weekly shop and pay the utility bills.
- These days I'm **taking** care of my elderly grandparents.
- My sisters **are forever borrowing** my stuff and my brothers **keep pestering** me for help with their homework, but for now I'm just happy to be at home.
- I was mainly brought up by my grandparents as my parents **used to be** in the military.
- My dad **would buy** me anything I asked for – within reason.
- I'm really proud of my mum and dad, but as a child I **was constantly begging** them to come home.

Present habits

- To talk about present habits, we use (*usually*) + _____.
- _____ can also be used for present habits.
- To talk about new habits, we use _____.
- To talk about annoying habits we use *always* / *constantly* / *forever* + _____ and _____ + *-ing*.

Past habits

- To talk about states in the past we use _____.
- To talk about past habits, we use *used to* or _____.
- To talk about annoying habits in the past we use *always* / *constantly* / *forever* + _____ or *kept* + *-ing*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 160

2 Read the pairs of sentences. Do they have a similar meaning or different meanings? Explain the differences to a partner.

- Maya goes to the gym every morning at 7.
 - Maya is going to the gym every morning at 7.
- We often take our grandparents out for a drive in the countryside on Sundays.
 - We'll often take our grandparents out for a drive in the countryside on Sundays.
- The twins keep disturbing me when I'm trying to work.
 - The twins are forever disturbing me when I'm trying to work.
- Grandad always tells us stories about being in the army.
 - Grandad is always telling us stories about being in the army.
- When I was a child, I used to build camps in the woods with my brothers.
 - When I was a child, I would build camps in the woods with my brothers.
- Our cousin Ameena didn't use to play with us.
 - Our cousin Ameena wouldn't play with us.
- My older brother was constantly getting into trouble as a child.
 - My older brother used to get into trouble as a child.

3 Complete the blog with a word or phrase from the box. Use each one once only.

always forever keep 'm going
used to usually will would

How is your life different now from when you were a child?



Generally speaking, I had a very happy childhood. We ¹ _____ live in the countryside. Every morning I ² _____ go to the orchard and pick up any apples that had fallen. And I was ³ _____ climbing trees and playing games with my cousins. Now life couldn't be more different. I ⁴ _____ wake up early and I don't stop until I fall into bed. I ⁵ _____ get about six hours sleep if I'm lucky. I ⁶ _____ saying I'm going to reduce my working hours but it never happens. My boss is ⁷ _____ putting me in charge of new projects, saying I'm the only one who can handle them. Now I ⁸ _____ into the office on Saturdays too, and I'm starting to resent that.

4 Prepare your own answer to the question 'How is your life different now from when you were a child?' Share your ideas with your partner.

5 Rewrite the sentences using a different structure from Exercise 1.

- Pia and I get on well now but in the past we didn't.
Pia and I didn't use to get on well but we do now.
- Mandy often interrupts when I'm speaking, which I don't like.
- When I was younger, I was a huge hip-hop fan.
- Lee has recently started doing Pilates every morning.
- I hated sharing with my sister as she often messed up our room.
- My dad and I hardly ever missed a Saturday match.
- Our coach sometimes gives us a lift home after a match.



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

- In the past parents and children used to not discuss problems as openly as they do nowadays.
- It was used to be more common for three generations to live together.
- My cousin was forever bringing home stray animals.
- Alicia was upset because her classmates kept constantly leaving her out.
- Sameer use to rub his brother up the wrong way.
- When I was a child, I would be so shy that I hardly spoke to anyone.

7 » TURN TO PAGE 150.

VOCABULARY

PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

- EP 1** Choose a phrasal verb from the box that fits both sentences in the pair. Add it to the sentences in the correct form. Which sentences, a or b, have a literal meaning?

break off come over count on
get on get over run down

- 1 **a** Nowadays I usually _____ the bus at Piccadilly Circus.
b I still _____ really well with my all cousins.
- 2 **a** Archie _____ the road yelling when he saw flames coming out of his house.
b It was a shame that the candidate _____ his opponent on national TV.
- 3 **a** Charlie _____ a small piece of chocolate and handed it to Sophie.
b Grace _____ the engagement just weeks before the wedding.
- 4 **a** Ben, _____ here a minute – I want to ask you something.
b Even though Beth may _____ as unfriendly, she's actually really nice.
- 5 **a** I can't do maths. I have to _____ my fingers.
b Jaime is a very reliable person. You can always _____ him.
- 6 **a** We need to _____ this wall. Can you manage it?
b Clara has never really _____ the death of her pet dog five years ago.

- 2** Match the verbs in the b sentences in Exercise 1 to the verbs in the box which have a similar meaning.

criticise depend on end recover from
have a good relationship with seem

- EP 3** Match the **phrasal verbs** in the sentences to the definitions in the box.

cheated don't punish
criticising repeatedly and unkindly
tell you about it and get your opinion

- 1 Stop **getting at** me! Can't you see I'm doing my best?
 - 2 Often the police **let off** people who are caught shoplifting.
 - 3 I think I just got **ripped off**. They charged me €10 for a can of cola.
 - 4 I've had a good idea. Can I **run it by** you?
- 4** Complete the sentences with a phrasal verb from Exercise 3 in the correct form.
- 1 If you _____ the plaster _____ quickly, it doesn't hurt as much.
 - 2 I need to stand on a stepladder in order to _____ things on the top shelf.
 - 3 I just saw Amira _____ my window.
 - 4 You are not allowed to _____ your dog _____ its lead in this park.

THREE-PART PHRASAL VERBS



02

- 5** Listen to two friends, Becky and Zack, discussing their friends' relationship. What has happened and why? What do Becky and Zack think about it?



02

- EP 6** Listen again and write the three-part phrasal verbs you hear.

- 1 I really can't _____ all the drama with your friends.
- 2 Amy had let Callum _____ his thoughtless behaviour for too long and she's finally _____ him.
- 3 Do you mean the way he _____ her family because they aren't as well-off as his?
- 4 I'd never _____ that kind of thing.
- 5 He thought he could _____ the way he'd been acting with a bunch of roses!
- 6 Yes. I really _____ people who refuse to be treated badly.
- 7 Anyway, it was great to _____ you, Zack.



- 7** Match these meanings to phrasal verbs in Exercise 6.

- | | |
|----------------------|---------------------------------|
| 1 compensate for | 6 escape the consequences of |
| 2 admire and respect | your action |
| 3 follow | 7 consider yourself superior to |
| 4 challenge | 8 tolerate |
| 5 exchange news | |



PREPARE FOR THE EXAM

Reading and Use of English Part 4

- 8** 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 You should never consider yourself superior to people who have less money than you. **LOOK**
It is not right _____ people who have less money than you.
- 2 I know I sometimes seem quite extroverted but I'm actually rather shy. **COME**
I know I tend _____ quite extroverted, but I'm actually rather shy.
- 3 Adrian never recovers from an argument very quickly. **AGES**
It always _____ over an argument.
- 4 I usually meet my friends once a week to find out what they're doing. **CATCH**
It is _____ with my friends once a week.
- 5 My dad constantly criticises me because I don't help with the chores. **GETTING**
My dad is always _____ helping with the chores.
- 6 The restaurant offered us a free meal to compensate for the poor service. **MAKE**
The restaurant offered us a free meal in _____ the poor service.

» PREPARE FOR THE EXAM PAGE 131

LISTENING

- 1 Share a childhood memory with a partner.
- 2 Look at the exam task opposite. What are you told about the situation in each extract before listening?
- 3 Read the context, questions and options for Extract One opposite and underline the key words.



- 4 Listen to Extract One. Answer both questions and compare your answers with a partner. Then listen again and discuss why the other options are wrong.

- 5 Read some parts from Extract One (1–4). Which parts ‘highlight the differences in their personalities’? Which imply they ‘fought occasionally but got over it quickly’?

1 *Woman*: Do you remember when we found that derelict old house? It was so cool. I was desperate to explore, but you were reluctant to go in. You thought it might be haunted.

2 *Woman*: I never worried about things like that, but you were a more cautious child, weren't you? I was the rebellious one, but you always tagged along with a bit of persuasion.

3 *Woman*: We were inseparable for years, but it wasn't always a walk in the park. I seem to remember our relationship could be quite stormy at times.

4 *Man*: Maybe, but we always patched things up before too long. I'd just say you were right so that we could get on with the next bit of mischief.



- 6 Listen to Extracts Two and Three twice and answer questions 3–6.

- 7 Discuss the questions with a partner.

- 1 Do you agree that we often remember our childhood as being more positive than it actually was?
- 2 Do you think people's attitude towards being an only child or having siblings changes as they get older?
- 3 Do you think the grandparents, the parents or the children usually benefit most from living in a multi-generational household?



PREPARE FOR THE EXAM

Listening Part 1

Extract One

You hear two friends talking about their childhood friendship.

- 1 Why does the woman talk about the derelict house?
 - A to highlight the differences in their personalities
 - B as an example of the good times they had together
 - C to point out that their adventures didn't end well
- 2 What do the man and woman agree about their friendship?
 - A They had a close and easy-going relationship.
 - B They preferred each other to their siblings.
 - C They fought occasionally but got over it quickly.

Extract Two

You hear two friends talking about having brothers and sisters.

- 3 The girl is angry with her brother because
 - A he hasn't been open and honest with her recently.
 - B he doesn't show enough respect to their parents.
 - C he isn't trying to save for his education.
- 4 Why does the boy say he would like a sibling?
 - A to be able to understand his friends' family life better
 - B to have someone to keep him company
 - C to lower his parents' expectations of him

Extract Three

You hear two friends discussing a documentary they have watched about multi-generational households.

- 5 What do they disagree about?
 - A the grandma's commitment to looking after the children full-time
 - B the strength of the bond between the grandma and grandchildren
 - C the role of the mum and dad's parenting skills in the family
- 6 The man points out that the documentary maker
 - A covered the topic extensively.
 - B failed to present a balanced argument.
 - C offered few new insights into family dynamics.

» PREPARE FOR THE EXAM PAGE 142

SPEAKING

TALKING ABOUT YOURSELF

1 Complete the questions with a word or short phrase. There may be several possibilities. Then ask and answer them with a partner.

- What activities do you _____ doing with your family?
- _____ spend time with one or two friends or a group of friends?
- Is there anything you _____ in the place where you live?
- What kind of _____ do you look for in a friend?
- Who are you _____ to in your family?
- What is your _____ social media app?

2 Listen to a student answering the questions in Exercise 1. In which order were the questions answered? Do you think the questions were the same as yours?

3 Listen again. Pause the recording after each of the girl's answers and answer these questions.

After question ...

- how many ways does she express likes and dislikes?
- what common phrase does she begin her answer with?
- what phrases does she use to organise her points?
- what qualities does she look for in a friend?
- which phrasal verbs does she use?
- which verb forms does she use to talk about her present habits?

4 Read the extracts from the student's answers. Use the expressions in *italics* to complete the *Prepare to speak* box.

- Well, actually I'm *a huge fan of* TikTok.
- My family are extremely keen sailors but I *don't find sailing enjoyable at all*.
- All of us *are totally into* action films, though.
- It doesn't matter to me* if they're smart or popular, but they do have to be tolerant and open-minded.
- I *can't bear* people who show off or talk about how much money they have.
- I'm *not bothered about* how many friends I have: it's what they're like that matters.
- Actually, *it's not really my kind of* place and rather than change one or two things, I think I'll move somewhere else when I'm older.



PREPARE TO SPEAK

Likes

I'm a ¹ _____

I'm ² _____

I'm crazy about ...

Dislikes

I ³ _____

I can't ⁴ _____

It's not ⁵ _____

I loathe ...

Neutral

I don't have strong views on ...

I don't really mind if/whether ...

It doesn't ⁶ _____

I'm not ⁷ _____



PREPARE FOR THE EXAM

Speaking Part 1

5 Look again at the questions in Exercise 1. Think about how you could improve the answers you gave, using some of the phrases from the *Prepare to speak* box. Ask and answer the questions again with a different partner.

6 Ask and answer these questions.

- What did you like most about the place where you grew up?
- Do you spend more time interacting with friends in person or online?
- How did you usually spend your holidays when you were a child?
- How often do you spend time with your extended family?
- What sports and activities do you do with your friends?
- Which of your family members is most similar to you?

» **PREPARE FOR THE EXAM PAGE 146**



2 MAKING A POINT

? ABOUT YOU

02 Watch the video and then answer the questions.

Do you find it easy to get your message across when you're talking to people?

Do you have a favourite word in English?

VOCABULARY & READING

COMMUNICATION

1 Read the extract and decide if you think it was right that the horse was called Clever Hans.



'My horse Hans is a genius,' shouted the man in the long coat to the assembled crowd. 'Just watch.' He turned to the horse. 'Clever Hans,' he said, 'If the eighth

day of the month comes on a Tuesday, what is the date of the following Friday?' Slowly, Clever Hans raised his leg eleven times, and then stopped. The crowd simply could not believe it.

EP 2 Put a-i in order to complete the story. Then turn to page 150 to find out how Hans got the answer.

The other day I was **flicking through** an old book when I came across the story of Clever Hans, the horse who

- a to **raise eyebrows**. However, some sceptical
- b been **giving away** the answer to Hans, perhaps
- c was **reputedly** so clever that he could read, tell the time
- d **put** the horse's success at this **down to** his phenomenal intelligence. Crowds followed Hans and Von Osten
- e and count. Hans's owner, Wilhelm von Osten, **asserted** that the horse could even perform mathematical calculations. When asked
- f wherever they went. The pair would immediately **launch into** their show, and Hans's performances always managed
- g a question, the number of times Hans raised his leg in reply **denoted** his response. Von Osten
- h observers **attributed** Hans's success **to** the fact that he was able to make eye contact with Von Osten, so they thought that the man must have
- i by **winking** at him once he had reached the correct number of leg movements. This raised the question: just what was going on?

3 Check that you know the meaning of the **words** and **phrases**. What words or phrases could replace them?



PREPARE FOR THE EXAM

Reading and Use of English Part 5

4 You are going to read an article about animal communication. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 The writer mentions dog owners to demonstrate that
 - A anyone can quickly learn to train animals to communicate.
 - B animals often develop characters similar to those of the people around them.
 - C many people assume that their animals can understand them.
 - D they are better at following animal communication than scientists.
- 2 What does the writer suggest about Eva Meijer's book in the second paragraph?
 - A It presents a rather one-sided view.
 - B It is detailed and highly original.
 - C It is based on interview data which she collected herself.
 - D It addresses a question which it is impossible to fully answer.
- 3 The case of Washoe the chimp indicates that animals can
 - A explain the reasons for the way they are feeling.
 - B respond emotionally to what a person has experienced.
 - C be taught to copy the sounds of human language successfully.
 - D learn to value the company of humans more than their own species.
- 4 In the fourth paragraph, we learn that the writer is doubtful whether Kosik the elephant
 - A knew what the words he seemed to produce actually meant.
 - B could learn words as efficiently as other species of mammal.
 - C knew enough words to convey his feelings about being in captivity.
 - D would have used the words he learned to communicate with other elephants.
- 5 What conclusion about animals can be drawn from the work of Barbara Smuts?
 - A Scientists can examine their behaviour for long periods without learning very much.
 - B With time, researchers get better at recognising what they are communicating.
 - C Analysing the behaviour of one species has helped to interpret the actions of another.
 - D It's better for researchers to engage with them rather than hide from them.
- 6 In the final paragraph, the writer refers to Eva Meijer's choice of words to suggest that
 - A concepts are explained clearly throughout the book.
 - B her book should have taken a more scientific approach.
 - C there is more technical detail in the book than readers need.
 - D the content of the book is very different from what the title suggests.

» PREPARE FOR THE EXAM PAGE 132



DO ANIMALS HAVE

LANGUAGES?



The reality of animal communication – or, more precisely, our belief in its reality – is demonstrated not by laboratory studies, but by our own direct experience. Any dog owner makes eye contact with their pet, notices its body movements, listens to its barks, and associates these with the context in which they occur. The owner projects onto the dog a sense of awareness similar to the one they possess themselves. And since the dog's responses are consistent with what is expected when their owner smiles or winks at them, they claim to 'know' that the dog communicates.

Almost anyone who has owned a pet or visited a zoo would assert that this is the case. Animals do communicate. But do they have languages? This endlessly fascinating question is the target of Eva Meijer's *Animal Languages: The Secret Conversations of the Living World*. The confident tone of its title, and its use of the plural 'conversations' gives away her plans for an unambiguous and decisive yes. Gathering every study and anecdote she can find from right across the animal kingdom, she launches into her argument that animals could – no, in fact *do* – have languages.

It's certainly worth flicking through the book. Meijer launches into a series of fascinating accounts of animal-to-human communication. Take Washoe, the chimp brought up by an American couple in the 1960s as if she was a human child. Using her fingers, she learned to 'sign' some 250 words. Later, when she was living in a laboratory, one of her keepers became pregnant and went away. On her return, she used signs to tell the chimp that she had lost her baby. Washoe went quiet, and then made the sign for 'crying'.

Kosik, an Indian elephant kept captive in a zoo in a South Korean theme park, certainly raised eyebrows when he taught himself to vocalise words (in Korean) including 'hello', 'sit' and 'good'. Elephants' particular ability to learn vocabulary is attributed by Meijer to their excellent memory, although it's unclear whether the sounds Kosik was able to make in fact signified anything to him at all. Personally, I'd put Kosik's willingness to make these sounds down to his loneliness in the zoo, and his consequent wish to bond with humans around him. Elephants, along with bats, seals and

whales, are reputedly one of the five mammal species known to be able to learn and make new sounds (we are the fifth of course). Elephants use their trunk or mouth to make sounds (which sound surprisingly human-like). Interestingly, the sound that elephants use to denote 'human being' also indicates danger, at least according to Meijer.

This illustrates one of the book's central points. If we are going to understand animal languages, then we need to see the world more from their perspective. Someone who pioneered this now unfashionable approach was the 'baboon anthropologist' Barbara Smuts, who spent 25 years in Kenya and Tanzania with these animals. For two of those years, she spent time with a group of baboons from sunrise to sunset, rapidly realising that the old scientific dogma of staying out of the way and remaining invisible was ineffective. For instance, if she failed to respond to the baboons' attempts to greet her, it made them visibly tense. One anecdote from Smuts' work reveals how little we understand the thoughts which might be central to animal communication. She observed baboons sitting around a pool, all gazing into the water together before going to sleep, as if they were somehow in touch with each other. Elephants have been observed acting similarly. Smuts' approach enabled her to get closer than anyone to working out what the baboons might actually be thinking.

Meijer demonstrates that animals are more sophisticated than we give them credit for, although readers might take issue with some of her claims. For example, she uses the term 'dialects' to describe the regional differences in the patterns of the songs of birds and whales, but *people* have dialects, not animals, and the more cautious term 'variations' might have been better. Also, she draws conclusions without backing them up; for example, when talking about 'bee grammar', she starts by saying 'it has been argued' and three sentences later discusses it as if it is an undisputed fact. In order to prove that the communicative behaviour of animals can be considered 'languages', as suggested by the title, why didn't she support her ideas with more evidence?



TALKING POINTS

Would you want to read this book? Why? / Why not?

To what extent do *you* think animals can communicate?

If animals really could speak to humans, what do you think they would try to tell us?

GRAMMAR

THE GRAMMAR OF MULTI-WORD VERBS

1 Read the extracts from the article and complete the corresponding rules using three of the phrases from the box.

- It's certainly worth **flicking through** the book.
- A couple **brought up** Washoe **up** as if she was a human child.
- Staying out of** the way and remaining invisible was ineffective.
- Later, when she was living in a laboratory, one of her keepers became pregnant and **went away**.
- She draws conclusions without **backing** them **up**.

after the particles before the particles
after the verb before the verb

- Some phrasal verbs such as *flick through* and three-part phrasal verbs such as *stay out of* are **inseparable**; in other words, the object must go (*through* and *out of*).
- Other phrasal verbs, such as *bring up* and *back up*, are **separable**; i.e. the object can go (*bring* and *back*), but (*up* and *up*).
- Some phrasal verbs don't have an object (i.e. they are **intransitive**) e.g. *go away*.

2 Put the word in brackets in the correct place in the sentence. Both options may be possible.

- There was no scientific research to back up
..... (the theory)
- There was no scientific research to back up
..... (it)
- There was no scientific research to back up
..... (the unusual and highly unlikely theory)

3 Complete the rules for separable phrasal verbs with *before* or *after*.

If the object of a separable phrasal verb is a **noun**, it can go **either** ¹ the verb and ² the particle **or** ³ the particle.
If the object is a **pronoun**, it goes ⁴ the verb and ⁵ the particle.
If the object is a **long noun phrase**, it usually goes ⁶ the particle.

» GRAMMAR REFERENCE AND PRACTICE PAGE 160

4 Correct any mistakes in these sentences. One sentence is correct.

- I don't earn much but I manage to get by it.
- Jake failed an exam last week and he still hasn't got it over.
- We have a history test next week, so I need to read up on the Second World War.
- Thanks for inviting me for the weekend – I'm really looking forward it to.

5 Read the text opposite and put the **phrasal verbs** into three columns: separable / inseparable / intransitive.

6 Complete the sentences with the verb and object in brackets. More than one answer may be possible.

- Marc's parents (bring up / him) to speak Italian at home.
- We'll be studying the Renaissance next term, so I'd like you to (read up on / that) in the holidays.
- Lucinda (take after / her mum) – she picks up languages really quickly.
- The lesson was difficult today, and I'm not sure I succeeded in (take in / it all).
- My young cousin drew me a picture of him fighting a dinosaur, which really (cheer up / me).
- We all felt that we (let down / our coach) because we didn't win the match.

7 Complete questions 1–5 by adding the words in a–e in the correct order. Then answer them.

- Are you more likely to leave a voicemail for a friend that you, or call back later?
- Is there anyone? In what way?
- If you've been asked for your studies, do you prefer to do it on a computer or phone, or have the information on paper?
- If you're ever feeling a bit down, what's the best way?
- When you're speaking to someone, do you find that if you use your hands?

- yourself up to cheer
- in after you take you family who
- to up on something read
- across it's get your easier to point
- through to the can't get on phone

I've always **kept up with** the news, and even when I was a kid, I wanted to know what **was going on** in the world. There are several journalists in my family who I **looked up to** when I **was growing up**, which is probably why I decided to follow in their footsteps. I often **listen out for** local stories on the radio. The other day, I heard about a guy people were calling the Squirrel Man, who **was** basically **turning up** unannounced in random places like shopping centres and parks, wearing a red squirrel costume. I just had to go and **check** this guy **out** and see if there was some kind of message that he was hoping to **get across**. Maybe he was hoping to raise awareness of endangered species? I eventually **tracked** him **down** and got a photo of him. He **took** his mask **off**, but instead of explaining his behaviour, he just kept making squeaking noises. Perhaps he's just a guy who likes **dressing up**!



VOCABULARY

COLLOQUIAL EXPRESSIONS



1 Match the expressions with similar meanings. Which one in each pair is colloquial (informal)?

- | | |
|----------------------------|----------------------|
| Check it out. | That's inconvenient. |
| What a pain (in the neck)! | I totally agree. |
| You can say that again! | Look at this. |

2 Listen to four short conversations. Which is about ...

- being late?
- a person not making a good first impression?
- something that might not happen?
- somebody struggling to find something?

3 Listen again and match the sentence halves.

- But when the main roles were **up**
- Not sure, it's all **up in**
- Well I hope they'll **keep you**
- It's **about**
- Look Darren, I **couldn't**
- I think we might have **got off**
- ... when I shook his hand, I **couldn't keep**
- In the end, yeah, but it was **easier said**
- I thought I **knew it**
- Well, I went **all over**
 - care less** what colour shirt you have on!
 - on the wrong foot**, I'm afraid.
 - the air** at the moment.
 - in the picture**. I mean, you want to know if you're in it or not!
 - a straight face**. He must have thought it was a bit weird.
 - the place** looking for this little shop.
 - for grabs**, no-one wanted them!
 - than done**. Took me ages!
 - time!** We said seven, not ten past!
 - inside out**. Where all the shops are, all the street names ...

4 Which of the expressions in Exercise 3 means ...

- begin a relationship or meeting badly, for example by arguing or disagreeing?
- have a detailed knowledge of something?
- available?
- in or to lots of different locations?
- uncertain?
- keep someone updated and informed?
- stop yourself from laughing when something is very funny?

5 Which of the expressions might you use if

- you have no interest in something (and are possibly a bit annoyed)?
- something which sounds simple is actually difficult?
- something which should have happened before is finally happening?

PREPARE FOR THE EXAM

Reading and Use of English Part 2

6 Read the text below and think of the word which best fits each gap. Use only one word in each gap.



A new start

My dad has two-year postings in different countries for his job and, (0) because of this, we move around a lot. It's pretty cool, except that where we're going next is usually left up in the air (1) the last minute. To be fair to Dad, he always does his best to (2) us in the picture as much as possible. We've lived (3) over the place in Europe, so we feel we know it inside out, but we'd never been to another continent. So when a job in Australia (4) up for grabs, we were thrilled – it was about time we went (5) more exotic!

We arrived in Sydney the day before I started at my new school. Although I was desperate to check (6) our new home, I went straight to bed – the thing was, I didn't want to be half asleep when I met my new classmates and get (7) on the wrong foot with them. Still, that's easier said (8) done when you're jetlagged. Luckily, everyone was really welcoming!

» PREPARE FOR THE EXAM PAGE 129

7 Complete the questions with one of the expressions you have just learned. Then ask and answer them with a partner.

- Have you ever been in a situation where you _____, even though it was not appropriate to laugh? What happened and how did you feel about it?
- Have you ever _____ with someone when you first met them, only to become friends with them later?
- What's your room like? Do you have stuff _____, or is everything very tidy?
- Have you made plans yet for the weekend after next, or are things still _____?
- If a friend messaged the whole class to say they had one spare ticket _____ to see your favourite band, how would you reply?

WRITING

AN INFORMAL EMAIL

1 Discuss the questions.

- 1 Have you ever given a presentation in class?
- 2 What makes for a really effective presentation?
- 3 What advice would you give to a classmate who is going to give a presentation?

2 Read the task and Noah's answer (ignoring the gaps). Are any of Noah's ideas the same as yours?

You have received this email from a friend:

I've volunteered to give a presentation on a group project to all my classmates – in English! I'd like to ask your advice. What's the best way to prepare for a presentation? And how can I make sure I deliver it as effectively as possible? Thanks in advance!

Cheers,
Francis

Write your email in reply.

Hi Francis,

Great to hear from you – ¹ _____ putting yourself forward for that presentation! I've had a think about some tips for you, and this is what I've come up with.

First up, before you start, you might want to consider what your audience already know about the topic, and what you think they'd like to know. Of course, ² _____ there's no point going on about stuff they already know!

Obviously, thorough preparation is essential. ³ _____? They spend ages preparing nice slides, but next to no time practising what they're going to say. ⁴ _____, it's this: go easy on the time you spend putting your slides together, and spend more time rehearsing the presentation the way you'll deliver it. Then do it again; this can make your presentation even better.

As for delivering the presentation, well, a lot depends on your body language and voice. ⁵ _____, don't read from a script – if you did that, your voice would become flat and dull. ⁶ _____ your audience would want! Besides, if you're looking at a sheet of paper, then you can't be making eye contact with your audience at the same time. ⁷ _____ enables you to gain their trust and attention.

⁸ _____ – why don't we arrange a Zoom call in a few days so you can practise your presentation on me? How does that sound?

All the best,
Noah



3 Complete Noah's answer by putting a-h into the correct gaps.

- a Tell you what
- b Whatever you do
- c it goes without saying that
- d So if you want a good tip
- e And this is what
- f But do you know what a lot of people get wrong
- g Believe me, that's the last thing
- h good on you for

4 What is the effect of adding the phrases in Exercise 3? Choose as many answers as you like.

- 1 It shows Noah seems friendly.
- 2 It connects Noah's ideas together.
- 3 It shows that Noah wants to help Francis.
- 4 It makes the email sound more like spoken English.

5 Which of these comments do you agree with?

- 1 Noah has fully addressed Francis's questions in a helpful way.
- 2 Paragraphs are used appropriately in the email.
- 3 Noah shouldn't start sentences with 'And' or 'But' and would lose marks for this.
- 4 There are too many different punctuation marks (... / - / ? / !), which is inappropriate for a message to a friend.
- 5 Sentences with subjects and/or (auxiliary) verbs omitted at the beginning, e.g. *Great to hear from you* / *Tell you what* are suitable examples of an informal style.

6 Match extracts 1–6 from Noah's email to the uses of *this* and *that* (a–f).

- 1 I've had a think about some tips for you, and this is what I have come up with.
 - 2 So if you want a good tip, it's this: go easy on the time you spend putting your slides together ...
 - 3 ... spend time rehearsing the presentation... Then do it again; this can make your presentation even better.
 - 4 ... don't read from a script – if you did that, your voice would become flat and dull.
 - 5 Believe me, that's the last thing your audience would want!
 - 6 ... why don't we arrange a Zoom call ... How does that sound?
- a emphasising how bad something is
 - b referring to something for the speaker to think about
 - c recommending the thing that's just been mentioned
 - d referring forwards to the idea in the rest of the sentence
 - e advising against the thing that's just been mentioned
 - f referring forwards to the ideas in the rest of the email

7 Choose *this* or *that* to complete these extracts from messages.

- Hi Jake, You were asking how we could earn some money at weekends. Well, _____ is what I think we could do. First, we could get a....
- There are lots of hotels near the airport where we could stay. Having said _____, they'll be expensive, so maybe a campsite would be more affordable.
- It's been a really hard week of revising. But enough of _____ – I just want to check that you can still come round to mine tomorrow.
- I had to tidy my room this morning, and I was thinking, 'I'm sick of doing _____ – I want to go out and see my friends!'
- Dear Sally, There's no way you should quit college now. If you did _____, you'd be missing out on all the opportunities you get at uni.
- This morning, I overslept, woke up with a headache – and missed the bus! Isn't _____ typical!
- There is a photography course at my local college, but it's really expensive, so rather than doing _____, I just learn through free video tutorials.
- In a few days, we'll be sitting on the beach watching the sunset and thinking, '_____ is the life!'

8 Read this extract from an email, then complete the sentences below with some of the **expressions** used in the email. Sometimes more than one answer is possible.

I'm so excited – **not just** because you're coming to stay – **but also** because I'll have a chance to show you round the city – its canals and monuments, **not to mention** all the shops! **Another thing** we can do is visit the Dostoevsky Museum or the Stroganov Palace, **as well as** the world-famous Hermitage Museum. And **apart from that**, there are lots of beautiful parks around the city. Let me know if you think of **anything else** you'd like to do while you're here. **In any case**, we'll have an amazing time, whatever we do!

- The Topkapi Palace is one of Istanbul's must-see attractions, and _____ you shouldn't miss is the Grand Bazaar.
- I've been doing my homework, but _____, I haven't done much – just chilling out really.
- The Pizza Festival is a weekend of fun and entertainment – _____ the amazing food of course!
- I can't remember if the flights to Paris from here land at Orly Airport or Charles de Gaulle – _____, I know I can fly direct to Paris, that's the main thing.
- Near my home, there's a national park where you can go caving and climbing, _____ kayaking and mountain biking.
- Everyone should try skydiving – _____ for the views, but also for the sheer excitement of it!

9 Discuss these questions.

In your country, what kinds of things would be considered polite or impolite when:

- having a meal with someone
- visiting a person in their home
- getting into a lift with other people



PREPARE FOR THE EXAM

Writing Part 2 (an email)

10 You have received an email from an English friend.

Anyway, guess what – at college, I'm doing a research project about attitudes in different countries around the world towards politeness. I wanted to ask you for examples of what is considered to be polite in your country, how important politeness is, and whether you think people's attitudes regarding politeness are likely to change in the future? That'd be a massive help. Thanks!

Cheers,
Taj

Write your email. Remember to use informal colloquial language and to use some of the phrases from the *Prepare to write* box to link your ideas together.

» PREPARE FOR THE EXAM PAGE 141



PREPARE TO WRITE

Getting started

Here goes ...
First up, ...

Adding information

Apart from that, ...
Another thing ...
Besides ...
... as well as ...

Stating something that is obvious

It goes without saying that ...
Needless to say, ...
... not to mention ...
I know it seems obvious, but ...

Emphasising important points

Whatever you do, ...
If you want a good tip, it's this: ...
... not just ... but also ...

Introducing a suggestion

(I'll) tell you what – ...
Come to think of it, ...
You know what, why don't you ...?



CREATING A POSITIVE FIRST IMPRESSION

LIFE SKILLS

Creating a positive first impression

We only get a single chance to make a first impression on somebody, so it's essential that we make it a positive one. This is true both in informal and formal situations, and especially true in job or university interviews, on our first day at work, or when meeting members of the public in a formal capacity, such as working as a volunteer.



1 Answer the questionnaire. Then compare your answers with a partner.

- 1 When you meet somebody new, what do you usually notice first?

a their smile	d their voice
b their eyes	e their confidence
c their clothes	f <i>your own answer</i>
- 2 What kind of first impression do you make? People probably think ...

a I'm shy.	d I'm funny.
b I'm confident.	e I'm serious.
c I'm polite.	f <i>your own answer</i>
- 3 How can you make a good first impression in these situations?

a meeting a new classmate
b meeting the family of a friend
c going for a job or a university interview
d starting a new job

2 Read the article opposite. Does it mention any of your ideas from question 3 of the questionnaire?

3 Read the introductory paragraph of the article again. Answer the questions in it with a partner.

4 Read the rest of the article again and answer the questions.

- 1 What things might you express gratitude for during an interview or on your first day at work?
- 2 Why are 'I like new challenges' and 'I'd be happy to learn' better responses than the alternatives?
- 3 Why should you ask the other person questions?
- 4 If you keep checking your phone, what might the person you're talking to think?



5 Listen to the conversations and answer the questions.

- 1 Where is Jack?
- 2 Why is he there?
- 3 Who calls him?
- 4 Who are Melanie and Sandeep?



6 Listen again and answer the questions.

- 1 What does Jack enjoy about his football coaching job?
- 2 Why does Melanie ask Jack to be the basketball coach?
- 3 What does Jack do that annoys Melanie?
- 4 Why can't Sandeep be the basketball coach?
- 5 What is Sandeep worried about?
- 6 What was Jack doing while Sandeep was talking?

7 Discuss these questions with a partner.

- 1 Which advice from the top tips article does Jack follow?
- 2 Which phrases from the article does he use?
- 3 How could he have made a better first impression on Melanie and Sandeep?

FIRST IMPRESSIONS LAST



Think of somebody who has come into your life recently – a new classmate, perhaps, or somebody outside of school. What was your very first impression of them? Were they confident, friendly, funny, shy? Did they seem like the kind of person who has everything organised in their life or did they come across as more laidback or even absent-minded? What made you think of them in that way? And now that you've known that person for a little longer, would you say your first impression was correct?

Whether you're meeting somebody at a party or in a job interview, you only get one chance to make a good first impression. Here are our four top tips on how to do this.

1 Be friendly and polite

Even at a party, you should behave appropriately when meeting somebody or being introduced to them for the first time. A smile goes a long way, as does asking – and remembering – the other person's name. (If you need the person to repeat it, *I'm sorry, I didn't catch your name* works fine.) And while a simple *Hi* is fine as an informal greeting and *Good morning* or *Good afternoon* more suitable for formal situations, it's always courteous to say (*It's*) *nice to meet you*. In the world of work, *Thank you for ...* goes a long way too, whether you're thanking the person for inviting you to an interview, giving you an opportunity, or simply taking the time to talk to you. Finally, don't forget you can say (*It was*) *nice to meet you* when you're taking your leave as well.



2 Be positive

Imagine this: you're in a job interview and the interviewer asks you about a certain experience or a skill that's not on your CV. Which of the following responses would show you in a better light? 'I've never done that before' and 'I don't know how to do what you're asking' or 'I like new challenges' and 'I'd be happy to learn'. Clearly, it's the latter. If you want to make a positive impression, you need to communicate that you're friendly, enthusiastic, hardworking and ready to try out new things. A key expression to use is *I'm looking forward to ...*, so let the other person know if you're looking forward to working with them, learning more about the company, or taking part in a project.

3 Show interest

We all respond better to people who listen to and engage with what we have to say. It means they're paying attention and are taking an interest in us. You can indicate this by nodding, responding with *uh huh* and *Really?* and paraphrasing what the other person is saying. *Oh, you mean ...* and *So what you're saying is ...* come in handy here. Informally, it also means avoiding talking only about yourself and dominating the conversation, and instead asking the other person questions about them. Even a simple *So tell me about you* can work wonders. In an interview, it involves asking for more information about the job or the course you're applying for. Of course, these questions should demonstrate that you're serious about what's on offer, which is why asking about training opportunities at a company or resources at a university will make a better impression than asking when you can take your first holiday or how easy the exams are.

4 Put away your phone

We've all been guilty of checking our phone in the middle of a conversation with somebody. However, it's always best to avoid doing this as it gives the impression that the person in front of you is less interesting or important than what's on your screen. What's more, it's an absolute no-go when you're meeting somebody for the first time, especially in a formal context. Keep the phone in your pocket, preferably on silent mode, and whatever you do, don't answer any messages or calls.

Project

Role play: Making a good impression



1 DECIDE

You're going to role play the first meeting between the director of Clear Waters, an organisation that cleans beaches, and a new volunteer.

In pairs, decide who is the director and who is Riley.

D You were expecting to welcome two new volunteers, Riley – to help clean the beach, and Joe – to monitor and record the type of rubbish being found, but Joe has cancelled. This means you need Riley to split his/her time between the beach and the office. Greet Riley and explain the change in circumstances.

R You're nervous, as you've never volunteered before, and are worried about creating a positive first impression. You're excited about the beach work, as you're passionate about the ocean, but you are concerned about the office work as you have no experience of it and you are worried that you might be asked to do something that you're not sure how to do.



2 PREPARE

Rehearse the role play. The student playing Riley should follow the dos and don'ts from the article.



3 PRESENT

Present your role play to the class.



4 FEEDBACK

Listen to the role plays of your classmates. Who do you think creates the best first impression as Riley? Could your classmates' role plays be improved in any way?

3

WHEN TOMORROW COMES



ABOUT YOU

▶ 03 Watch the video and then answer the questions.

What are you most looking forward to:

- this week?
- in the next ten years?

Do you tend to make arrangements in advance, or are you more likely to leave things to the last minute?

VOCABULARY & READING

THINKING OF THE FUTURE

EP 1 Match the **words** and **phrases** to the definitions a–k.

- From the dark clouds, it looks as though rain is **imminent**.
- As her trial is **pending**, she's not allowed to speak to the press.
- I need to save some money, so I won't be going out **for the foreseeable future**.
- Before you go for an interview, try and **anticipate** what questions you might be asked.
- This essay is **overdue**, so I really must get it finished today.
- In the short term**, Jason plans to help in his dad's business, but his **long-term** goal is to be an IT consultant.
- Fortunately, we had the **foresight** to book our flights a year in advance, so we got good value for money!
- With exams ahead, the **coming** weeks are going to be busy!
- It is **envisaged** that the new stadium will be open by July.
- 'This train will **shortly** be arriving at Manchester Piccadilly Station, our final stop.'

- a soon
- b expected
- c likely to happen soon
- d likely to be arranged soon
- e for as long as can be predicted
- f late; not completed in time
- g imagine or predict
- h going to happen soon
- i in the near future
- j for the distant future
- k ability to predict what's going to happen and to act on it

2 Complete the questions with a **word** or **phrase** from Exercise 1, and then discuss with a partner.

- Do you have any plans for the _____ weekend?
- If a family member told you they were in _____ danger of losing their job, what would you say to them?
- Is there anything you're planning to buy in the _____ future?
- What do you _____ that you'll be doing five years from now? Is it important to have _____ plans?
- If you had your bike stolen when it wasn't locked, would you say this was due to lack of _____, or just bad luck?
- Do you have any tasks _____ that you've been putting off for a while?
- Do you think that changes in the law to reduce the gender pay gap are long _____ in your country and will _____ be introduced?
- Is it better to buy cheaper clothes that look good _____ or to pay more for higher quality ones?



3 You are going to read an article about predicting the future. First discuss with a partner whether you would want to know any of these things.

- how long you'll live
- the result of a future sports event
- what will be the best jobs in the future

4 Quickly read the article on the opposite page, ignoring the gaps, and find out why the following are mentioned:

- piano tuners
- chimpanzees
- becoming a librarian
- changing your mind



PREPARE FOR THE EXAM

Reading and Use of English Part 2

5 In Part 2, which of these types of words are unlikely to be suitable for any of the gaps?

- pronouns (e.g. *it, something, what*)
- articles (*a, the*) and determiners (e.g. *this, one, your*)
- prepositions (e.g. *from, into, at*)
- common verbs used in verb + noun phrases (e.g. *give, taking, had*)
- auxiliary verbs (e.g. *had, might, can*)
- 'advanced' vocabulary (e.g. *imminent, intentionally*)

6 For questions 1–8, read the first three paragraphs of the text opposite and think of the word which best fits each gap. Use only one word in each gap.

7 Now read the whole article. According to the text, are the following statements true, false or not stated?

- Tetlock found that experts may not be good at making forecasts on their subject.
- No political scientists foresaw the collapse of the Soviet Union.
- Tetlock continued a long tradition of verifying forecasts made by experts.
- Many people overlook the 'outside view' when considering a problem.

COULD YOU BE A

SUPERFORECASTER?



How many piano tuners will be working in Milan over the coming years? You haven't the foggiest idea, (0) have you? You know little of Milan, not much about pianos and next to (1) nothing about piano tuners. And yet you can still make a pretty good guess.

Even (2) knowing what the exact population is, you still know Milan is a big city. So, let's call (3) about two million. And perhaps one (4) in a hundred people having a piano sounds about right. Double (5) that figure though, because schools and other places have them too. So 40,000 pianos would not be too bad (6) an estimate.

Let's say people have their piano tuned once a year, it takes a couple of hours, piano tuners work a full week and spend 20 percent of their time travelling. So that (7) works us a total of 30 full-time piano tuners, which turns (8) out to be a pretty decent guess, as it happens.



What you've just done is make a Fermi estimate, named after Enrico Fermi, who developed the technique as a way of improving the ability to make predictions.

Now, you might think you could always just turn to the experts to do this. What will be next year's blockbuster movie? Ask a film critic. How many years will Taylor Swift have been performing for when she finally retires? Ask anyone in the music business. A pending crash in the world's



financial markets? Don't worry, the financial experts will be able to anticipate that and prevent it from happening. Right?

Well, no, wrong. Very wrong. Early in his career, Professor Philip Tetlock observed that in areas from economics to geopolitics, experts were handsomely rewarded for envisaging what was going to happen. And yet, time after time, they got it wrong, for example when top political scientists in 1991 failed to realise that the break-up of the Soviet Union was imminent.

So Tetlock decided to do something long overdue – to check how often the predictions of 'experts' actually came true. After a long-term study, he concluded that consulting 'experts' about future events, whether in climate change, economics or fashion, was about as accurate as getting chimpanzees to throw darts!

Tetlock showed that if someone is an authority on, say, diseases, it doesn't mean that they'll be any good at identifying a pending disaster, such as a pandemic, before it's too late. Instead, he argues, some people are just naturally good at anticipating what is going to happen, and he terms these people superforecasters. The good news is that we can train ourselves to be superforecasters by observing a few principles.

First, don't pretend you can be certain. Saying your team's going to win the match tomorrow is fundamentally different from saying they have a 60 percent chance of winning.

Second, be sure to consider the 'outside view'. For example, if you think of a kid in your class who'll shortly be applying for their first job, would you say they're more likely to become a librarian or a farmer? Most people will consider which kind of work is more compatible with their personality. But that's the 'inside view'.

The question they should be starting with is this – what proportion of people work as librarians, and what proportion work as farmers? Most countries have maybe ten times more farmers than librarians, so farmer is a far more likely choice. That's the 'outside view'. Of course, you may live in a university town with lots of libraries, which will slightly raise the chances of them becoming a librarian, so you could make a Fermi estimate there as well.

Finally, be prepared to change your mind. Think of a prediction as short-term, not something you must stick with if new evidence makes it less likely. When the team you thought would win the league cup has lost three matches in a row, their chances of winning the cup will have fallen considerably. So now would be a good time to reconsider and acknowledge that they won't be holding the trophy at the end of the season after all. If you're to be a superforecaster, you must above all be flexible.



TALKING POINTS

What kind of things could you make a Fermi estimate about in your life, and how useful could it be?
What kind of things will you never be able to predict?

GRAMMAR

REVIEW OF FUTURE TENSES

1 Match extracts 1–6 from the article to the use of future tenses a–f in the box.

- 1 What **will be** next year's blockbuster movie?
- 2 How many years **will** Taylor Swift **have been performing** for when she retires?
- 3 Think of a kid in your class who'll shortly **be applying** for their first job.
- 4 When the team has lost three matches in a row, their chances of winning the cup **will have fallen** considerably.
- 5 **If you're to be** a superforecaster, you must above all be flexible.
- 6 Experts were handsomely rewarded for envisaging what **was going to happen**.

We use ...

- a **was/were going to + infinitive** to talk about a future event seen from the past.
- b the **future simple** to make predictions and talk about expectations.
- c **be to + infinitive** to express that one thing must happen in order for another thing to happen.
- d the **future continuous** to talk about an activity in progress at a time in the future.
- e the **future perfect** to refer to an action that will be completed by a time in the future.
- f the **future perfect continuous** to focus on the duration of an activity in progress at a time in the future.

» GRAMMAR REFERENCE AND PRACTICE PAGE 161

2 Choose the correct verb form. Then discuss whether you think the sentences are true.

- 1 By the mid 21st century, mankind *will have been sending / is to send* vehicles into space for 100 years.
- 2 If the human race *is to survive / was going to survive* on Earth, we need to use our resources sparingly.
- 3 In the 1960s, people seriously believed *we're all to have / we were all going to have* flying cars by the year 2000.
- 4 Before long, around 600 people *will have been orbiting / will have orbited* Earth since Yuri Gagarin became the first person to do so.
- 5 I envisage that people *will be living / will have been living* on Mars in my lifetime.

3 Complete the sentences with the verbs in brackets using one of the future forms opposite.

- 1 At the end of this year, my mum the same job for twenty years. And she loves it! (do)
- 2 She needs to make more of an effort, if she her exams. (pass)
- 3 This time next week, I by the pool! (relax)
- 4 When I first met Sarah, I knew we great friends. (become)
- 5 It's too late to phone Maria – she to bed by now. (go)
- 6 I doubt if in 20 years' time anyone a petrol car. (own)

4 Match the sentence halves.

- 1 The weather's **about**
 - 2 Mark is **on the point**
 - 3 My phone contract is **due**
 - 4 That bridge is said to be **on the verge**
- a **to** turn bitterly cold. There might be snow at the weekend.
 - b **of** collapse, so they're going to have to repair it.
 - c **to** be renewed this month.
 - d **of** giving up on writing his novel. Maybe we can persuade him to change his mind.

5 Complete the sentences with words from Exercise 4, then ask and answer the questions.

- 1 In what year are you complete your studies, and what do you think you'll do then?
- 2 If you're buying something but your friend doesn't like it, do you buy it anyway?
- 3 What can you do if you're laugh at an inappropriate moment, but don't want to?
- 4 Have you ever been saying something offensive, but stopped yourself just in time?



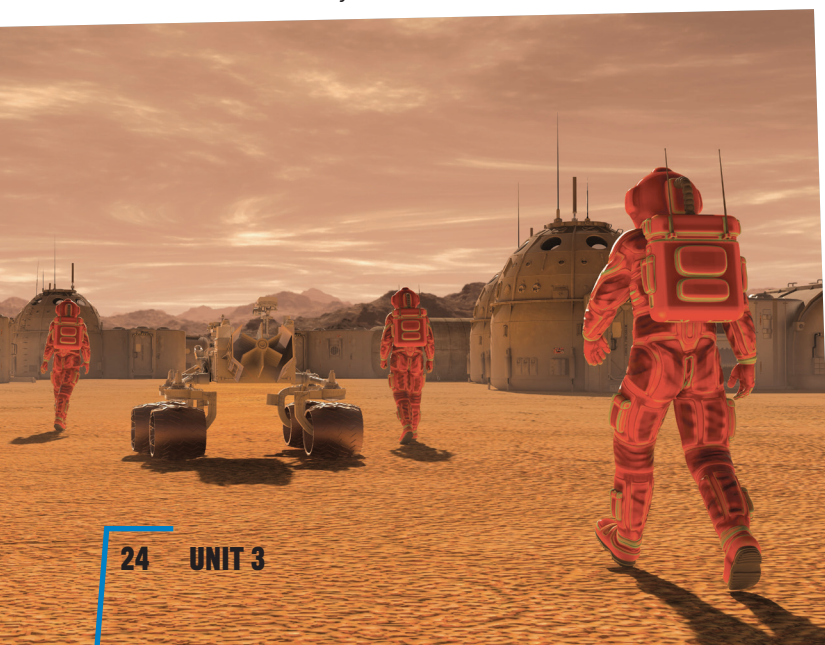
6 Correct any mistakes in these sentences. One is correct.

- 1 We'll have been having some friends round this evening, so apologies if we're a bit noisy!
- 2 Market analysts fear that ZentraCorp is on the verge to go bankrupt.
- 3 With the basketball season due to getting started at the weekend, we're anticipating some fantastic matches in the coming weeks.
- 4 By the time it's eventually completed, they'll have been building Barcelona's cathedral for 150 years!
- 5 I had no idea when I arrived at work that day that I'm going to be promoted.
- 6 I expect that my sisters will all be passed their driving test before I take mine!

7 Make some predictions about the world, global events or the environment. Use these ideas or your own ideas.

- 0 computer / human / brain / insert
Within my lifetime, humans will be getting computer chips inserted into their brains to boost their intelligence.
- 1 people / electric vehicles / drive
- 2 if climate change / reduce / travel less
- 3 scientists / life / other planets / discover

8 Discuss your predictions. Which of your classmates' predictions is the most/least likely to come true?



VOCABULARY

COMMONLY CONFUSED WORDS

- 1 Look at this sentence. How are the words in blue similar, and how are they different?

You should never **accept** the offer of a lift – **except** if you know the driver of the car well, of course.

- EP 2 Read examples a–e, then decide whether the correct words are used in sentences 1–6 below. Replace any incorrect words.

- a I decided to **enquire** whether the hotel would be suitable for my disabled granddad, and they said they would **ensure** that he's given a room on the ground floor.
b If you ever **acquire** anything valuable, I'd advise you to **insure** it, in case it gets damaged or stolen.
c Crime **affects** people in different ways, and my job is to **counsel** those affected and to **assure** them that they will be able to recover and move forward in life.
d *The Book Thief* is a powerful **historical** novel which examines the **effect** of World War II on the life of a young German girl.
e The **council** has announced that they're going to make extra funds available for the upkeep of **historic** buildings.

- 1 It's worth insuring your phone against accidental damage.
2 I don't like to make any plans, accept for my next holiday.
3 Checking my written work carefully assures there won't be any careless mistakes.
4 The greenhouse affect is having a noticeable impact on the climate of my country.
5 Our school should offer counselling sessions to ensure the psychological wellbeing of pupils.
6 Visiting historical monuments can be quite interesting.

- 3 Decide which sentences 1–6 in Exercise 2 are true for you, then compare answers with a partner.

- 4 Complete the sentences with a word from the box in the correct form.

acquire affect assure council counsel
effect enquire ensure historic historical

- 1 Sean _____ his parents that he'd be home by eleven.
2 I'm reading about the _____ Kyoto agreement on climate change.
3 Training hard should _____ that we win the match.
4 The museum is hoping to _____ a number of historical artefacts for future exhibitions.
5 The local _____ has announced that the rubbish bins won't be emptied this week.
6 The film, which was a _____ drama, _____ me deeply.



- 5 Listen to two students called Emma and Tim discussing words they find difficult to spell. What words do they talk about, and how do they suggest remembering the spellings?

Word	Suggested way to remember
<i>separate</i>	<i>PAR as in Paris</i>

- 6 >> STUDENT A TURN TO PAGE 150. STUDENT B TURN TO PAGE 152.



PREPARE FOR THE EXAM

Reading and Use of English Part 1

- 7 Quickly read the article below. What is the writer's advice?
8 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

How to take control of your life

Did you achieve the goals you (0) _____ yourself last year? If not, don't feel bad, because research (1) _____ that around 90% of people didn't either. It seems we're particularly bad at putting into practice plans we make for the (2) _____ term, preferring to deal with immediate matters, or even tasks that are already (3) _____ but which we haven't got round to.

What you *can* do is focus on your objectives for the year ahead and (4) _____ that you carry them out. First, you'll have to determine exactly what they are and decide what lifestyle changes you'll need to make to achieve them. Once you've made your plan, don't hide it away, but refer to it (5) _____. You'll make better progress some weeks than others but be (6) _____ that this is perfectly normal. There'll be setbacks along the way but you must (7) _____ them and move on. You'll be amazed at the transformative (8) _____ that this can-do attitude will have on your life.

- 0 A predicted **B** set C advised D agreed
1 A supposes B indicates C conveys D argues
2 A broad B distant C far D long
3 A foreseeable B imminent C overdue D coming
4 A ensure B arrange C confirm D verify
5 A continually B commonly C typically D shortly
6 A convinced B certain C definite D assured
7 A support B allow C accept D permit
8 A development B effect C response D issue



LISTENING

- 1 Do you enjoy science fiction films about space? To what extent can they have value as 'edu-tainment'?
- 2 Are the following real space projects, or plots from science fiction films?
 - 1 putting solar panels on the moon and sending the energy to earth through microwave and laser beams
 - 2 creating a nuclear explosion on the moon which would be visible from Earth
 - 3 having a sustainable human population of one million people living on Mars
 - 4 mining asteroids in the solar system for raw materials such as gold, silver and platinum
- 3 Which of the above do you think would be the easiest and the most difficult to achieve, and why?
- 4 Choose the correct answers in the Mars quiz.

Mars quiz

- 1 How long is one day on Mars?
 - a roughly the same length of time as a day on Earth
 - b longer than one year on Earth
 - c there's no such thing as a day on Mars
- 2 The surface of Mars is red because of
 - a iron deposits in the dust on its surface.
 - b its high surface temperature.
 - c the small red organisms that live on its surface.
- 3 Which of the following can be found on Mars?
 - a continents
 - b a cave the size of Sicily
 - c the highest mountain in the solar system
- 4 Like Earth, Mars has warmer summers and cooler winters. True, false or impossible to tell?
 - a true
 - b false
 - c impossible to tell
- 5 When viewed from Mars, a sunset would be
 - a yellow.
 - b red.
 - c blue.



- 5 Why do you think these people expressed these views? Which do you sympathise most with, and why?
 - 1 'We live in the middle of a shooting gallery, with thousands of asteroids in our path that we haven't even discovered yet. So, let's be at least a two-planet species, as a back-up plan.' *Carl Sagan, Science communicator*
 - 2 'Very probably, the parents of the first native born Martians are alive today.' *Astronaut Harrison 'Jack' Schmitt, Apollo 17 moonwalker*
 - 3 'I would like to die on Mars. Just not on impact.' *Elon Musk, founder of SpaceX*
- 6 What kind of problems would need to be overcome in order for people to live on Mars?

PREPARE FOR THE EXAM

Listening Part 2

- 7 Look at questions 1–8 in Exercise 8. Read the sentences and think of a word or short phrase which could fill each gap. Make sure that your suggestions fit grammatically.
- 8 You will hear a lecturer, Dr Shaw, outlining why and how people could begin living on Mars. For questions 1–8, complete the sentences with a word or short phrase.

Living on Mars

Dr Shaw says that following a future

(1) _____ on Earth, humans will need to move to another planet in order to survive.

Dr Shaw explains that because of the lack of

(2) _____ on Mars, housing would need to be adapted in order for humans to live there.

There are sudden (3) _____ on Mars, which would make it difficult to stay outside for extended periods of time.

Large amounts of (4) _____ mean that it is often dark on Mars.

People would need to be housed underground to avoid the high levels of (5) _____ above.

People would need to create a (6) _____ in order for food to grow on Mars.

Dr Shaw says that Elon Musk has suggested using a (7) _____ to create certain conditions on Mars.

It may be possible to use the (8) _____ found on Mars to make oxygen.

» PREPARE FOR THE EXAM PAGE 143

- 9 Discuss the following questions with a partner.
 - 1 Would you like to live on Mars for a year?
 - 2 What would be the best / worst parts of the experience?
 - 3 Can we justify spending enormous amounts of money on space travel and space research?

SPEAKING

DISCUSSING OPTIONS

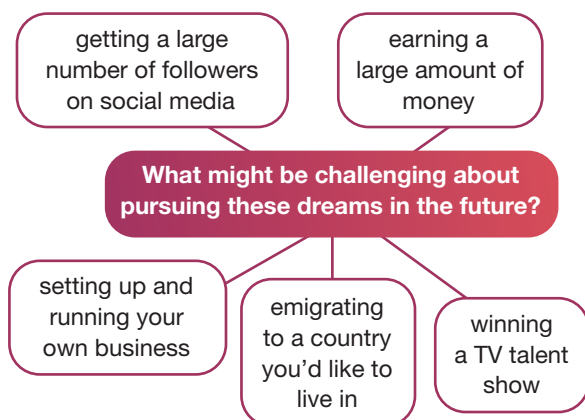
- 1 What were your main aspirations as a child? How different are the aspirations you have now about your future life and work?



- 2 Which of the following pieces of advice should you try to follow in Part 3 of the Speaking exam?

- a Justify your opinions whenever possible.
- b Evaluate your partner's ideas if you have the opportunity.
- c Help your partner to express their idea if necessary.
- d Try to reach an agreement with your partner.
- e If you disagree with your partner, make sure that you win the argument.
- f Use a wide range of grammar and vocabulary.
- g Only use language that you are sure is totally correct.

- 3 Read this exam task. Then listen to two students, Svetlana and Igor, doing the task and answer questions 1–4 below.



- 1 Which of the five topics do they discuss? Does it matter that they don't discuss all five?
- 2 Which student (Svetlana or Igor) does the following things? Could they help the student to get a good mark?
 - a clarifies what they need to discuss
 - b uses the same words as the exam question
 - c paraphrases the exam question
 - d paraphrases their partner's opinion
- 3 When the examiner asks about which dreams can bring happiness, what could Igor have said instead of repeating the examiner's question?
- 4 By the end of the test, Svetlana and Igor haven't agreed on the two dreams. Would they lose marks for this?



- 4 Listen again. Which seven phrases in the *Prepare to speak* box do the speakers use?



PREPARE TO SPEAK

Managing the discussion

Suggesting how to start

So why don't we get going with ...?

A good place to start would be ...

Ensuring that you're discussing relevant things

We need to try and stick to that.

What we need to do is consider ...

Returning to a previous subject

It's like what you were saying before about ...

Just to go back to what we were talking about a minute ago ...

Changing the subject

Moving on to ...

Another one we could discuss is ...

Asking for clarification

So am I to understand that ...

Just to check that I understand you,

Summarising your partner's point

So, what you basically mean is ...

So you're essentially saying that ...

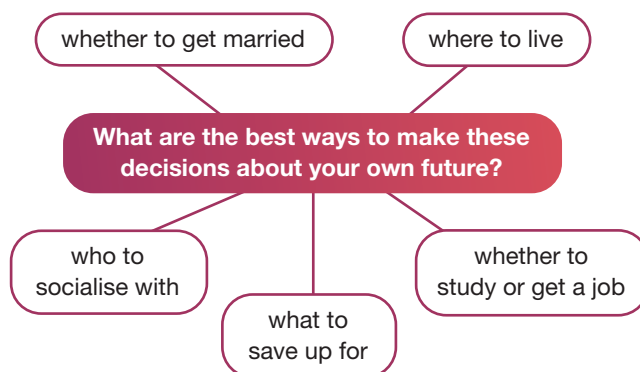
So you mean ...



PREPARE FOR THE EXAM

Speaking Part 3

- 5 Work in pairs. Here are some different decisions that young people have to make about their future and a question for you to discuss. First you have some time to look at the task. Then talk to each other about the best ways to make these decisions about your future.



- 6 With your partner, answer this follow-up question.

Which of the decisions in Exercise 5 do you think is the *least important* to get right?

» PREPARE FOR THE EXAM PAGE 148

? ABOUT YOU

▶ 04 Watch the video and answer the questions.

Are you adventurous when it comes to food?
What are your favourite national cuisines?
How interested are you in cooking?



VOCABULARY & READING

FOOD AND DRINK

- EP 1** Read the extract from a tourist website. Discuss the meaning of the words in bold.

Even though the English are not known for their **culinary** skills and some would even consider British food **inedible**, London is one of the best cities in the world for **foodies**. Whether you need a **boost** of energy at a juice bar, a quick **bite to eat** or you have worked up an **appetite** for something bigger, you'll find delicious food at every turn. In addition to all the internationally renowned **chains** of restaurants, there are first class eateries serving every cuisine, quirky cafés and a massive array of food trucks to tantalise your **taste buds**. London-based chefs are experts on different **nutritional** requirements. If you follow a high protein, low carb, vegetarian or vegan diet, or if you have an allergy, most restaurants will be able to cater for your needs. Don't worry if you can't finish all the food you ordered. Ask the staff to pack the **leftovers** and you can eat like a king again tomorrow!

- 2** Complete the questions with **words** and **phrases** from Exercise 1.

Then ask and answer the questions with your partner.

- Do you believe that some foods give your brain power a _____?
- Do you know where in the mouth your _____ are located?
- At what time of day do you have the best _____?
- How would you describe your country's _____ heritage?
- In your house, are _____ thrown away or eaten the next day?
- What's your favourite restaurant _____?
- How well-informed are you about the _____ value of food?
- Have you ever been served an _____ meal in a restaurant? What did you do?
- Do you usually have a _____ to eat when you get home from school?
- Would you describe yourself as a _____? Why? / Why not?

- 3** What do you think a 'pop-up restaurant' is? What other types of pop-up could there be? Read this introduction to the article opposite, and check your ideas.

In recent years we have heard people use the term 'pop up' more and more. As the name would suggest, a pop-up is something temporary. We are all familiar with shops and stalls that come and go according to the season, such as those selling woolly hats or beach toys. Art galleries and even ice rinks can also come into existence for a matter of days, weeks or months, but the most common type of short-lived business is the pop-up restaurant. If you want to start one, experts advise targeting the more adventurous diner. Four chefs give their views on this foodie phenomenon.



PREPARE FOR THE EXAM

Reading and Use of English Part 6

- 4** Look at question 1 in Exercise 5. The highlighted sections of texts A and B relate to motivations people might have for starting a pop-up. Highlight the relevant parts of texts C and D. How does this help you find the answer to question 1?

- 5** You are going to read the views of four chefs on starting a pop-up restaurant. For questions 1–4, choose from the chefs A–D. The chefs may be chosen more than once.

Which chef ...

- has a different view from the others on people's motivations for starting a pop-up restaurant?
- shares chef C's view about how much money pop-ups tend to generate?
- expresses a similar view to chef A on the most suitable location for a pop-up restaurant?
- has a different view from A regarding the skills chefs can develop when working in a pop-up?

» PREPARE FOR THE EXAM PAGE 134

- 6** Find words and phrases that helped you answer the questions. Put them in the correct columns.

Motivation	Money	Location	Learning
(4 phrases)	(8 phrases)	(7 phrases)	(4 phrases)

THE POP-UP REVOLUTION



Four chefs give their views



Chef A

To open a pop-up restaurant is a dream for many chefs. Pop-ups often create a tremendous buzz, with local foodies coming to try your offerings. This is exciting in itself, but perhaps **its most valuable function is to indicate whether your ambition of starting a real restaurant is viable.** Will local residents buy into your idea or would they rather stick to the existing provision? Even if your pop-up doesn't work out, however, the experience of being a chef in one for a few days or weeks is invaluable. You'll improve your culinary ability as well as finding out more about costing, menu planning and so on. A pop-up should not be seen as a money-spinner, however – in fact, you'll be lucky to break even. And while many chefs favour trendy settings such as an aeroplane hangar or barn, a more accessible venue will attract people passing by who suddenly fancy a bite to eat.



Chef B

In terms of your career as a chef, nothing can fast-track you from novice to professional like running a pop-up, since you'll gain knowledge of a variety of things – from food preparation to accounts management – within a short space of time. That's one positive consequence of opening a pop-up, but **the primary incentive is usually that of being able to 'play safe' and 'test the water' before making a major investment in a more permanent establishment;** it's extremely helpful, and arguably vital, to know in advance what the public has an appetite for. In terms of where to set up your pop-up, being off the beaten track should not be considered a disadvantage. A less central site is often more affordable, and with the right social media marketing, it can still bring in the crowds and be extremely lucrative.



Chef C

Those who start pop-ups do so to exploit people who are willing to pay double the market rates for the latest nutritional craze or inedible dishes with exotic-sounding names.

A clever marketing plan will ensure your pop-up is on-trend and succeeds in attracting the big spenders. All you need to do is sit back and wait for the cash to roll in. During a recession, the best place for a pop-up is one of those scruffy abandoned buildings available to rent for next to nothing; a warehouse nobody else wants can be made to seem extremely cool. In terms of professional growth, a stint in a pop-up is unlikely to enhance your know-how in the kitchen or in many other areas of restaurant work, though it could well boost your promotional expertise. In fact, I've known chefs who, through working in pop-ups, have come to believe that publicity matters more than being able to cook.



Chef D

Sometimes, when a hugely successful restaurant opens a branch in another city, it can flop very badly. Pop-ups can prevent costly mistakes of this type by finding out how the concept will go down in a new context; in fact, the desire to gauge the response of a particular population lies behind so many of the pop-ups we see these days. A disused shop on the high street works well as a pop-up site because people will see you setting up in the days before the launch, thus creating favourable hype. While your pop-up is unlikely to do more than cover your costs, you will spend a fraction of what you would in setting up an actual bricks-and-mortar restaurant and will stand to lose much less. Whatever the outcome, running your own pop-up will be a steep, but very worthwhile, learning curve when it comes to cooking, financial aspects of the business and so much more.



TALKING POINTS

From a customer's perspective, what are the advantages and disadvantages of pop-up restaurants?

What kind of pop-ups would you like to see in your town?

Which locations in your town would be most suitable for different types of pop-up?

GRAMMAR

INFINITIVES AND GERUNDS

1 Match extracts 1–4 from the article to grammar rules a–d.

- In recent years, we have **heard** people **use** the term 'pop up' more and more.
- Most of those who start pop-ups do so **to exploit** people ...
- To open** a pop-up restaurant is a dream for many chefs.
- A pop-up should not be seen as a money-spinner – in fact, you'll be **lucky to break even**.

- We use **to** + infinitive after certain verbs (e.g. *claim, manage, neglect, prove*).
- a** We use sense verbs (*see, hear, feel*, etc.) + object + infinitive without **to** when we saw/heard the complete action.
- b** We can use **to** + infinitive as the subject of a sentence (usually in more formal situations).
- c** We can use **to** + infinitive to express purpose.
- d** We use **to** + infinitive after certain adjectives (e.g. *anxious, eager, thrilled*) and nouns (e.g. *attempt, decision, opportunity*).

» GRAMMAR REFERENCE AND PRACTICE PAGE 162

2 What do you think the purpose of a food blog is? Have you ever read one? Complete this extract from a food blog with the correct infinitive form of the verbs in the box.

avoid become find out focus
prepare reach start whisper

The Spice of Life

I learned to cook in order ¹ _____ the terrible food my flatmate made. I never thought I would end up cooking and writing about it for a living! When I was on holiday in Morocco, I watched a chef ² _____ some local delicacies and that's when I decided ³ _____ on the cuisine of North Africa and the Middle East. ⁴ _____ a food blog is easy; ⁵ _____ a hundred thousand followers is a lot harder! I was thrilled ⁶ _____ I had done that just a few weeks ago! A few days later, I was looking for ingredients in my local market when I heard a woman ⁷ _____ to her friend, 'That's the guy from *The Spice of Life* blog over there.' I didn't start blogging ⁸ _____ famous, but I must admit I was delighted!

3 Match extracts 5–8 from the article on page 29 to the grammar rules e–h.

- If you want to start one, experts **advise targeting** the more adventurous diner.
- A clever marketing plan will ensure your pop-up is on-trend and **succeeds in attracting** the big-spenders.
- ... **running** your own pop-up will be a steep learning curve
- ... people will **see you setting up** in the days before the launch.

- We use a gerund (-ing form) after certain verbs (e.g. *consider, delay, finish, postpone*).
- e** We use sense verbs (*see, hear, feel*, etc.) + object + gerund to say we saw **part** of the action.
- f** We can use a gerund as the subject of a sentence.
- g** We use a gerund after verbs, adjectives and nouns followed by a dependent preposition (e.g. *approve of, worried about*).
- h** Some verbs are followed by a gerund when they have no object, but by **to** + infinitive when they have an object. (e.g. *advise, allow, forbid, require*).

4 Complete the rest of the food blog with the gerund or infinitive form of the verb in brackets.

¹ _____ (get) the authentic flavour of Moroccan cuisine, you need a tagine, a special pot that allows you
² _____ (cook) without much liquid. If you have the opportunity
³ _____ (go) to a Moroccan market, be aware that some tagines are decorative and unsuitable for ⁴ _____ (cook). If you're worried about ⁵ _____ (burn) your tagine, you should consider ⁶ _____ (use) a heat diffuser so the pot doesn't touch the heat source. ⁷ _____ (create) your own tagine recipes is easy – you can add all kinds of meat and vegetables – but I always advise ⁸ _____ (try out) a dish before serving it to guests!



5 Correct any mistakes in these sentences.

- We need to add more soda water to the drink make it less strong.
- Maria objected to give a tip when the service had been so poor.
- I once watched a man eating four whole pizzas in 15 minutes.
- Ana claimed not to knowing anything about her own country's cuisine.
- Alfredo made the ambitious decision open a second restaurant.

6 Complete the questions with a verb in the correct form.

- Have you ever seen someone _____ something dangerous?
- Has anyone ever advised you not _____ in certain activities?
- What would you do if you overheard someone _____ about your friend behind their back?
- What would you be willing to do in order to _____ your life goals?

7 Ask and answer the questions in Exercise 6 with a partner. Ask follow-up questions after some of the answers to develop a short conversation.

HOME POST RECIPES BLOGS



VOCABULARY

FOOD IDIOMS AND EXPRESSIONS



- EP 1** The pairs of photos show the literal and metaphorical meanings of two of the idioms in the box. Which two do you think they show?

have a finger in every pie cheap as chips
food for thought have a lot on your plate
want to have your cake and eat it (not) my cup of tea
spill the beans take it with a pinch of salt

- 2** Match the meanings to the other idioms in the box.

- 1 not the kind of thing I like
- 2 very inexpensive
- 3 be involved in lots of different projects
- 4 be asking for too much
- 5 something to think about
- 6 don't take it seriously

- 3** Listen to Layla and Samuel discussing the idioms in Exercise 2. Did you match the idioms correctly?

- 4** Complete B's replies with an expression from the box in Exercise 1 in the correct form.

- 1 **A:** Mel said they're giving away free burgers tonight.
B: Well, everything Mel says has to be _____.
- 2 **A:** Mia's president of both the tennis and drama clubs.
B: You know Mia. She likes to _____.
- 3 **A:** Do you fancy going to that new restaurant?
B: Not really. A picnic in the park is more _____.
- 4 **A:** Could you bake something for the cake stall?
B: Sorry, but I've _____ at the moment.
- 5 **A:** Daisy told me a secret the other day.
B: So, what was it? Come on, _____!
- 6 **A:** Apparently, over-fishing is causing serious imbalances in the ocean's ecosystems.
B: Yes, I've read that too. I haven't stopped eating fish, but it's given me serious _____.

WORD FORMATION: SUFFIXES

- 5** What part of speech are the words?

- 1 Does this restaurant **cater** for special diets?
- 2 Who is going to do the **catering** for the wedding?
- 3 The **caterer** Rob and Sandy used was excellent.
- 4 Would you ever consider going on a **self-catering** holiday?

- 6** Use the suffixes in the box to complete the sentences with the correct form of the word in brackets.

Verbs	-ise -en -ate -ing -ed
Nouns	-ance/ence -ion -er -ent -age -ness -ity/ty -ive -ery
Adjectives	-ful/less -al -able/ible -ic -ive -y -ing
Adverbs	-ly/ily -ally

- 1 This food is completely _____. I don't think they've even put any salt and pepper in it. (TASTE)
- 2 We were going to have the buffet, but it didn't look very _____. (APPETITE)
- 3 I was a fussy _____ when I was a child. (EAT)
- 4 I don't like this juice. It isn't _____ enough. (FRUIT)
- 5 All our vegetables are _____ grown right here on our own farm. (ORGANIC)
- 6 I love getting fresh bread from the _____ at the weekend. (BAKE)
- 7 Junk food is _____ because it contains a large amount of sugar and fat. (ADDICT)
- 8 The blackberries are starting to _____. (RIPE)



PREPARE FOR THE EXAM

Reading and Use of English Part 3

- 7** 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.

The plant-based revolution

Plant-based eating is one of the most (0) notable food trends of recent years. One of the reasons for this is that (1) _____ nowadays are becoming more demanding and insist on knowing where their food comes from and what production methods have been used. (2) _____ is at the top of their priority list, and meat tends to score poorly on this criterion. A number of companies have (3) _____ planned their branding in response to the recent rise in veganism. Plant-based (4) _____ to meat, dairy products and even fish abound on our supermarket shelves. According to market analysts, 'fake meats', plant milks, and pulses, such as lentils and chickpeas, are becoming (5) _____ popular. Following a plant-based diet has (6) _____ health benefits for everyone, and fears about protein deficiency are largely (7) _____. Nevertheless, vegans need to plan their meals carefully to ensure they don't miss out on certain essential (8) _____ such as calcium, iron and zinc.

NOTE
CONSUME

SUSTAIN

STRATEGY

ALTERNATE

INCREASE

DENY

BASE

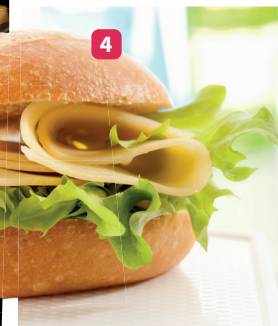
NUTRITION

» PREPARE FOR THE EXAM PAGE 130

- 8** » WORK IN PAIRS. TURN TO PAGE 150.

WRITING

AN ESSAY



1 Look at the photos and discuss the questions.

- 1 How healthy are each of the meals shown?
- 2 Which nutrients do you think are present and lacking in each meal?
- 3 Which of the meals would you be most likely to choose? Why?
- 4 What would be the best way to encourage young people to eat more healthily?

2 Read the Part 1 essay question below and decide if these statements are true or false.

- 1 This task is optional.
- 2 The question clearly states what style of writing you need to use.
- 3 You need to choose two out of three bullet points to write about.
- 4 You don't need to include any of the opinions in the input material.
- 5 You can choose to say you think both ways are equally effective.

You must answer this question. Write your answer in 220–260 words in an appropriate style.
Your class has taken part in a discussion on healthy eating. You have made the notes below.

Ways young people can be encouraged to eat more healthily

- tax unhealthy food and drinks
- ban adverts for fast food
- teach healthy eating at school

Some opinions expressed in the discussion

"People don't like to be forced to change."

"There are so many fast food adverts on television."

"We need to educate young people about healthy diets."

Write an essay discussing **two** of the ways in your notes that young people can be encouraged to eat more healthily. You should explain **which way you think would be more effective**, giving reasons to support your opinion.

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 a student's essay and answer the questions.

- 1 What is the purpose of the first paragraph?
- 2 What reasons does the writer give in favour of each method discussed?
- 3 Where in the essay does the writer say which way is more effective?
- 4 What reason does the writer give for believing it to be more effective?
- 5 What disadvantage of the less effective method is mentioned?

Nowadays, we are increasingly aware of the negative effects of an unhealthy diet. However, that awareness alone has not managed to change the eating habits of young people. **I would like to consider** two ways in which young people could be persuaded to improve their diets, **namely**, banning advertisements for junk food and providing schoolchildren with free fruit and vegetables.

One solution to the problem of poor diets in children **is** to prevent companies from marketing unhealthy food and drinks. **In my experience**, advertisements showing sugary drinks and burgers as part of a fun-filled lifestyle have a huge impact on teenagers. The way the association between enjoyment and fast food is presented is much more powerful than the healthy-eating messages produced by the government and other organisations.

My second suggestion for getting youngsters to adopt healthier diets **is** to offer children fruit and vegetables to eat during snack time at school.

There are several reasons why this works. Firstly, it normalises the practice of eating this kind of food as part of a child's daily routine. Secondly, teachers may be more successful than parents in encouraging children who are reluctant to try new foods. Also, the presence of their peers may discourage children from being fussy.

I would like to end by saying that I believe the second of these approaches would be more effective. This is because habits which are developed early tend to last a lifetime. While there are benefits to banning advertising, it is rather an extreme solution. After all, occasionally having a fizzy drink or hot dog is not too much of a problem.

- 4 Add the expressions in green in the essay to the correct category in the *Prepare to write* box.



PREPARE TO WRITE

Guiding the reader

Signposting structure

1

In the following paragraphs I will ...
After that, I will ...

Introducing main points

The main argument for ...

Another crucial aspect of X is ...

2 (of ...) is ...

3

Introducing supporting evidence

Firstly, ... Secondly, ...

One example of this is ...

This is exemplified by ...

... including ...

4

5 why ... / for ...

Giving opinions

I am convinced (that) ...

It seems to me that ...

My personal opinion is ...

From my perspective,

6

Concluding the essay

The arguments I have presented indicate that ...

All this points to the conclusion that ...

To sum up, ...

7

- 5 Add an expression from the *Prepare to write* box to these essay extracts.

From an introduction

It is a sad fact that the diets of our younger generation are not as healthy as they could be, and steps need to be taken to improve the situation. There are several ways this could be done, 1 imposing tax on and preventing the advertising of unhealthy food. 2 discuss both these options. 3 give my own opinion on which of the two would be more worthwhile.

From a conclusion

9 the most effective way of reducing unhealthy eating habits is by banning advertisements for junk food. 10 this will result in breaking down the association between certain fast food brands and a sophisticated lifestyle.



PREPARE FOR THE EXAM

Writing Part 1 (an essay)

- 6 Read the Part 1 essay question and write a plan. Decide which two bullet points you will write about. Choose some expressions from the *Prepare to write* box and some words and phrases from the vocabulary sections of this unit to include.

Your class has listened to a discussion on different ways of developing cookery skills in young people. You made the notes below.

How can cookery skills be developed in young people?

- cookery lessons at school
- learning from family members
- TV programmes and online videos

Some opinions expressed in the discussion

"Most schools don't teach cookery."

"Many families don't have time to cook properly."

"TV cooking competitions are fun to watch."

Write an essay discussing **two** of the ways in your notes that **young peoples' cookery skills can be developed**. You should explain **which way you think is more effective, giving reasons** to support your opinion.

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.

- 7 Write your essay in 220–260 words. Remember to divide the essay into an appropriate number of paragraphs.

» **PREPARE FOR THE EXAM PAGE 139**

From a main body paragraph

4 increasing taxes on unhealthy food is to make it less accessible to the majority of people. 5 , this is not the right approach. 6 for this. The first is that poorer groups in society already face many disadvantages and more taxes would make life even more difficult for them. 7 , it would not necessarily achieve the desired outcome. 8 the fact that harmful products like cigarettes are heavily taxed but people still buy them.

SETTING REALISTIC GOALS

LIFE SKILLS

Setting realistic goals

Setting goals in a realistic and methodical manner can help us achieve them. This involves ensuring they're specific, measurable, achievable under our current circumstances, relevant to us personally, and can be accomplished in a reasonable and clearly stated time.

1 Ask and answer these questions with a partner.

- 1 What do you hope to have achieved ...
 - a by the end of the school term?
 - b by the time you finish school?
 - c by the time you're 25?

2 Have you ever set a goal and failed to achieve it? What happened?

3 How do you think these words relate to setting goals? Discuss with a partner.

Specific
Measurable
Achievable
Relevant
Time-limited

4 Read the article opposite and compare it with your ideas from Exercise 3.

5 Read the article again and answer these questions.

- 1 What is the problem with a goal that's too general?
- 2 How can questions such as *How much/many* and *How often* help you?
- 3 How can you achieve a big goal in stages?
- 4 How does the personal importance of a goal affect our motivation?
- 5 What is the danger of not having a deadline for a goal?



6 Listen to Rachel, Kumar and Pete talking about their goals. Whose goal ...

- 1 is to communicate better with people they know?
- 2 involves learning how to help others?
- 3 involves both stopping and starting something?



- 7 Listen again to each student separately. Are the students' goals specific, measurable, achievable, relevant and time-limited? Answer Y (yes) or N (no). Then write very brief notes to explain how you know. Two have been done for you.

	Rachel	Kumar	Pete
			
S pecific?	Y get first-aid certificate	N - too general	
M easurable?			
A chievable?			
R elevant?			
T ime-limited?			

Get SMART – setting realistic goals



We all have things in our lives that we want to accomplish, from passing exams to getting our dream job. Often, however, we find it difficult or demotivating because our goals are vague or we're unsure how to attain them. One way to clarify goals and work out a plan to help you achieve them is the SMART method. SMART stands for Specific, Measurable, Achievable, Relevant and Time-limited. Let's see how it works.

Specific

Your goal should be clearly defined so that you know precisely what you're trying to achieve. For example, imagine you want to get a qualification to show how much English you know. By itself, that's too general, which makes it harder to work towards. Instead, ask yourself **'What exactly do I want to achieve and why?'** An answer could be **'My goal is to obtain the C1 Advanced qualification in order to demonstrate my level of English.'**

Measurable

Having a plan and being able to measure your progress will help you keep on track and stay motivated. Questions with **'How much/many...?'** and **'How often...?'** allow you to do this. Suppose your goal is to run a marathon. How often will you train every week? How many kilometres are you going to run each time? Your answer might be **'My plan is to train five days a week. I'm going to run five kilometres the first week, ten the next, and so on.'** You should also consider **'How will I know I've achieved my goal?'** In this case, you can answer **'I'll know I've achieved my goal when I finish the marathon'** but it could also be when you've passed an exam, obtained a qualification or completed a project.

Achievable

Be realistic about what you can achieve. Ask yourself **'Do I have enough experience / financial resources / support right now to do this?'** If you can't complete the sentence **'I know I can do this because ...'** then it's probably not an achievable goal – at least not yet. That said, big goals can be achieved by setting smaller goals that work towards them. Let's say you want to direct a full-length movie. You could set yourself a first goal of taking a course in filmmaking before you're 21, then another of entering a short film competition by the time you're 23 and so on. Who knows? One day an Oscar might be yours!

Relevant

Sometimes we want to achieve something not because it truly matters to us but because other people expect us to do it. Perhaps you're aiming to go to university simply because that's what all your friends are doing, when what you really desire is to go straight into the world of work. We feel less motivated by goals that don't come from the heart. Take a step back and ask yourself **'Is this something that is important to me personally?'** Alternatively, try to complete the sentence **'This matters to me because ...'** This will help you work out whether your goal is truly relevant to you or not.

Time-limited

We often say what we'd like to do 'one day', but 'one day' runs the risk of never coming. In order to avoid this, it's essential to have a deadline for achieving a goal. You can do this by asking **'How much time do I have to do this?'** or **'When do I need (or want) to have achieved this by?'** There's a difference between saying 'I'd like to learn to drive one day' and **'By the time I'm 19, I'll have** got my driver's licence', just as there's a difference between 'I want to learn the guitar one day' and **'I'm going to** take up guitar lessons **before** the end of the year.'

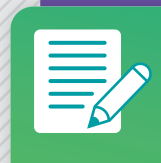
Project

Setting goals using the SMART method



1 DECIDE

Choose two of the goals you discussed in Exercise 1.



2 PREPARE

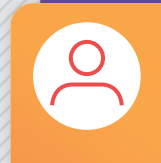
Use the **questions in orange** and the **phrases in red** in the article to make SMART notes about your goals.



3 DISCUSS

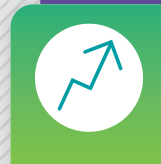
Explain your goals to a partner and give each other feedback:

- a** Do they meet the SMART criteria?
 - b** Which goal is more realistic?
- Finalise your goals.



4 FEEDBACK

Ask your classmates about their goals. Are any similar to yours? Can you help each other in any way?



5 APPLY

Start to work towards your goals! Update your classmates on your progress regularly.

REVIEW 1

UNITS 1–4

VOCABULARY

1 Find a phrasal verb which fits in both sentences and put it into the correct form.

- 1 a I don't like Josh. He's always _____ me.
b I keep the chocolate biscuits in a cupboard where the kids can't _____ them.
- 2 a Can you _____ to my place to watch a movie tonight?
b Leila _____ as a bit bossy but she's actually a very nice person.
- 3 a The obstacle course was fun but I couldn't _____ the last wall.
b Tom has never _____ losing the final of the tennis tournament to his younger brother.
- 4 a Lizzy decided to _____ her relationship with Jamie because they weren't compatible.
b When I picked up the statue a piece of it _____ in my hand.
- 5 a I heard Arturo _____ his boss, saying she always made really bad decisions.
b Can you just _____ to the corner shop and get me a loaf of bread?

2 Choose the correct option.

- 1 I think there will need to be some changes in the *coming* / *pending* weeks.
- 2 I've just heard that the President's arrival is *imminent* / *foreseeable*.
- 3 The changes we made to the menu were long *coming* / *overdue*.
- 4 Miriam was happy for the children to share a room *in the short term* / *shortly* but felt that later on they would need their own space.
- 5 In the better hotels, the staff *anticipate* / *envisage* your needs rather than just responding to requests.

3 Replace the phrases in *italics* with a colloquial phrase from the box.

all up in the air I couldn't care less
couldn't keep a straight face easier said than done
got off on the wrong foot inside out
it's about time you can say that again

- Hugo: Hi, Rosie, how did your exam go?
Rosie: Not too well. I'd prepared and I knew the topic ¹*thoroughly* but when I got into the exam, I couldn't remember a thing. Exams are hard!
Hugo: ²*You're right about that*, but try not to worry.
Rosie: That's ³*quite difficult* though, isn't it?
Hugo: I suppose so. By the way, I finally got a new job.
Rosie: Great! ⁴*That should have happened long ago*. You've been looking for ages. Is the money good?
Hugo: To be honest, ⁵*I'm not concerned* about that. I just need to get some experience.

4 Complete the blog post with the words in the box.

asserted attached to attributed gave away
flicking through good terms missed out on
raised some eyebrows rubbing on speaking terms

My dad and I were
¹_____ the family album when we came across a photo of his Great Aunt Cecilia. He was extremely ²_____ her as a child, and he always ³_____ his fondness for her to the fact that she was slightly unconventional. According to one family anecdote, she once turned up to a dance in trousers, which of course ⁴_____ in a village in the 1920s. She ⁵_____ that she was aiming to be equal with men! She became unpopular because she ⁶_____ family secrets, or rather her mother's secret recipes. And she was always ⁷_____ people up the wrong way. By the time my dad was born, she was not ⁸_____ with most of his family. Luckily for him, she was on fairly ⁹_____ with his mother. I'm sorry I ¹⁰_____ on meeting such a colourful character!



5 Complete the dialogues with a food-related idiom. The first letter of each word has been given.

- 1 A: I've got tickets for the ballet. Would you like to come?
B: Sorry, that's not really my c_____ of t_____.
- 2 A: I just bumped into Nadia with her new boyfriend.
B: What's he like? Come on. S_____ the_____!
- 3 A: You know Max was running an internet café? Well, he's now teaching karate at the gym as well.
B: Oh, you know Max. He likes to have a f_____ in e_____ p_____.
- 4 A: Robyn told me the school is closing down.
B: Don't worry. You know you have to take what she says with a p_____ of s_____.
- 5 A: What did you think of the documentary on plant-based diets for athletes?
B: It was interesting. It's given me a lot of f_____ for t_____.
- 6 A: Anouk seems really distracted at the moment. Is she OK?
B: Yes, I think so. She's just got a l_____ on her p_____ at the moment.

GRAMMAR

- 1 Complete the sentences with the words in brackets and a verb from the box.

bother ask borrow call in
fight have keep up with tell

- My parents _____ me I should study more but I'm working as hard as I can. (keep)
- As I child, I _____ with my siblings but we get on really well nowadays. (would often)
- When we were younger, my oldest brother, in particular, _____ me. (constantly)
- Patrick _____ a great relationship with his uncle but now they're not on speaking terms. (used)
- When I'm in town, I _____ to see my auntie for a cup of tea. (will usually)
- Sarah _____ my car and forgetting to put petrol in it! (always)
- Miguel _____ fashion but he does now. (use)
- The journey home was terrible because the children _____ 'Are we nearly there?' (kept)

- 2 Replace the noun in *italics* with a pronoun. Separate the phrasal verb if it is possible to do so.

- Don't take *your anger* out on me! *Don't take it out on me!*
- I can't keep up with *Rebecca*. She walks so fast.
- Lily brought up *six children* on very little money.
- I can always cheer up *Joseph* when he's upset.
- We let *Robert* down and really regret it.
- Sara got over her *illness* quicker than expected.
- Tracey won't stop going on about *her new job*.

- 3 Correct any mistakes in these sentences. One sentence is correct.

- Cheryl was worried about pass the exam.
- I advise leaving by 7am if you want to get to the airport in time.
- Annette made the difficult decision giving up the job she loved.
- The reason I wrote the email was telling Jo how I felt.
- Talk to my boss is very frustrating.
- Isla heard footsteps came down the corridor.

- 4 Complete the sentences with the correct form of the verb in brackets.

- My parents _____ in this house for 30 years this November. (live)
- What do you think you _____ in five years' time? (do)
- Only a month ago I was sure I _____ to New York in the autumn. (move)
- The library _____, but the protesters managed to save it. (shut down)
- It looks like the economic situation _____ worse over the next few months. (get)
- If we _____ the world from a climate disaster, we need to act now. (save)



PREPARE FOR THE EXAM

Reading and Use of English Part 1

- 5 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Etymology

Etymology is the study of the origin of words. Etymologists (0) B use of texts and other information to (1) _____ into how words entered a language and how their sounds and spellings have (2) _____ over centuries. Words originate through a limited number of mechanisms. Naturally people want to (3) _____ they exert as little effort as possible while efficiently reaching their communication goals. Therefore, complex words and structures have a (4) _____ to be simplified over time. One example of this is 'going to', which is often pronounced 'gonna'. Another way words enter a language is, to put it (5) _____, when people get bored of existing words. Repeated use often leads to a (6) _____ in the intensity of a word's meaning, so people create new words. Some of these will (7) _____ and some won't. Languages also change when communities (8) _____ and languages mix, causing new dialects to develop.

- | | | | |
|----------------|---------------|------------|------------|
| 0 A find | B make | C get | D take |
| 1 A discover | B inquire | C explore | D seek |
| 2 A converted | B matured | C modified | D evolved |
| 3 A ensure | B assure | C insure | D secure |
| 4 A feature | B tendency | C custom | D habit |
| 5 A purely | B openly | C simply | D easily |
| 6 A shortening | B reduction | C cutback | D discount |
| 7 A keep | B maintain | C preserve | D survive |
| 8 A migrate | B disappear | C abandon | D desert |

Reading and Use of English Part 2

- 6 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

A brief history of online food delivery

Food delivery has come a long way since the first meal was ordered online from Pizzanet (0) back in 1994. It was not until the dawn of the current century that online ordering began to take (1) _____ in earnest. It would still be several years (2) _____ someone came up with the bright idea of an app through (3) _____ customers could order from a range of local restaurants. The first such app in the UK was Deliveroo, which launched in 2013, and since then countless similar apps have been introduced in the hope (4) _____ obtaining a share of the lucrative home delivery market. Many companies will (5) _____ at nothing to increase their profits, including replacing delivery staff with robots and drones. (6) _____ the initial cost of the hardware, these artificial workers will save companies money and, in theory at (7) _____, be more efficient. One has to wonder, though, about the human cost of machines (8) _____ over humans' jobs.

5 ON TREND

? ABOUT YOU

▶ 05 Watch the video and answer the questions.

How into fashion are you?

Is it more important for you to have clothes that don't harm the environment, or clothes that are fashionable?

What do you think your choice of clothes says about you?



VOCABULARY & READING

CLOTHES AND FASHION

EP 1 Match the words to the definitions a-j.

- Occasionally I wear a **tailored** designer jacket so I look **effortlessly** stylish!
- Whenever I have money, I like to go on a **spending spree** and splash out on something nice to wear.
- There are definitely some colours which are **flattering** on me, and others that I don't look so good in.
- I'd describe myself as a bit of a **trendsetter**, because once I start wearing something, others do too.
- I wouldn't be seen dead wearing **seconds**. I prefer to buy everything in perfect condition.
- It's better to wear clothes that make you **fit in** and look normal, rather than weird **eye-catching** things just to make you stand out.
- I'd rather have an **eclectic** collection of clothes, not just lots of things in a similar style.
- It'd be interesting to go shopping in another country, because the shops would **stock** completely different stuff to what's available here.

- without trying
- have things available to sell
- varied; combining different styles
- shaped to fit your body
- noticeable and immediately appealing
- shopping session where someone buys a lot
- something which makes someone look nice or attractive
- slightly damaged clothing that is sold at a reduced price
- be accepted by and similar to other members of a group
- someone whose choices of clothes are copied by others

2 Comment to your partner on the statements in Exercise 1, for example by saying: 'That's true!', 'Mm, I'm not so sure.' or 'No way!'

3 Complete sentences 1-5 and a-e with words from Exercise 1 in the correct form.

- Have you seen that really _____ shirt Tom's bought? It's got stripes of lots of different colours and widths.
 - I see from all those carrier bags that you've been on a _____.
 - Why don't you get one of these loose-fitting shirts? Everyone's wearing them, so you'll _____ with all your friends!
 - Why is it that some shops sell faulty items as _____ at lower prices, but other shops don't?
 - The clothes Stella wears are so _____ – vintage floral shirts, ripped jeans and high heels one day, then tracksuit and cowboy boots the next!
- Yes, I went into town and splashed out on some jeans and this _____ jacket.
 - I know – and she manages to look good _____, whatever she wears, doesn't she!
 - I know, but it doesn't suit him. I think a plain black shirt would be more _____ on him.
 - It's because some shops will only _____ clothes in perfect condition which they can sell at full price.
 - No way! I don't want to look the same as everyone else. I'm a _____ – I want tomorrow's styles today!

4 Match the comments 1-5 in Exercise 3 to the replies a-e.

5 Read the first three paragraphs of the article opposite, ignoring the gaps. What does the writer mean by saying that consumers are in a 'vicious cycle'? Do you agree? What do you think can be done about it?



PREPARE FOR THE EXAM

Reading and Use of English Part 3

6 For questions 1-8, read the article opposite. Use the word given in capitals to form a word that fits in the gap.

7 Read the rest of the article and match the headings A-E to gaps 9-13.

- | | |
|------------------------------|------------------------|
| A Set limits on what you buy | D Stick to your budget |
| B Take your time | E Change your mindset |
| C Act with awareness | |

8 Do you agree with the writer's points about ...

- the damaging effects of excessive shopping?
- how shops get us to buy more clothes than we actually need?
- how soon after first looking at something you should buy it?



Because less is more – the mindful way to shop

A big issue facing society today is excessive

(0) consumption (CONSUME) of fashion products, which is damaging both to the planet and to people's mental health. Fashion (1) _____ (RETAIL) exploit our tendency to be (2) _____ (IMPULSE) and to over-shop to get us to part with our cash.

Shopping for clothes can be a highly

(3) _____ (REWARD) activity, especially for those of us who like to think of ourselves as trend-setters. As human beings, we are easily distracted, a (4) _____ (CHARACTER) which is immensely beneficial for businesses. Strategies like shop clearances, seconds and offering (5) _____ (COUNT) are designed to put (6) _____ (PRESS) on the consumer, increase sales and clear shelf space so that they can stock yet more stuff. And so we are caught up in this vicious cycle.

It is crucial that we resist this (7) _____ (TEND) to overshop in order to spare ourselves the detrimental effects on our mental health, our bank balance, and the environment. And this can be accomplished with the adoption of a mindful approach to buying, allowing for more (8) _____ (CONSCIENCE) shopping and less wastage. Here are five steps you can take.

9

Let's face it, many of us really ought to rethink the way we shop. Well the good news is that you can! I used to regard shopping as a leisure activity, but that way of thinking is gone now. Instead, I look on the purchase of a new T-shirt or whatever it is as a *process*, and one involving research rather than just a spur-of-the-moment decision. I put my head, as well as my heart, into any purchases, to assemble an eclectic collection of stuff, from vintage hats to the latest trainers. Taking a mindful approach is all about re-evaluating the way you do things.

10

It's all too easy to drift through a shop on auto-pilot, picking up anything you like the look of, trying it on, and then splashing out on the whole lot. What you need to do is stay alert and have a dialogue with yourself. Ask 'Does this T-shirt really represent my style, do I actually need it, and how might it fit in with the rest of my wardrobe?'

11

When I was a kid, there was a rule I had to stick to. I could only get a new toy once I'd got rid of one I didn't play with any more. Now I apply the same principle to my clothing purchases. For a new item to come in, an old one that I don't wear any more must go to the charity shop. This is a great way to restrict your purchases to things you really need, rather than things you just want.

12

A purchase is something you should never rush into. If you've seen something in a shop that you like the look of, give it a few days and then go back for another look. Touch the fabric. Try it on again. Compare it with something else that's caught your eye and decide which one you'd rather go for.

13

Have you ever come back from a shopping spree and realised you shouldn't have spent so much? If so, one thing you might want to try next time is just using cash. That may sound very last-decade, but it's actually a great way to stop yourself from overspending as you see how quickly those banknotes disappear. And online, don't be conned into saving your card details. Yes, I know it'll allow you to make your next purchase effortlessly, but it's done for the retailer's benefit, not yours.

In the ever-changing world of fashion, we could all use a moment to slow down, take a breath and think.

By mindfully considering what we're doing and why, we may become capable of making less wasteful purchases, rather than ones which leave us looking in our wardrobe and thinking 'Why on earth did I buy that?'



TALKING POINTS

How easy do you think it is to get addicted to shopping?
Have you ever bought anything, and then wished that you hadn't?
Do you agree that it's worth taking a mindful approach when shopping?

GRAMMAR

REVIEW OF MODALS

1 Match extracts 1–6 from the article to functions a–f.

- This **can** be accomplished with the adoption of a mindful approach to buying.
- Many of us really **ought to** rethink the way we shop.
- How **might** this T-shirt fit in with the rest of my wardrobe?
- When I was a kid, I **could** only get a new toy once I'd got rid of an old one I didn't play with any more.
- For a new item to come in, an old one that I don't wear any more **must** go to the charity shop.
- Have you ever come back from a shopping spree and realised you **shouldn't have** spent so much?

- advice
- obligation
- regret or advice about the past
- speculation
- permission
- ability

2 Complete the rules with the functions a–f from Exercise 1.

- To express _____ in the present, we can use *must* or *have to*.
- We use *should*, *ought to* and *had better* to talk about _____.
- May*, *might*, *could*, *must* and *can't* all express _____ in the present.
- To talk about _____, we use *should have* and *ought to have*.
- We use *may/might/could have*, *must have* and *can't have* to talk about _____ in the past.
- _____ and _____ can be expressed with *can* (present) and *could* (past).

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3 Complete the sentences using one of the modal structures in Exercise 2.

- I'm wondering about buying a new jacket, but I probably _____ get one because my old one still fits.
- This tie only cost five euros, so it _____ be made from silk. Surely it _____ be polyester, which is much cheaper.
- I went on a spending spree at the weekend, and now I realize how much I spent, I'm thinking that I _____ bought so much.
- Clothes Are Us are claiming that they've reduced prices, but they _____ done, because prices are the same as they were last week.
- I _____ remember to take my sports gear with me, because I'm playing tennis straight after school.
- My granddad complains that he _____ get his old suit mended because there are so few tailors.
- For a full refund, items _____ be returned unused with a receipt within 14 days of purchase.
- I'm not sure where my baseball cap is, but I suspect I _____ left it on the bus yesterday.

EXPRESSIONS WITH MODAL MEANINGS

4 Match expressions 1–8 to a–d.

- See something you like? Then you're **free to** try it on!
- We regret that dogs **are not permitted** inside the shop.
- All staff **are obliged to** attend health and safety training.
- Special guests **were entitled to** receive a 50% discount.
- Dan **was supposed to** meet me but he totally forgot.
- She **was banned** from the store for shoplifting.
- Lily **managed to** find a vintage dress for the wedding.
- You **are required to** agree to our Terms and Conditions.

- prohibition
- obligation
- permission / right
- ability

PREPARE FOR THE EXAM

Reading and Use of English Part 2

5 Quickly read the text below. What could Queen Elizabeth I do which Richard Walweyn couldn't?

6 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

These (0) _____ *days* _____, being entitled (1) _____ wear whatever we like is something we take (2) _____ granted. But that wasn't always the case. During the reign of Queen Elizabeth I of England in the 16th century, there were strict laws regarding who was permitted to wear what. For example, there was a law that no-one in the whole of England other (3) _____ the Queen could wear wear purple silk; everyone else was banned (4) _____ doing so.



In 1565, a certain Richard Walweyn was arrested for wearing 'monstrous and outrageous' trousers. Historians believe that he (5) _____ well have stuffed material inside his trousers to make his legs more shapely, as this was in fashion at the time, at least among the upper classes. However, the law made (6) _____ illegal for servants to follow upper-class fashions like this, and so technically, Walweyn, (7) _____ was only a servant, shouldn't (8) _____ done this and was duly punished.

7 Complete these old fashion laws. If you could make a law about fashion, what would it be? Tell your partner.

- Napoleon added buttons to soldiers' sleeves so they _____ wipe their noses with their uniforms.
- In the 1970s, women in South Korea were _____ from wearing short miniskirts, and there was a Fashion Police to arrest anyone who did.
- In Ancient Roman times, men were banned from wearing anything made from silk, although women were _____ to wear it.

VOCABULARY

COMPOUND ADJECTIVES AND NOUNS

- EP 1** Match words from boxes A and B to make compound adjectives. Does each one have a positive, negative or neutral meaning?

A hard- high- long- loose-
old- short- tight-

B fashioned fitting heeled
lasting sleeved wearing

- 23** **2** Listen to six speakers talking about their favourite item of clothing and complete the table.

	Item of clothing	Compound adjective used to describe it
1 Pippa	top	
2 Matt		
3 India		
4 Toby		
5 Ben		
6 Alice		

- 3** Complete the comments on this fashion forum with a suitable compound adjective from Exercise 1.

- EP 4** Name the items of clothing using a word from each box to make one-word and two-word compound nouns.

bow dinner dressing evening
rain sweat swimming wet

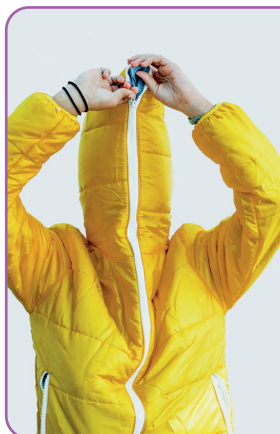
coat dress gown jacket
shirt suit tie trunks



- 5** Using words from this page, tell your partner what you would wear for ...

- a friend's birthday party
- your graduation party
- a weekend at a smart beach resort

This week, we're asking our readers this:
can clothes be both eye-catching and practical?



I came across this cool jacket in a magazine the other day which you can zip up all the way to the top of the hood. The thing is, I cycle to work every day so I tend to wear ¹ _____ clothes which don't get in the way and I also need a jacket which is waterproof and ² _____, so it's probably not a very practical choice really!

Jack1999



I recently bought a pair of ³ _____ shoes – they cost a fortune, but after I'd worn them twice, I found a hole in the bottom of one of them. It was a bit annoying, because if I pay a lot for something I expect it to be ⁴ _____, not to be thrown away after being worn twice.

SamLovesFashionWithAPassion



I recently bought a pair of star-shaped sunglasses. It was a brand-new design, but they actually have quite an ⁵ _____ look. It's the kind of thing that would have been really popular in the 1970s. Still love the look though and they're perfect with a ⁶ _____ T-shirt in the summer!

ZanyZoe



A friend of mine who's quite fashion-conscious has developed her own look. She wears shirts which are two sizes too big for her, so they're really ⁷ _____. They're also very ⁸ _____ so you can hardly see her hands. Probably not very practical, but who cares?! I think she looks great!

FranZ

LISTENING

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

- What is the appeal for some people of learning about clothes and fashion in these ways?
- How important do you think fashion shows and fashion magazines are for people working in the clothing industry?



2 Look at the following statements. To what extent is each one in favour of the fashion industry or against it? Decide to what extent you agree or disagree with each. Compare your answers with your partner.

- 'Catwalk models are examples to us all about how gorgeous we could look.'
- 'Spending vast amounts on luxury clothing when people are starving is utterly immoral.'
- 'The fashion industry creates an unrealistic image of what it is to be beautiful.'
- 'The world would be a better place if people would just take more pride in the way they dress.'

PREPARE FOR THE EXAM

Listening Part 3

3 You will hear an interview in which two people called Zoë and Marcus are talking about the fashion industry. Listen to and read question 1 and options A–D. Then read what Zoë says and match the highlighted phrases to similar ideas underlined in A–D.

- What motivated Zoë's choice of clothes as a teenager?
 - spending as much as she could afford
 - wanting to fit in with her peers
 - aiming to look more mature
 - reflecting her personality through her outfits

4 Choose the correct answer for question 1.

5 For questions 2–6, listen and choose the answer (A, B, C or D) which fits best according to what you hear.

- When Marcus talks about Cassidy's department store, what point is he making?
 - Shopping fails to make people happy.
 - It's easy to become addicted to shopping.
 - Some shops are designed to be difficult to leave.
 - People get confused by too much choice in shops.
- Marcus is critical of high-end designers for
 - charging prices that people can't afford.
 - talking about issues they don't really care about.
 - producing things that aren't genuinely sustainable.
 - encouraging people to buy things they don't need.
- Zoë and Marcus agree that the goal of all fashion designers is to
 - break the rules of fashion.
 - design clothes that are good enough for royalty.
 - produce designs that are different from previous ones.
 - challenge people's expectations about what clothes should look like.

Zoë: Well, when I was in my late teens and approaching adulthood, I started to pay attention to whatever outfits were trending, as did lots of people my age and slightly older. I don't mean on the catwalks – just those around me. 'I belong with these people!' I thought, looking at the effortlessly stylish girls I wanted to hang out with. But gradually I realised that I didn't. All that weekend job money spent, and I still just looked like me. And I started to feel that the fashion industry wasn't delivering what it promised.

- What does Zoë find surprising about fashion magazines?
 - They contain misleading fashion advice.
 - People look to them for advice when fashions change.
 - Competent people still rely on them to choose what clothes to buy.
 - They devote so little space to clothing that's suitable for the workplace.
- Zoë tells the anecdote about the editor she knows to suggest that
 - the fashion world has the wrong priorities.
 - people who work in fashion can be difficult to talk to.
 - fashion publications are of little interest to intelligent people.
 - fashion is partly responsible for some of the world's most serious problems.

» PREPARE FOR THE EXAM PAGE 144

6 Discuss the following questions.

- Do you know of any clothes companies that claim to be 'green'? How 'green' do you think they really are?
- Do you agree that some people take clothes and fashions too seriously?
- How attractive is the idea of working in the fashion industry to you?

SPEAKING

COMPARING PHOTOGRAPHS

- 1 Match 1–3 to a–c to complete the quotes about fashion. Then discuss which two you and your partner agree with most.

- 1 Japanese fashion designer and perfume brand founder **Kenzo Takada**: 'Fashion is like eating; ...
- 2 American fashion designer **Alexander Wang**: 'Anyone can get dressed up and glamorous, ...
- 3 American actress and model **Bo Derek**: 'Whoever said that money can't buy happiness ...

- a simply didn't know where to go shopping.'
- b but it is how people dress on their days off that is the most intriguing.'
- c you shouldn't stick to the same menu.'

- 2 Read this task from Speaking Part 2, and then decide which two of the three pictures you would choose to talk about.

I'm going to give you three pictures. I'd like you to talk about **two** of them on your own for a minute. Here are your pictures. They show groups of people dressed in a similar way to each other. I'd like you to compare **two** of the pictures and say why the people might have chosen to dress this way, and how these clothes might make them feel.



- 3 Which of the following things should you do and which things shouldn't you do in Speaking Part 2?

- 1 say at the start which pictures you will discuss
- 2 talk about two of the pictures
- 3 describe in detail what the pictures show
- 4 repeat phrases used by the examiner, e.g. *dress in a similar way, how these clothes might make them feel.*
- 5 use a wide range of grammar and vocabulary
- 6 include only information relevant to the pictures
- 7 give reasons for opinions about the people and their clothing
- 8 allow time to address both questions with both pictures



- 4 Listen to Gonzalo doing the task. Which of the things above does he do? Would he get a good mark? You'll also hear a second student, Rosa, answering a question. How well does she do?



- 5 Listen again and tick the expressions from the *Prepare to speak* box that Gonzalo uses.



PREPARE TO SPEAK

Speculating

I assume that ...

Presumably, ...

Making guesses about the present

They might be -ing ...

It looks as though ...

There's a chance that ...

Making guesses about the past

They might have + past participle

They can't have + past participle

They must have + past participle

Expressing lack of certainty

I haven't got a clue ...

It's hard to say.

Being cautious

I'm not an expert on ..., but ...

Who knows

It's not impossible that ...

if I'm not mistaken ...

Giving reasons

judging by

From what I know about

I guess that'll be why



PREPARE FOR THE EXAM

Speaking Part 2

- 6 In pairs, do the exam task in Exercise 2, using expressions from the *Prepare to speak* box.

7 » WORK IN PAIRS. TURN TO PAGE 150.

» PREPARE FOR THE EXAM PAGE 146

? ABOUT YOU

▶ 06 Watch the video and answer the questions.
 What's the best holiday or trip you've ever been on?
 What did you enjoy most about it?
 What would you say are the three most important ingredients for a great holiday?
 Have you ever had a holiday you didn't enjoy very much? What didn't you like about it?

VOCABULARY & READING

TRAVEL AND TOURISM

- EP 1 Do the quiz and compare answers with a partner. What do you think the **words** and **phrases** in blue mean?

WHICH HOLIDAY IS FOR YOU?

- Which of these holidays appeals to you most?
 - a week lying on an **unspoilt beach**
 - trekking in remote or **lesser-known places**
 - visiting world-famous historical sites
- What is your ideal weekend away?
 - a shopping trip to Milan or Paris
 - a music festival with a large group of friends
 - a **city break** to Prague or Budapest
- How do you feel about **package tours**?
 - I avoid them – they're not exciting enough for me.
 - They're great – you can get some brilliant deals.
 - They're OK for a last-minute **getaway**.
- Which **once-in-a-lifetime** holiday would you choose?
 - experiencing **indigenous culture** in a yurt
 - a road trip down the US from north to south
 - staying in an igloo and seeing the northern lights
- How do you feel about **long-haul travel**?
 - I don't enjoy the long flight, but it's worth it.
 - It's uncomfortable and not very eco-friendly.
 - The further the better – I love visiting far-off places.
- Do you think you would enjoy being a **solo traveller**?
 - No, travel is only fun with family and friends.
 - Yes. It's a good way to meet new people.
 - Maybe, as long as it wasn't for too long.
- Which **seasonal job** would you be willing to do?
 - fruit picker in the English countryside
 - chalet cleaner in a French ski resort
 - lifeguard on a beach in Australia
- How would you feel about a trip to Venice?
 - I've always wanted to go on a gondola!
 - Venice is such a **tourist trap**. It's not for me.
 - I've heard that it's very expensive!



- 2 Read the article on the opposite page quickly. Which of the summaries best fits the article?

- There have been a number of impacts resulting from the changes to holiday trends.
- Traditional holidays have many advantages, but the new holiday trends are even better.
- There are problems with traditional holidays, which have led to new trends in holidays.

PREPARE FOR THE EXAM

Reading and Use of English Part 7

- 3 Complete the advice with words from the box. Which ONE piece of advice do you think is wrong?

structure links obvious
 grammar logically opposite

- Always read the whole text first to get an idea of the Finish the task by reading through the complete text including your choices.
 - Think of words that mean the same or the of key words, or that paraphrase key words, phrases and ideas. It is unlikely the exact same words or phrases will be used in the 'missing' paragraph.
 - Look out for words such as *this, these, another* and think about what they refer to. Also pay attention to language that ideas, such as *similarly* and *on the other hand*.
 - Make sure that the paragraph you have chosen links with the paragraph that follows.
 - Start by identifying the paragraph that doesn't fit any of the gaps. This should be once you have read through the text.
 - Don't choose a paragraph just because it has a similar idea to something in the text. Check that it is a perfect fit in terms of both and ideas.
- 4 Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.
- 5 Which parts of the text before or after the missing paragraphs gave you clues about the answer?

» PREPARE FOR THE EXAM PAGE 136



Travel trends

Simon Oliver explores the ways holidays are changing.

Many Europeans look forward to a holiday – often in the summer – when they can completely unwind. By far the most popular option for many is to head for **unspoilt beaches** to relax, swim, sunbathe or maybe enjoy some water sports.

1

And those who opt for a **city break** frequently find their **weekend away** no more relaxing than the coastal **getaway** described. For many, the crowds and queues they encounter make them think it would have been better to stay at home than to risk their sanity for a quick glimpse of a few works of art. Such scenarios have led to growing interest in alternative travel, avoiding the usual **tourist traps** and heading to **lesser-known places**.

2

It's not just this need for a more peaceful break that tempts tourists to seek new destinations and types of holiday. More and more people want to make their holiday experience the best possible whilst doing the least amount of damage to other countries and cultures. This awareness has created a more conscious kind of traveller who craves enrichment and aspires to give something back to the places visited.

3

Tourists have a two-fold motivation for choosing this kind of holiday. Firstly, it gives them a fascinating insight into **indigenous cultures**. Secondly, it creates a satisfying sense that they are contributing positively to the place they are visiting, rather than damaging it in some way. This kind of trip tends to be **long haul** and substantially more expensive than the average holiday. However, the combination of stunning landscapes and different types of people really makes it a **once-in-a-lifetime holiday**.

4

Trips in these categories, involving moving around or developing oneself, lend themselves to more extensive travel. Instead of the traditional fortnight, many people are spending months travelling. Even retired people are taking **seasonal jobs** such as picking grapes, and young parents are going backpacking with babies.

5

For those who are not able get away for months at a time in this way, 'bleisure' travel is another popular trend. Formed from the words business and leisure, 'bleisure' involves tagging a few days onto a business trip to see the sights of whatever location their work has taken them to.

6

Integrating work and holidays is a useful concept which may contribute towards the survival of the tourist industry. With the most popular destinations having reached saturation point and increasing environmental awareness, it's no wonder that the face of holidaymaking is changing so drastically.



- A** Another trend the tourist industry has seen skyrocket is achievement travel, where the purpose is to learn a skill such as scuba diving, dancing or cooking. Linked to this is motion-based travel, which consists of trekking, mountain biking or horse-riding a pre-determined route.
- B** This has seen a rise in community-based tourism, which ensures local people are impacted in positive ways by travel to their regions. A community-based hotel, for instance, will employ only local people, source food and materials locally and use profits to uplift the area.
- C** These longer-than-average trips stem from the trend towards immersing oneself in another way of life. **Solo travellers** in particular benefit from an extended stay which enables them to learn the language, understand the way of life and develop friendships with local people.
- D** Imagine a fortnight of being totally undisturbed, taking it easy on the pristine sands, only getting up for a gentle swim in the tepid waters of the Mediterranean. What could be a better way of escaping the hustle and bustle of modern life?
- E** Two up-and-coming choices of this kind in southern Europe are Albania and Montenegro, both of which have stunning but little visited coastlines. These destinations won't provide as lively a holiday as the Greek islands or the Spanish *costas*, but even a few days in their tranquil surroundings can restore weary workers.
- F** The reality, though, is often less than idyllic. In many resorts, holidaymakers find themselves getting up at dawn to vie for a space by the pool. And rather than having a pleasant stroll to the water's edge, they end up fighting their way through sandcastle-making kids, picnics, ball games and general chaos.
- G** This kind of travel makes seeing the world's most iconic cities considerably more economical. If a company has paid for an employee's flight to, say, Berlin, for a meeting, it makes sense to add on a few more nights to take in some historical sites and art galleries.



TALKING POINTS

Which of the holiday ideas mentioned in the text appeal to you? Why?

What are the advantages and disadvantages of living in a place that is popular with tourists?

How do you think travel and tourism might change in the future?

GRAMMAR

MODIFYING COMPARATIVE AND SUPERLATIVE ADJECTIVES

1 Read extracts 1–6 from the article and complete the corresponding rules in the box with the words *comparative*, *superlative* or *adjective*.

- This kind of trip tends to be **substantially more expensive** than the average holiday.
- By far the most popular** option for many is to head for unspoilt beaches.
- They frequently find their city break **no more relaxing** than the coastal getaway described.
- They want to make their holiday experience **the best possible** whilst doing **no** damage.
- The crowds make them think it would have been **better to stay** at home.
- These destinations **won't** provide **as lively a holiday as** the Greek islands.

- Modifiers such as *even*, *a great deal*, *substantially* and *somewhat* can be used before _____ adjectives.
- Modifiers such as *by far*, *easily*, *one of* and *among* can be used before _____ adjectives.
- No* or *not any* can form the negative before a _____ adjective.
- We can use a postmodifier (e.g. *possible*, *ever*, *by far*) to make the _____ stronger, in the structure _____ + postmodifier or _____ + noun + postmodifier.
- A _____ adjective can be followed by a *to* infinitive (+ *than* + *to* infinitive).
- We can make comparisons using *as* and *such*:
 - (*not*) *as* + _____ + *a/an* + noun + *as*
 - not such* + *a/an* + _____ + noun + *as*

» GRAMMAR REFERENCE AND PRACTICE PAGE 165

2 Choose the correct modifier. Both may be correct.

- In my experience, Thailand is *easily* / *considerably* the most exciting destination in Asia.
- I have found that when you take a long-haul flight it is *somewhat* / *by far* easier if you travel overnight.
- Iona is *among* / *substantially* the most beautiful of all the Scottish islands.
- Group travel often works out *considerably* / *a great deal* cheaper than travelling solo.
- Krakow is the most interesting place *ever* / *even* for a city break.

3 Use the prompts to make sentences.

- The north / beautiful coastline / the south (as ... as)
The north has as beautiful a coastline as the south.
- Going by train / not / economical / way to travel / used to be. (as ... as)
- I / never / had / terrifying / experience / meeting a great white shark face to face. (such ... as)
- Kite-surfing / almost / exciting / sport / regular surfing. (as ... as)
- Pedro / not / adventurous / person / his brother. (such ... as)
- Backpacking / not / pleasant / experience / I hoped it would be. (as ... as)

4 Match the examples of irregular comparative forms 1–6 to the guidelines in the box a–f.

- The furniture in your hotel room is more tasteful than the furniture in mine.
- I'd say the sea looks more green than blue today.
- It's a lot windier today than it was yesterday.
- It's wrong to dispose of waste in the sea; it's even more wrong if it's chemical waste.
- City breaks are more tiring than any other type of holiday.
- The in-flight entertainment wasn't available, so I was more bored than I'd ever been on a flight.

- We use *more* with 1-syllable past participle adjectives, e.g. *pleased*, *scared*, *worn*.
- We use *more* with a few other 1-syllable adjectives, including *real*, *right* and *wrong*.
- We can use *more* with 1-syllable adjectives when comparing two qualities.
- Many 2-syllable adjectives ending -y, -ow, -er, -ure can take either -er or *more*, e.g. *clever*, *shallow*, *secure*.
- We use *more* with 2-syllable present participle adjectives, e.g. *boring*, *tiring*, *thrilling*.
- We use *more* with 2-syllable adjectives ending in certain suffixes, including -ish, -ful and -less, e.g. *careful*, *hopeful*, *selfish*.

5 Are both options correct? If not, choose the correct one.

- You couldn't be *righter* / *more right* about that.
- She knew the pool was deep but it turned out to be far *deeper* / *more deep* than she thought.
- I was *shockeder* / *more shocked* than Zara was when we heard the news.
- The town of Reutlingen in Germany has the *narrowest* / *most narrow* street in the world.
- Our team is going to win the cup. I've never felt *surer* / *more sure*.
- I think your little brother is even *more spoilt* / *spoilter* than mine.



6 Correct the mistakes in these sentences.

- One of the best time to visit Kenya is during the dry season.
- The Maldives is far the best destination for exploring marine life.
- Self-catering didn't work out quite as cheap option as I'd hoped.
- Our tour guide was no any more knowledgeable than we were.
- February tends to be the month with the lower number of tourist arrivals in Spain.

7 » WORK IN PAIRS. TURN TO PAGE 151.



VOCABULARY

ADVERBS AND ADJECTIVES

1 Have you ever heard of Bhutan? What continent do you think it's in?

2 You will hear two friends, Arlo and Gemma, talking about Gemma's holiday to Bhutan. What does she say about the country?

3 Listen again. Match the places and features to the adjectives that Gemma uses to describe them.

- | | |
|-------------------------|---------------|
| 1 Bhutanese culture | a terrifying |
| 2 the descent into Paro | b fresh |
| 3 the scenery | c fascinating |
| 4 the mountain air | d unspoilt |
| 5 village life | e stunning |
| 6 the rural areas | f tranquil |
| 7 the fortresses | g hazardous |
| 8 the roads | h remote |

4 Read the information, then say which adjectives from Exercise 3 are 'extreme'. Match them to a basic adjective from the box.

We call adjectives like *terrifying* 'ungradable' adjectives because they are absolute, or extreme. We can't say 'very terrifying'; instead we can say 'absolutely terrifying'.

attractive interesting scary

5 Complete the sentences with *very* or *absolutely*.

- The scenery is _____ stunning.
- The villages in Bhutan are _____ tranquil.
- Bhutanese culture is _____ fascinating.
- The fortresses are _____ remote.
- The descent into Paro is _____ terrifying.

6 Complete the table with the adverbs in the box. Some can go in both columns.

a bit completely extremely fairly incredibly
pretty quite really totally utterly

with gradable adjectives
e.g. *interesting*, *fresh*

very,

with ungradable
adjectives e.g. *terrifying*

absolutely,

7 Look at the pairs of sentences. In which pair does the adverb *quite* make the adjective stronger? In which pair does it make it weaker?

- A I was **quite** excited that we'd be flying in business class.
The queue at immigration was **quite** long.
- B I spent all day at the aquarium. It was **quite** fascinating.
We saw the crown jewels, which are **quite** magnificent.

8 You will hear the rest of Arlo and Gemma's conversation about Bhutan. What two facts about the country surprised Arlo?



9 Complete the sentences with a word from the box to make adverb and adjective collocations.

accepted aware committed unique unusual

- Something which is **totally** _____ about Bhutan is that it's carbon negative.
- People in Bhutan are **fully** _____ of the importance of protecting the planet.
- ... and the government is also **deeply** _____ to environmental sustainability.
- It's **highly** _____ that wearing the national dress is compulsory when out in public.
- ... but it seems to be **widely** _____ as a good way of developing national pride.

PREPARE FOR THE EXAM

Reading and Use of English Part 1

10 Read the text below and decide which answer (A, B, C or D) best fits each gap.

UNDERWATER ADVENTURES

For adventurous travellers who are looking for something (0) B different, there are underwater attractions all over the world. With it becoming (1) _____ rare to find unspoilt coral reefs, many divers explore whatever else is left.



One of the sites most highly (2) _____ by divers is the Florida Keys Shipwreck Trail, a series of nine historic ships which provide numerous diving opportunities. Fortunately, these days ships are (3) _____ safe, but in the past, shipwrecks were commonplace. Each wreck on the trail tells a deeply (4) _____ story of real people who lost their lives at sea. The staff at the visitor centre are extremely (5) _____ about the ships' histories.

The Molinere underwater sculpture park in Grenada is another absolutely (6) _____ place. Its 75 sculptures explore the relationship between art and its environment. Some are located in (7) _____ shallow water, allowing access for snorkellers as well as divers. For those who don't dive, the statues are clearly (8) _____ from a glass-bottomed boat.

- | | | | |
|-------------------|---------------|---------------|-----------|
| 0 A strongly | B completely | C highly | D fully |
| 1 A increasingly | B absolutely | C gradually | D utterly |
| 2 A recommended | B suggested | C proposed | D advised |
| 3 A significantly | B incredibly | C seriously | D greatly |
| 4 A sensational | B moving | C worthy | D scary |
| 5 A knowledgeable | B experienced | C aware | D skilled |
| 6 A attractive | B impressive | C fascinating | D unusual |
| 7 A entirely | B thoroughly | C totally | D fairly |
| 8 A obvious | B evident | C apparent | D visible |

11 >> TURN TO PAGE 151.

WRITING

A REVIEW

1 Have you ever been on a sports or activity holiday?

If you have: What activities did you do? Did you enjoy it?

If you haven't: Would you like to go on one? What activities would you like to be included?

2 Read the three adverts for active holidays. Which of the holidays most appeals to you?

GREAT WALL TRAVELS

Enjoy the adventure of a lifetime, trekking across China with our 5-star guides. Explore the geography, history and culture of this fascinating country. This cross-country tour takes you off the beaten track through rice fields and picturesque villages. Stay in the basic but comfortable homes of locals. The tour includes a guided bike ride through the ancient city of Xi'an and daily Tai Chi lessons.

A



B

ALPINE ACTION ADVENTURE

Based in the Southern French Alps, this holiday gives you flexibility to enjoy as many different activity types as you wish. This area is home to the largest lake in France, as well as 4000-metre peaks. Activities available include white water rafting, water-skiing, mountaineering, caving, sailing, paragliding and many more. Accommodation options range from hostels to star class hotels.

DIVING SAFARI

This trip to South Africa is perfect for sea-life enthusiasts who are keen to experience diving with as many different species as possible. You will see up to 20 types of shark, including hammerheads, tiger sharks and great whites, as well as turtles, manta rays and other sea creatures. Stay in our up-market fully catered chalets just off the beach.

C



3 Use the prompts to make comparative and superlative sentences about the holidays. You must use the words and phrases from the box at least once.

a great deal by far considerably
easily nearly slightly

- 1 accommodation / luxurious
- 2 activities / varied
- 3 suitable / non-swimmers
- 4 area / remote
- 5 good opportunity / experience indigenous culture
- 6 holiday / risk

4 Read the task. Write three questions that you have to address in your review.

You see the following announcement on a travel website for teenagers.

Multi-activity holidays

Nowadays lots of schools and colleges take students on multi-activity or outdoor adventure holidays. Have you been on one? If so, please write a review for our website, describing some of the most enjoyable activities, giving your view on how well organised the trip was and explaining why you would or wouldn't recommend it to other student groups.

Write your review in 220–260 words.

5 Read this review. What answers did the writer give to the three questions? How formal is the language?

My classmates and I spent a week at the Alpine Action Adventure Centre last month. I think **it's fair to say that** all of us **had the time of our lives!**

The range of activities on offer was **mind-blowing**. From exploring underground caves and whitewater rafting to climbing and paintballing, they were all designed to **appeal to** active teenagers. While all the activities were **thrilling**, **my absolute favourite** was zorbing, which is where you get inside a giant plastic ball and roll down a hill. It was, **without a doubt**, **the most fun I've ever had**. If I had to choose **another highlight**, it would be the half-day quad biking rally. We had races and learned tricks, and the scenery was even more beautiful than I had expected.

The organisers, in my view, **did a fantastic job**. Everything **worked like clockwork**, with meals and activities starting and finishing on time. The safety briefings were **clear and concise**, and the instructors checked our understanding of the guidelines before we began. **Unfortunately**, the activities were sometimes **unfairly distributed**, and some students **missed out on** a few of the most popular ones.

So, would I recommend the Alpine Adventure Centre to other young people? Definitely! **The only downside** was the accommodation, which wasn't as good a standard as we had anticipated. It was **a bit neglected** and **in need of a coat of paint**, but I wouldn't let that put you off, as you'll be so **utterly exhausted** by the end of the day, you'll barely notice! I'm sure you'll **have a blast**.

6 Add the phrases in green from Exercise 5 to the Prepare to write box.

PREPARE TO WRITE

Giving opinions

Impersonal phrases
It is worth noting that
It is essential to
It seems to me that
1
Opinion phrases
To my mind
What I found was
2
3
4

Adverb–adjective
absolutely stunning
intensely frustrating
5
Adverbs of attitude
Surprisingly, ...
Frankly, ...
Hopefully, ...
6

7 Look at the phrases in red in Exercise 5 and say which are positive and which are negative.

8 Complete this review by a student called Mila with a suitable word or phrase from the box.

- very efficiently based on my experience
surprisingly frankly absolutely terrified
it seems to me hugely enjoyable
extremely well-run

My school trip to the Beacon Falls Activity Centre was something I'll never forget. Not being an adventurous type, I was initially somewhat reluctant to take part in some of the activities, but by the end, I'd tried most of them.

1, my favourite activity turned out to be kayaking. Since I'm not a strong swimmer, I was 2 the first time. After a while, I realised that I was quite good at it and it became my activity of choice almost every day. In common with most other students, I found the evening campfires 3, particularly learning a whole load of new songs.

4 that the activity centre is 5 All of us were able to share rooms with our friends and all our special diets were catered for. A couple of times, students injured themselves and the staff handled the situation 6

One thing which I felt could be improved is the transport to off-site activities, which was, 7, inadequate. The minibuses were old and broke down a few times. They were very uncomfortable and there was no air-conditioning, so we arrived at our destination hot and sweaty.

To sum up, this holiday was a wonderful experience for all of us. 8, I would say that the Beacon Falls Activity Centre is a great place for a school trip.

9 Correct the mistakes in these sentences. One sentence is correct.

- 1 The only downside were the food.
2 It is fair saying that the centre did not meet our expectations.
3 I enjoyed everything but the absolute favourite activity was skiing.
4 It is worthy noting that the centre is situated far from a town.
5 Hopefully, the weather will be better next time we visit.
6 It seems me that the number of staff on duty was inadequate.

10 Replace the parts of sentences 1–8 in *italics> with a more interesting phrase (a–h).*

- 1 The activities were *quite boring*.
2 We *all enjoyed* go-karting.
3 The food was *bad*.
4 The advert *was wrong*.
5 The swimming pool was *cold*.
6 The equipment was *old and broken*.
7 The staff *helped us a lot*.
8 The trip *was too expensive*.
- a not at all appetising
b assisted us in every way
c bore no resemblance to reality
d didn't represent good value for money
e had a ball
f rather tedious
g absolutely freezing
h ancient and in poor repair

PREPARE FOR THE EXAM

Writing Part 2 (a review)

11 Read the question and plan your answer using the grid. Swap plans with a partner and give them feedback. How could your partner's plan be improved?

On a recent holiday with your family, you visited a new theme park. A leisure website has asked you to write a review of the theme park explaining which age groups it is most suitable for and which attractions you think will prove most popular. You should also say why you would or would not encourage others to visit.

Write your review.

	What question must you answer?	Notes on your answers
Introduction		
Point 1		
Point 2		
Point 3		
Conclusion		

12 Write your review in 220–260 words.



ORGANISING A TRIP

LIFE SKILLS

Organising a trip

There will be times in your life when you want to travel or go on holiday with friends. Knowing how to plan and organise collaboratively will help ensure the trip is free of tensions between members of the group and is as enjoyable as possible for everyone.

- 1 Take the quiz. Then read the results on page 151. Do you agree with what it says about you?

Imagine you're going on holiday with friends ...

- 1 You've planned your travel and accommodation. What other plans do you want to make?
 - a Nothing, really. It can wait until you're there.
 - b It's nice to decide which places to visit, but they don't have to be concrete plans.
 - c You want to know exactly what you're going to do each day.
- 2 You each have a different amount of money to spend while you're away. How would you deal with the issue?
 - a Deal with the issue only if it arises, e.g. when buying tickets or choosing where to eat.
 - b Avoid discussing money. It might cause arguments that spoil the holiday.
 - c Agree a budget in advance so that nobody has to worry about spending more than they have.
- 3 During the holiday, do you prefer to
 - a see where each day takes you? It's fun not knowing what's in store.
 - b do whatever your friends prefer, even if it's not really what you want to do?
 - c organise everything in the morning? That way you make sure you don't miss anything.
- 4 You've been planning to visit a famous monument but unexpectedly it's closed. How do you feel?
 - a It's not a problem. You can just explore the local area and come back another day.
 - b If your friends aren't bothered, you're not. You just want everyone to be happy.
 - c It's annoying. You can return another day but that means rearranging everything.
- 5 You make friends with some people in your youth hostel who offer to take you on an excursion. How do you feel?
 - a What an exciting opportunity! It doesn't matter what you already had planned. Let's just go!
 - b It sounds like great fun, but only if your friends are into the idea. If not, you'd rather say no.
 - c It's a lovely offer but it would mean cancelling the plans you already had. That's not ideal.

- 2 Read the article and match a–e to gaps 1–5.

- a ... share responsibilities
- b ... compromise
- c ... choose your destination wisely
- d ... wait until you've left to discuss money
- e ... overplan



29

Don't trip up when planning your trip

Taking a trip with friends can be one of life's great pleasures. You get to spend quality time with some of your favourite people, all while exploring new places and enjoying new experiences. However, group travel can also put a strain on friendships, especially if you've planned things poorly. After all, not everyone likes the same things. Relaxing at the beach might make a brilliant day out for you but be boring for your friend, while a stroll around an art gallery might be top of their list but bottom of yours. What's more, whereas some people are happy to go with the flow, others feel unable to relax unless every last detail is determined in advance. Add different attitudes to money to the mix and the potential for a fall-out is huge. That's why we've put together these dos and don'ts – to make sure the memories you make are truly unforgettable.

Do ...

- 1
Not only should you go for a location that appeals to everyone, it's also sensible to pick somewhere that's new for all of you. That way, you can do everything together without worrying about it being repetitive. Brainstorm possibilities and go from there – there are bound to be lots of places that tick both boxes.
- 2
One of you might be more organised than the others, but that doesn't mean that person should have to do all the planning and preparation, even if they offer to do so. That would hardly be fair as there's lots to do, from researching travel options and booking accommodation to buying tickets and changing currencies. What's more, you'll all feel more involved if you each take something on.
- 3
Even with similar tastes, there will be some things that *you* want to do that your friends don't and vice versa. To make sure there's something for everyone during the trip, whether that's a morning's shopping or an afternoon at a museum, don't let the more insistent members of the group take over, especially to the disadvantage of the more laid-back ones among you. And remember you don't have to spend every second of every day together!

3 Read the article again and answer the questions.

- 1 What examples of approaching travel differently does the text mention?
- 2 What does 'tick both boxes' refer to?
- 3 Why would it be unfair not to divide up responsibilities?
- 4 Who might lose out if you don't include something for everyone?
- 5 Which examples of unplanned situations does the text mention?
- 6 What is the advice for avoiding arguments about money?



4 Sophie, Tom and Maggie are planning a trip together. Which of the three traveller types from the quiz does each of them match?

Sophie Tom
Maggie



5 Listen again. Which person or people ...

- 1 made a journey via Barcelona?
- 2 wants to try something their parents once did?
- 3 insisted on seeing a movie?
- 4 is/are going to research a country?
- 5 has to borrow money for the trip?



Don't ...

4

Researching your destination and working out what to do and see in advance makes good sense. Not only will it ensure you make the most of your time, it will help you avoid the potential disappointment of turning up somewhere only to find that it's closed. However, leave room for spontaneity and the unexpected: the pretty town square you wander into by accident, the local festival you stumble upon or the last-minute invitation from new friends. Include some free time in your schedule and be prepared to change or abandon plans if something more interesting – or special – presents itself.

5

It's unlikely you'll all have the same amount to spend on your trip. Nor are you likely always to agree about what you consider cheap or expensive. If you're worried about finances, say so. If you ignore the issue at the planning stage, it may well blow up into a quarrel while you're away, and that can ruin everything. Deciding a budget or agreeing a spending limit is a great way to deal with the issue before departure.



6 Listen again. Who says which?

- 1 I'd rather go somewhere none of us has been.
- 2 Can I make a suggestion?
- 3 Are you really both OK with that?
- 4 Why don't we all do the research instead?
- 5 The thing is, you two both have part time jobs.
- 6 I'd rather we didn't spend too much money.
- 7 That sounds sensible.

7 Based on the advice in the article, what do the friends do well? What don't they do well? Justify your answers to your partner.

Project

Planning a trip



1 DECIDE

On your own, think of two countries you would like to visit and what you would like to do or see there.



2 PLAN

Make groups of three. If possible, include a mix of personality types according to the results of the quiz. Choose a destination and plan a trip together.
If necessary, research online where to stay, what to do and what to see. Follow the advice in the article.



3 DISCUSS

- How easy was it to follow the advice?
- What could you have done better?



4 PRESENT

Present your plan to your classmates.



5 FEEDBACK

If you weren't going on your trip, which group's trip would you most like to go on?

7 DIGITAL PLANET

? ABOUT YOU

- ▶ 07 Watch the video and answer the questions.
Are you a fan of nature programmes on TV?
How often do you rely on apps to find your way?
What digital technology are you most dependent on?
Does that technology impact on the environment?

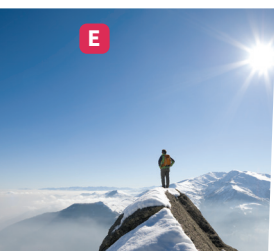
VOCABULARY & READING

LANDSCAPE

- EP 1 Look at photo A. Choose five words from the box which could be used to describe it.

Match each of photos B–G to one of the remaining words.

alleyway coastline coordinates cove flyover
landmark landowner rocky scenic summit
underpass vegetation



- 2 Complete the sentences with a word from Exercise 1 in the correct form.

- It was a very _____ landscape, with very few trees or plants.
- It's easy to get lost with all these narrow streets and _____.
- After a challenging climb, they reached the _____ around midday.
- Traffic congestion has been greatly reduced since the _____ was built.
- This road is really busy, so it's better to use the _____ to get to the other side.



- Have you heard of waymarking? Quickly read the first paragraph of the article on page 53 to find out what it is.
- Look at gap 1. Read the entire sentence but don't look at the options yet. What kind of place do you think people would want to share with others? Note down a few adjectives you think would fit.
- Look at the options for gap 1. Which one is similar in meaning to the words you wrote?

PREPARE FOR THE EXAM

Reading and Use of English Part 1

- 6 Read the introduction to the article on page 53 and decide which answer (A, B, C or D) best fits each gap.
- | | | | |
|-----------------|--------------|-------------|----------------|
| 0 A innovative | B latest | C ultimate | D present |
| 1 A substantial | B noteworthy | C prominent | D considerable |
| 2 A position | B locate | C determine | D establish |
| 3 A look | B find | C check | D make |
| 4 A ruled | B complied | C regulated | D ordered |
| 5 A permit | B approval | C favour | D licence |
| 6 A opposed | B contrary | C diverse | D distinct |
| 7 A unused | B unspoilt | C unbroken | D unhurt |
| 8 A actively | B strongly | C greatly | D largely |

- 7 Read the paragraphs by Ben, Skylar and Marcus. Who ...

- mentions being part of another category as well?
- seems to waymark mainly in urban settings?
- mentions a potential problem with their activity?
- says they found it easy to decide on a category?
- has developed their skills through waymarking?
- describes an optical illusion?
- has made a practical contribution to their category?
- has learned facts about their country from waymarking?

The wonderful world of waymarking

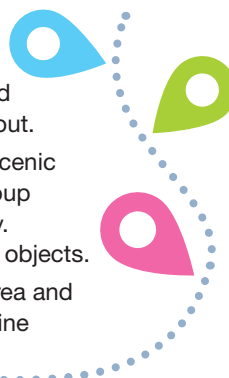
Three members of the waymarking community tell us about their favourite categories



Waymarking is an intriguing and (0) _____ A _____ way of helping people find out more about the world they live in. When you discover a (1) _____ place, you can share its exact position, giving coordinates via an app, so that others can (2) _____ it. Not only that, but you can upload photos and specific details so that others can decide whether or not they want to (3) _____ it out.

Waymarks are divided into a staggering number of different categories, from engineering landmarks and scenic cityscapes to unusual shops and mountain summits. Each category is (4) _____ by a small group of enthusiasts, who have to give their (5) _____ for a waymark to be listed under their category. Waymarking is (6) _____ from geo-caching, which involves following directions in order to find objects.

The advantages of waymarking include discovering fascinating and (7) _____ places in your area and learning all sorts of interesting things. It is also enjoyable to get (8) _____ involved with the online waymarking community, who have a wealth of information to share.



 **Ben – Graffiti**

I first became interested in graffiti when I was a child. I used to go to school via an underpass which was full of the most imaginative and colourful pictures and messages. It really brightened up my walk. Gradually, I came to know the artists and learned about the messages they were trying to convey. One of them told me that this underpass, as well as several graffitied alleyways in our town, had been waymarked. I'd never heard of waymarking, but once he'd explained it, it opened a whole new world.

I belong to a group which waymarks graffiti all over the world. We only publicise legal graffiti because unless the landowner gives their permission, it's technically criminal damage. I began doing graffiti myself a few years ago, practising on our garden walls at home, and travelled to view other projects through the waymarking app. My big break came when the local authority agreed to let me paint part of the new flyover, provided that the green message they wanted to promote came across in the art. Needless to say, I waymarked it straight away and it's had quite a few visitors. I'll admit that the attention is really rewarding, but even if no-one else saw my work, I'd continue to do it.



 **Skylar – Beaches**

As a keen surfer, I initially joined the waymarking site to discover new places to surf. I'm still active in the water sports group, but now I'm also involved in running a more general category called *Beaches*. Thanks to posts by other members, I've discovered the stunning rocky coastline of Wales and unspoilt sandy coves in the south-west of England, as well as many hidden gems in other parts of Europe. If I hadn't discovered waymarking, I'd still be going to the same local beach every weekend. I've broadened my interests to include the geography of coastal areas, like the type of vegetation that can survive the salty sea air. I've learned that the iconic white cliffs of Dover were formed over a 30-million-year period when the whole area was under the sea. What I like about this group is that it encompasses both natural phenomena and recreational activities. We tell you where the best rock pools are, which seaside cafés have the best ice cream and where to head for a game of beach volleyball. I'll probably start a group dedicated to the best picnic spots next, provided that there's enough interest.



 **Marcus – Oddities**

If I hadn't had a fascination with the bizarre, I might have chosen history or monuments as my category of choice. I've always been fascinated by weird random facts, so when I got into waymarking I immediately knew the *Oddities* category was the one for me. Almost anything can be included under oddities as long as it's strange or freaky. Subcategories include *Whispering galleries*, *Love padlocks* and *Ginormous everyday objects*. The latter entices visitors to view a giant needle and button in Manhattan's fashion district, a massive chair outside a shop selling wooden goods and an enormous clothes peg in Philadelphia. I'll even arrange holidays around visiting some of these waymarks, but only if they're really special. I once drove all the way to Scotland just to see the 'electric brae' gravity hill, which makes you think you're going up when you're actually going down. I love the fact that all this weirdness is concentrated in one app. Whether or not you plan to join the waymarking community, the website is definitely worth a visit for some inspiring travel ideas.



TALKING POINTS

Would you like to try waymarking? Why? / Why not?

What type of category would you be most interested in?

What other ways can technology be used to encourage people to enjoy and preserve the natural world?

GRAMMAR

CONDITIONALS AND CONJUNCTIONS

1 Read extracts a–h from the article. Find examples of:

- 1 zero conditional
 - 2 first conditional
 - 3 second conditional
 - 4 third conditional
 - 5 mixed conditional (past condition, present result)
 - 6 conjunctions that mean 'if'
 - 7 a conjunction that means 'if + not' or 'except if'
 - 8 a conjunction that means 'if you do or if you don't'
- a ... because **unless** the landowner **gives** their permission, it's technically criminal damage.
- b I'll probably **start** a group dedicated to the best picnic spots next, **provided that** there's enough interest.
- c I'll admit that the attention is really rewarding, but **even if** no-one else **saw** my work, I'd **continue** to do it.
- d If I **hadn't discovered** waymarking, I'd **still be going** to the same local beach every weekend.
- e If I **hadn't had** a fascination with the bizarre, I **might have chosen** history or monuments as my category of choice.
- f Almost anything **can be included** under oddities **as long as** it's strange or freaky.
- g I'll **even arrange** holidays around visiting some of these waymarks but **only if** they **are** really special.
- h **Whether or not** you **plan** to join the waymarking community, the website **is** definitely worth a visit.

2 Complete the rules with the conjunctions in Exercise 1.

- 1 _____ is used to say 'If + not' or 'except if'.
- 2 _____ and _____ can be used if something will happen regardless of the condition being met.
- 3 _____, _____ and _____ are used to emphasise that the condition must be met.
- 4 **assuming (that)** is used to say that we accept something will happen e.g. *Assuming that we find the monument, we'll take a photo for you.*
- 5 **Supposing** is used to introduce a hypothetical situation in the past, present or future, e.g. *Supposing I can get the time off work, would you like to go to the coast for a few days?*

» GRAMMAR REFERENCE AND PRACTICE PAGE 166

3 Complete the sentences with the correct form of the verbs in brackets using the conditional given.

- 1 If farmers _____ the harmful effects of chemical fertilisers, they _____ them. (know, use) **THIRD**
- 2 We _____ as much as we do about wildlife if digital recording _____. (know, invent) **MIXED**
- 3 Provided the technology _____ available, we _____ stamp out the illegal trade in wildlife. (be, be able to) **FIRST**
- 4 If it _____ for waymarking, I _____ so many fascinating places. (be, discover) **MIXED**
- 5 I _____ a waymarking group if I _____ a better phone. (join, have) **SECOND**

4 Correct any mistakes in these sentences.

- 1 It is impossible to reach the summit unless you don't start out early in the morning.
- 2 We could have grown vegetables here assuming that the ground had been less rocky.
- 3 The council is going to build the flyover whether or not the local people want it.
- 4 If I am more creative, I would have become a graffiti artist.
- 5 The landowner let the scouts camp on her land even if they didn't leave any mess.

PREPARE FOR THE EXAM

Reading and Use of English Part 4

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.

- 1 I'll lend you my car if you take good care of it. **LONG**
You can _____ you take good care of it.
- 2 Even if we don't get Sam's approval, we're going ahead with the plan. **WHETHER**
We're going ahead with the plan _____ of it.
- 3 We definitely won't attempt to reach the summit if it snows in the night. **ONLY**
We'll attempt to reach the summit _____ in the night.
- 4 If you don't lie to us, everything will be fine. **PROVIDED**
You won't have a problem _____ truth.
- 5 David cried because you teased him. **FUN**
If you _____, he wouldn't have cried.
- 6 You shouldn't do dangerous sports if you haven't had expert training. **UNLESS**
Don't do dangerous sports _____ by an expert.

6 » WORK IN PAIRS. TURN TO PAGE 152.

VOCABULARY

HOMOPHONES, HOMONYMS, HOMOGRAPHS

- 1 In this section you will hear extracts from a podcast about applications of technology in wildlife protection and green transport. What types of technology do you think might be discussed?

- 2 Listen to the introduction to the podcast and complete the extract below.

It's ¹ _____ to imagine what will happen if poaching is ² _____ to continue at the ³ _____ rate. In today's programme, we review ⁴ _____ technology that can make a genuine difference to endangered species. In our second report, we examine the environmental impact of driverless cars. Many people ⁵ _____ to them on safety grounds but many argue that they will actually save ⁶ _____ and reduce damage to the natural world.

- 3 Compare your answers with a partner. For each of the words decide on the spelling, the pronunciation and the meaning.

- 4 Complete the definitions with words you wrote in Exercise 2, then answer the questions.

- a A **homophone** is a word which is pronounced the same as another word, but the two words have different spellings and meanings e.g. *some*, _____. What are the homophones of the two examples above?
- b A **homonym** is a word which has the same spelling and pronunciation as another word but a different meaning e.g. *current*, _____. What are the homonyms of the two examples above?
- c A **homograph** is a word which has the same spelling as another word but a different pronunciation and meaning e.g. *object*, _____. What are the homographs of the two examples above?

- 5 Listen to a description of some new technology. What problem is the project trying to solve?

- 6 Choose the correct spelling of the homophones in *italics* in the audioscript. What is the meaning of the words with the other spellings?

A project to help keep track of endangered animals is being *led/lead* by an astronomer and an ecologist determined to play a *role/roll* in wildlife conservation. They have developed a system of pilotless *plains/planes* and infrared cameras which can identify specific species and catch clear images of them. In the *passed/past*, ecologists experienced problems distinguishing between herds of animals and their surroundings, for example hot rocks, when analysing infrared images. Of *coarse/course*, the new system is not without its limitations – bad *whether/weather* can affect the accuracy of the results – but it looks like a promising *way/weigh* to monitor those species most at risk and *fined/find* potential poachers.

- 7 You will hear another extract from the podcast about driverless cars. What does it say about the safety and environmental impact of such cars?

- 8 Complete the gaps with the words in the audioscript which have both of the meanings in 1–6 below. Which meaning is expressed in the podcast?

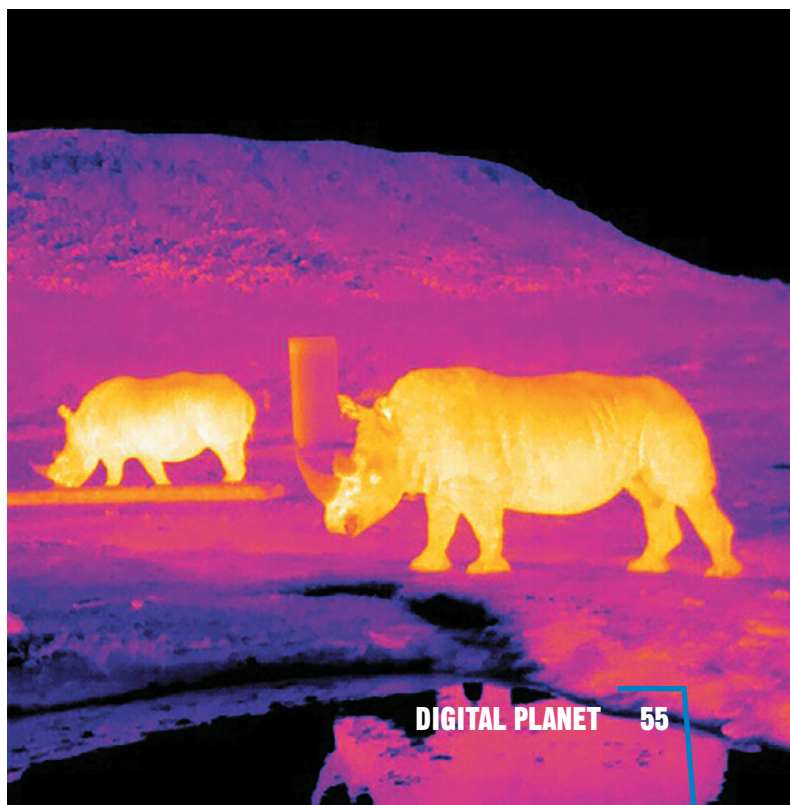
Now, most of us love the idea of driverless cars but how safe are they and what will their introduction to our roads **mean**? Well, the truth is that most accidents happen when the driver behind gets too **close**. Even a **minute** delay in a driver's reaction when the car in front brakes can have serious consequences. So reducing the possibility of human error during road **trips** might actually mean fewer incidents. However, the effect on our environment is more **complex**. **While** some experts believe that driverless cars will mean better fuel economy and improved air quality, others believe they will encourage travel and increase pollution.

- | | | |
|---------|--------------------|-----------------------|
| 1 _____ | a although | b at the same time as |
| 2 _____ | a signify | b ungenerous |
| 3 _____ | a falls | b journeys |
| 4 _____ | a to shut | b near |
| 5 _____ | a tiny | b a unit of time |
| 6 _____ | a a large building | b complicated |

- 9 Which of the words in Exercise 8 are homonyms and which are homographs?

- 10 You will hear the words in blue. Tick the sentence that matches the pronunciation you hear.

- | | |
|-----|--|
| 1 a | Don't desert me in my time of need! |
| b | Dates are the only fruit that grow in the desert . |
| 2 a | Our refuse is collected every Thursday. |
| b | I refuse to give you any more help. |
| 3 a | In Japan, students bow when the teacher comes in. |
| b | The present with the big red bow is for you. |
| 4 a | I've just had a row with my best friend. |
| b | Lily prefers to sit in the back row of the classroom. |
| 5 a | The wind is too strong to put the tent up. |
| b | I used to wind up my grandma's watch every day. |



LISTENING

- 1 Look at the photos. Which type of technology do you think they represent?



- 2 Are these statements about Part 4 true or false?

- All the extracts are monologues.
- You will hear four different speakers.
- All the speakers talk about different topics.
- You must complete the same two tasks for all the speakers.
- There are six options to choose from in each task.
- You will always hear the answer to Task One before the answer to Task Two.

- 3 Put these phrases, which you will hear in the exam task, into the correct column.

a bit concerned about a complete eye-opener
always assumed charcoal generates
hadn't realised inventors it upsets me
luckily for us obsessed with raw materials
solar rays tide

Relating to the topic
of technology and the
environment

Expressing attitudes
and feelings

PREPARE FOR THE EXAM

Listening Part 4

- 4 You will hear five short extracts in which people are talking about innovative technologies connected to environmental issues. For Task One, a student has underlined the key words and thought of words with similar meanings. How might this help with the task? Do the same for Task Two.

TASK ONE

Choose from the list (A–H) what impressed each speaker the most about the innovative technology. *liked, admired*

- A the convenience to the user *easy, helpful*
B the unexpected economic benefits
unforeseen, save money, positive points
C the advantages to the environment
benefits, ecological, natural world
D the accessibility for ordinary people
cheap, affordable
E the rapid development of the science
quick, fast, advances
F the simplicity of the idea
basic, simple, not complex
G the educational value
facts, knowledge, learning
H the potential to help disadvantaged communities
assist, the poor, charity

- Speaker 1 1
Speaker 2 2
Speaker 3 3
Speaker 4 4
Speaker 5 5

TASK TWO

Choose from the list (A–H) what problem with the technology each speaker mentions.

- A potential for invasion of privacy
B awakening a deeply rooted fear
C only being part of the solution
D unsuitability in some climates
E expense of future development
F lack of concern about safety
G people's unwillingness to accept change
H time required to process the information

- Speaker 1 6
Speaker 2 7
Speaker 3 8
Speaker 4 9
Speaker 5 10

- 5 Listen to Speaker 1. Three students have completed the tasks. Whose answer to each task is correct?



- 36 Task One: Marion H, Darius C, Heidi E
Task Two: Marion F, Darius D, Heidi B

Listen again. Why do you think the others got confused?



- 37 6 Listen twice to Speakers 2–5 and complete both tasks, One and Two.

» PREPARE FOR THE EXAM PAGE 145

- 7 Put the innovations in the exam task in order from 1 (most useful) to 5 (least useful). Compare with a partner.

- 8 Discuss the questions with a partner.

- If you had money to invest to help the environment, what kind of technology would you invest in?
- Which forms of renewable energy (solar, wind, waves, etc.) do you think have the most potential?
- How useful do you think 'spy technology', including webcams, is in learning about the natural world?

SPEAKING

CONTRASTING OPINIONS

1 Discuss with a partner.

- What is meant by the term 'the sharing economy'?
- What do you think a 'smart home' can do?
- What is meant by 'clean energy'? How many different types can you think of?

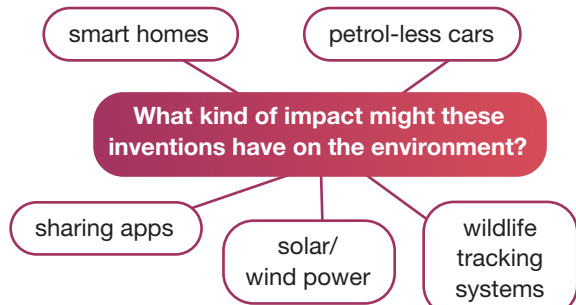
PREPARE FOR THE EXAM

Speaking Part 3

2 Read the examiner's instructions and the Part 3 task. Then answer questions 1–6.

- Will you be speaking mainly to the examiner or your partner?
- How long do you have for the task?
- Do you have preparation time?
- How many items are there to discuss?
- Do you have to talk about all the items for discussion?
- Do you have to reach agreement at this stage?

Examiner: I'd like you to talk about something together for about two minutes. Here are some different inventions which help to improve the environment and a question for you to discuss. First you have some time to look at the task.



Examiner: Now, talk to each other about the impact the inventions might have on the environment.

4 Listen again and complete the *Prepare to speak* box.



PREPARE TO SPEAK

Contrasting opinions

Despite the fact that ...
 I accept that Nevertheless, ...
 Well, that may be ¹_____ but what _____...?
 Having ²_____, that
 While it's ³_____ possible, it ...
 Contrary to ⁴_____ many people think ...
 There are two ⁵_____ at it.
 On the ⁶_____ hand, ... on the _____ hand, ...

5 With a partner, do the Part 3 task in Exercise 2.



6 You will hear Javier and Elena do the examiner's follow-up task below. Which two inventions do they decide on? Do you think they completed the task successfully? Why? / Why not?

Examiner: You now have a minute to decide which two inventions have the most positive impact on the environment.

7 Work with a partner and do the follow-up task.

8 Which two statements about Part 4 of the Speaking paper are false?

- The questions in Part 4 are on a range of topics.
- You will only interact with the examiner.
- The questions relate to topics raised in Part 3.
- Questions tend to be more abstract than in earlier parts of the test.
- You can give examples from your own experience or knowledge where appropriate.



PREPARE FOR THE EXAM

Speaking Part 4

9 Read the Part 4 questions. You will hear Javier and Elena discuss them. Do they have similar or different opinions on each one?



- Do you think digital technologies have had a mainly positive or negative effect on the environment?
- How important is it to develop alternative forms of energy?
- Do you agree that the 'sharing economy' can have a significant impact on the environment?
- Some people think the environment is more important than the economy. What's your opinion?

10 Listen again. What specific examples do Javier and Elena give in response to each question?



11 Work with a partner and discuss the questions in Exercise 9.

» PREPARE FOR THE EXAM PAGE 149

12 » WORK IN PAIRS. TURN TO PAGE 151.



3 You will hear two students, Javier and Elena, do the task. Complete the table by putting a tick in the relevant box each time the speaker completes the function.

	Javier	Elena
asks a question		
agrees or partially agrees with their partner		
changes the topic		



? ABOUT YOU

▶ 08 Watch the video and then answer the questions.

Do you follow any famous people on social media, and if so, why?

Have you ever met anyone famous? If so, what was it like, and what did you say to them?

What do you think would be the best and worst thing about being famous?



VOCABULARY & READING

CELEBRITY

EP 1 Match statements 1–5 to replies a–e.

- 1 Pop star Diana Harping hasn't made a **public appearance** since giving birth last month.
 - 2 I heard that about 50% of people my age **aspire to** be famous.
 - 3 Apparently some people got caught trying to **sneak into** the festival without tickets.
 - 4 Several movie stars have publicly **endorsed** Senator Joe Lee, saying he'd make a great president.
 - 5 If I was famous, I'd hate being **in the spotlight** all the time, with fans who were obsessed with me.
- a But why? I'd hate to be an **A-list celebrity** who everyone recognises.
 - b Well, that will be good for his **credibility** as a candidate!
 - c I guess it must have sold out quickly because there are so many **big names** performing.
 - d Same here – I mean, you wouldn't want one of them becoming a **stalker**, would you?
 - e I'm sure that when she does it'll **hit the headlines** because everyone likes to see a celebrity with a cute baby!

2 Work out the meaning of the words and phrases above.

3 Complete the questions using the correct form of the words and phrases in Exercise 1.

- 1 Is it right that a politician or celebrity can receive a huge payment for making a _____?
- 2 Is it realistic for young people to _____ become rock stars, supermodels or top sports stars?
- 3 If you could meet an _____, who would it be, and what would you ask them?
- 4 If your favourite actor was eating out in your town, would you try to _____ the restaurant?
- 5 If a celebrity you admire _____ a particular brand of clothing, would you be more likely to buy it?
- 6 Is it illegal in your country to be a _____ who follows celebrities without their knowledge?
- 7 Are any _____ from the world of sport or entertainment due to visit your town any time soon?
- 8 Would you enjoy being a high-profile celebrity, or would you get tired of being _____?
- 9 Would a celebrity lose _____ if they advertised something boring like washing powder?
- 10 What has been the most surprising news story to have _____ over the last few weeks?

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

5 What do you think 'celebrity worship syndrome' is? Quickly read the article on the opposite page to see if you were right.

6 Quickly read the article again. Which writer (A, B, C or D) do you think is most critical of celebrity worship syndrome?

PREPARE FOR THE EXAM

Reading and Use of English Part 8

7 You are going to read an article in which four writers talk about fans who 'worship' celebrities. For questions 1–10, choose from the writers (A–D). The writers may be chosen more than once.

First read writer A's section, then see which of the ideas 1–10 it contains. Look in particular at the points made by the writer about:

- a poster of a pop star
- how animals behave
- hunting
- the quote from Dr Robin Dunbar

Which writer says the following?

- 1 A healthy interest in celebrities can be beneficial.
- 2 It is extremely common for people to admire celebrities.
- 3 There are challenges involved in being a high-profile figure.
- 4 People go to great lengths to get physically close to celebrities.
- 5 Characteristics which humans value in others have changed over time.
- 6 Media stories about big names aren't relevant to ordinary people.
- 7 The way people relate to a celebrity reflects their own personalities.
- 8 Some people misunderstand the relationship they have with celebrities.
- 9 A person's relationships with others can suffer because of their interest in celebrities.
- 10 Admiring famous people doesn't necessarily mean aiming to be like them.

8 Now read the paragraphs by writers B, C and D and complete the task.

» PREPARE FOR THE EXAM PAGE 138

CELEBRITY WORSHIP SYNDROME



Four writers share their thoughts on celebrity worship syndrome

A We're all guilty of glorifying big names to a certain extent. Find me one person who didn't have a poster of a pop star or an A-list actor stuck on their bedroom wall when they were growing up. Idolising the famous seems to be something that is untaught; in fact, it replicates what happens in the wild, where creatures quickly identify and look up to the one perceived to be the strongest in the pack. So perhaps it's no surprise that we humans are no different. Some evolutionary scientists believe that in prehistoric times, this would have meant respecting the best hunters. But now that hunting is not deemed so necessary a skill, this quality is no longer revered. Instead, we look to media celebrities, whose fame and fortune is something that we aspire to. But evolutionary biologist Dr Robin Dunbar questions whether this implies that these people are role models. 'We're fascinated even when we don't go out of our way to copy them.'

B The term 'celebrity worship syndrome' was coined by Dr John Maltby and others to describe the phenomenon whereby a person becomes highly involved and interested in the details of the life of an individual person, especially one who is of interest to the media. Maltby and co determined that the condition can be classified at three different levels along a continuum, which they termed entertainment-social, intense-personal, and borderline pathological. Those associated with the entertainment-social level generally admired the celebrity for their achievements, tended to be extroverts with plenty of friends, and enjoyed using famous people as a conversation topic. All pretty harmless stuff – in fact it can bring people together in a way that they find highly rewarding and can even push them to excel in the same way as their role model. At the next level, the intense-personal, people might start to develop compulsive behaviour, maybe messaging their hero repeatedly. Thirdly, and more worryingly, is the borderline pathological level. This is the danger zone; anti-social tendencies, high levels of stress and low self-esteem are common among people in this category, many of whom feel that they have a unique bond with the celebrity and are unaware that this admiration is one-way.

C There is a small proportion of people whose fascination with the rich and famous could be classified as obsessive. For them, high-profile celebrities have often taken the place of family and friends; they lose interest in those around them, in favour of a one-sided love which will never be reciprocated, but which they are powerless to resist. Their obsession can become an addiction; they stalk their idols, trying to sneak into hotels where the celebrities are staying – though they rarely succeed in getting past the security. While the fans may believe that following stars around is a great compliment, those being followed rarely agree. Stalkers recently bought tickets for a flight from Hong Kong to Seoul in order to follow K-pop band Wanna One onto the plane. After having photographed themselves with the band, they then demanded to be let off the aircraft, leading to the plane's 360 passengers being delayed for over an hour.

D With so much going on in the world, what is it that hits the headlines and makes the magazine covers? Celebrity nonsense, that's what. Do we really need to know all about the birthday party of a Hollywood A-list couple's toddler? And just because that diet worked wonders for a soap star and they've endorsed it, does that really make it more likely to do the job for the rest of us? Are the efforts of a minor actor to boost their credibility by being photographed with Selena Gomez really newsworthy? Then again, celebrities themselves are vulnerable too, as being in the spotlight can put them under enormous pressure. If I was in their shoes, I'm not sure I'd be keen on facing cameras not just when I made a scheduled public appearance, but every time I popped out to the shops as well ...



TALKING POINTS

How interested are you in the private lives of famous people?
Do you think that idolising a famous person is a positive or negative thing?
What laws should there be to protect the privacy of people who are in the spotlight, and how should these laws be enforced?

GRAMMAR

RELATIVE CLAUSES

- 1 Complete the examples from the article with a word from the box. There may be more than one possible answer. Not all words will be used.

that where whereby whom
whose which -

- We look to media celebrities, whose fame and fortune is something we aspire to.
- It replicates what happens in the wild, creatures quickly identify the strongest in the pack.
- 'Celebrity worship syndrome' is the phenomenon a person becomes highly involved and interested in the life of an individual celebrity.
- Low self-esteem is common among people in this category, many of whom feel that they have a unique bond with the celebrity.

- 2 Choose the correct option to complete the rules.

- Sentences 1 and 3 include **defining** relative clauses. The information in a defining relative clause *is / isn't* an essential part of the sentence.
- Sentences 2 and 4 include **non-defining** relative clauses. If the relative clause was removed from 2 and 4, the sentence *would still / would not* make sense.
- When the relative pronoun refers to the object of the verb in a defining relative clause, it can be omitted, as in sentence 1 / 3.
- In formal English, non-defining relative clauses with *which*, *whom* and *whose* can be modified with expressions such as *all of*, *many of*, *several of*, *some of*, *half of*, *none of*, as in sentence 2 / 4.

» GRAMMAR REFERENCE AND PRACTICE PAGE 166

- 3 Combine the sentences using the word in brackets and *of whom*, *of whose* or *of which*.

- The lecture went on for an hour. I didn't understand any of it. (none)
The lecture, none of which I understood, went on for an hour.
- I've met several A-list celebrities. I can't say that many of them were particularly friendly, to be honest. (few)
- We had a day at DisneyWorld. We spent most of it queuing for rides. (the majority)
- I was listening to a podcast about Suzanne Collins. I've read every book she's written. (all)
- Listen to these recordings of the sea. They will help you to relax. (the sound)
- There were lots of my parents' cousins at the wedding. I didn't recognise many of them. (hardly any)
- I've just read a hilarious article about reality TV stars. There are reality TV stars who are only famous for being famous. (some)
- The football association has set up a new website. It aims to raise money for training camps for young players. (the purpose)

PARTICIPLE CLAUSES

- 4 Match sentences a-d to the descriptions of the participle clauses 1-4.

- Find me one person who didn't have a poster of a pop star stuck on their bedroom wall when growing up.
 - First coined by Dr John Maltby, the term 'celebrity worship syndrome' describes this phenomenon.
 - While fans may believe that following stars around is a great compliment, those being followed rarely agree.
 - After having photographed themselves with the band, they then demanded to be let off the aircraft.
- past participle clause, with passive meaning
 - perfect participle clause, with *having* + past participle
 - present participle clause, with passive meaning, being used as a relative clause
 - present participle clause with a conjunction, describing something happening at the same time as the main action

» GRAMMAR REFERENCE AND PRACTICE PAGE 167

- 5 Complete the sentences using a verb from the box in a suitable form.

appear consume delay leave search seek
stand steal want

- Please take everything with you, as any items left behind in the auditorium will be thrown away. Thank you.
- People to be famous should consider whether or not they'd actually enjoy being constantly in the spotlight.
- Any passengers for two hours or more are entitled to a refund.
- outside the venue, the photographers took pictures of the celebrities as they arrived.
- everywhere, Marta was forced to concede that she wasn't going to find her phone.
- Police say it is unlikely that the goods in the robbery will ever be recovered.
- People on television may find that they get recognised later by complete strangers.
- all over the world nowadays, coffee was once completely unknown outside of the Arabian peninsula.
- Anyone work should register with findajob.co.uk.



- 6 Correct the mistakes in four of these sentences. Then, with a partner, discuss which you agree with.

- It must be amazing to get paid for something you enjoy doing it.
- I'd be more likely to buy branded jeans been endorsed by a celebrity.
- Anyone having over 1,000 followers must be exceptionally talented in some way.
- It's a shame that the jobs society needs most are not the jobs for people get famous.
- Most of the contestants entered talent shows are doing it mainly because they crave attention.
- Having become wealthy thanks to their fans, pop stars should be grateful that people are interested in them.

7 » WORK IN PAIRS. TURN TO PAGE 151.

VOCABULARY

DEPENDENT PREPOSITIONS



1 Do you know either of the actors in the photo or the series that they are in? If so, what do you know about this series?

2 Listen to the conversation. What does the woman change her mind about, and why?

3 Listen again. What preposition is used after the words below?

0 knowledgeable *about*

- | | | |
|------------|---------------|-----------|
| 1 central | 4 engrossed | 7 adviser |
| 2 coverage | 5 portrayal | 8 imposed |
| 3 outbreak | 6 sympathetic | 9 misled |

4 Match the sentence halves and add the correct preposition. Then discuss whether you agree.

- 1 Good sleep is as central
 - 2 People should never impose
 - 3 We should understand what led to the outbreak
 - 4 It's possible to become really knowledgeable
 - 5 For years, the truth has been hidden and we have been misled
- a their friends by asking to borrow money.
b so many topics just by watching TV documentaries.
c wars in the past in order to have peace in the future.
d a healthy life as a balanced diet and plenty of exercise are.
e the moon landings: they never happened, and the whole story was a fake.

5 Replace the underlined words with a word and preposition from Exercise 3. Then ask and answer the questions.

- 1 Do you think the news media tend to be positive about politicians in your country?
- 2 Do you think there's enough time devoted to sport on TV, or is there actually too much?
- 3 If a feature film was made about your life, which A-list actor do you think would give the most realistic representation of you?
- 4 Are you ever so busy concentrating on something on your phone that you actually forget where you are!?
- 5 If you were an expert whose job was to give guidance to the leader of your country, what would you encourage them to prioritise spending on, and why?

6 Have you ever seen any of the following, and if not, would you like to?

- a silent film
- a musical
- a black and white film



PREPARE FOR THE EXAM

Reading and Use of English Part 3

7 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.

A film everyone should see before they're 20



One film that's enjoyed enormous (0) popularity among film fans is *Singin' in the Rain*. It's about the (1) _____ of actor Don Lockwood from silent movie heart-throb into a walking, talking film star. (2) _____ to the plot is the silent black and white film that Don and his co-star Lina Lamont are working on, entitled *The Dancing Cavalier*. When a (3) _____ in technology enables audio recording, the studio bosses insist on the immediate (4) _____ of *The Dancing Cavalier* into a talkie. But this proves to be highly (5) _____ for the film-makers, as it occurs to them that Lina's childish, squeaky voice is totally (6) _____ for a speaking role in the film. So they decide to use the voice of an unknown chorus girl called Kathy as a (7) _____ for Lina's voice. This is to be done in secret without Lina having any (8) _____ of what is happening. But complications arise when Don and Kathy fall in love, with hilarious and unexpected consequences.

POPULAR
TRANSFORM

CENTRE

BREAK

ADAPT

PROBLEM

APPROPRIATE

PLACE

AWARE

8 Complete the sentences with a word and preposition(s) from Exercise 7.

- 1 It's a hilarious film, but there's quite a lot of violence, making it _____ children to watch.
- 2 The film *Gangsta Granny* is about a boy who has no _____ his granny's double life as a bank robber!
- 3 In the *Johnny English* films, Rowan Atkinson plays an incompetent secret agent brought in as a _____ spies who are no longer able to work because of a security issue.
- 4 The last few years have seen the _____ the seafront _____ a no-go area _____ a thriving community hub.

WRITING

A FORMAL EMAIL

- 1 If you were famous, how likely would the following be to happen, and how would you feel about them?

hanging out with other big names
wishing that you weren't famous
reporters waiting outside your home for you
being offered lucrative deals to endorse brands
getting asked to have selfies taken with you
false stories and negative portrayal of you in the media

- 2 What two questions do you need to answer in this task?

You recently read an article on a website about people's attitudes to fame. Here is an extract:

Fame – all that matters nowadays, apparently

According to research, a higher proportion of young adults now would rather become celebrities than have a successful career in an area such as law or medicine. All young people want is to be rich and famous – they have little interest in the things that really matter in life.

You disagree with the negative opinions expressed and decide to write an email to the editor, explaining why you disagree and saying what you feel young people's attitudes to becoming famous are.

Write your email.

- 3 Read this answer (ignoring the gaps). Has the student completed the task successfully?

Dear Sir or Madam,

Having read the article on fame on your website, and as an 18-year-old myself, I would like to respond to the views expressed. Essentially, I felt that the portrayal of people my age and our priorities was ¹.....

First of all, the writer claims that fame is 'all that matters' to us. This is a sweeping statement, suggesting that it applies to all young people. But that's clearly ².....

I for one have no desire to become famous myself; ³..... of several of my friends. Furthermore, the article also states that young people who do want to achieve fame have no other goals in life, although no evidence is provided to back up this allegation.

There are, ⁴....., many people my age who do aspire to get recognition, whether by gaining likes and followers, or by excelling in business, sport or music. But ⁵..... to be so judgemental about having aims such as these. Needless to say, a young person who dreams of becoming a rock star probably won't manage to fill stadiums. But if they become proficient enough to play the guitar at a friend's birthday, ⁶..... that they've at least partly achieved their ambition?

I don't accept for a moment that many young people are genuinely deluded about their chance of becoming superstars themselves. They may view fame as the ultimate achievement, and ⁷.....?

Kind regards,
Rosana Lima



- 4 Complete the email with phrases from the box.

after all, what's wrong with that highly misleading
isn't it fair to say it has to be said not the case
the same is true there's no reason

- 5 Put the green phrases in the email into the correct section of the Prepare to write box.



PREPARE TO WRITE

Letters and emails

Introducing the letter or email and explaining the reason for writing

Having read the article ...

There are several points I'd like to take issue with.

¹

Adding points

First of all,

In addition,

As if this weren't enough,

This brings me to

²

Summarising another person's opinion

Supposedly,

The article also states that

³

Using your own experience as an example

For me personally,

⁴

⁵

Asking rhetorical questions

⁶

⁷

Saying you don't think something is true

That's clearly not the case.

⁸

Criticising an opinion

This is a sweeping statement.

⁹

6 Look at the extracts from another student's answer. Match the beginnings (1–8) and endings (a–h) of the extracts.

- 1 I would like to take this opportunity to respond
 - 2 One claim in the article that I really take issue
 - 3 For me personally, there's nothing whatsoever wrong
 - 4 The writer has misrepresented the priorities of young people
 - 5 I don't believe that we're anything like as obsessed with fame
 - 6 It wasn't clear what the writer has against people wishing to be
 - 7 Reading the article, I was wondering whether the writer has any awareness
 - 8 To be quite frank, the views expressed were extreme and totally inappropriate
- a for publication on a public website.
 - b as the writer seems to believe us to be.
 - c to some of the views expressed in the article.
 - d with someone aspiring to be famous in the future.
 - e in the spotlight, and why they see this as such a bad thing.
 - f of the concerns and interests of most young people these days.
 - g by suggesting that we're all equally interested in the same things.
 - h with is the suggestion that we are uninterested in the things that matter.

7 Correct the mistakes in these extracts from emails written by different students.

- 1 I would like to respond to the views express in the article, some of which were inaccurate and highly misleading.
- 2 The writer implied that all young people are obsessed with pop stars, whereas this is clearly not a case.
- 3 It goes without saying that many teenagers follow celebrities on social media, but isn't the same also true at older people?
- 4 There are several points in the article which I would like to bring issue with.
- 5 I don't accept at a moment that an interest in celebrities is unhealthy.
- 6 All young people depend on their phones, and, it has to be told, some may spend excessive amounts of time using them.
- 7 No evidence was provided in the article to back down the writer's claim that young people are uninterested in their future careers.
- 8 As young people, of course we have a different outlook from our parents' generation, but there's not reason to jump to conclusions about us having no aspirations.

8 Discuss these questions.

- 1 How important is it for young people to have role models?
- 2 Can you think of good role models from the worlds of sport, entertainment, business and politics?
- 3 Is it better to have role models who you know personally, or role models who are famous?



PREPARE FOR THE EXAM

Writing Part 2 (a formal letter or email)

9 Read the task and decide whether 1–8 below are things that you:

- a have to do
- b could do
- c shouldn't do

A news magazine recently published an article saying that celebrities do not make suitable or realistic role models for young people. You have read the article and think its ideas are too negative. Write an email to the magazine editor saying why you disagree with the article and explaining how celebrities can be good role models for young people.

- 1 agree with the article, saying that celebrities make unsuitable role models
- 2 say that you haven't actually read the article and so it's difficult to comment
- 3 explain who your favourite celebrity is
- 4 explain the advantages of looking up to celebrities as role models
- 5 give reasons for your opinions
- 6 suggest one or two well-known people who would be suitable role models
- 7 avoid using the same words as the question, such as 'celebrity' and 'role model'
- 8 politely criticise the article, but without using strong language, e.g. 'total nonsense'

10 Write your email.

- Plan to write three to five paragraphs and decide what the main idea will be in each.
- Make notes before writing the actual email.
- Bear in mind your answers to the questions in Exercise 9.
- Use some phrases from the *Prepare to write* box and from Exercise 6.
- Write 220–260 words.



BEHAVING APPROPRIATELY ONLINE



LIFE SKILLS

Behaving appropriately online

Most of us spend a great deal of time interacting with others on the internet, especially on social media. Just as in face-to-face situations, there are appropriate and inappropriate ways to behave online. Understanding and practising good behaviour helps to make the online world a safer, more respectful and more pleasant environment for everyone.



- 1 Work with a partner. What advice would you give someone about how to behave appropriately online?

You should ...

You shouldn't ...



- 2 Listen to the podcast. Does Donna mention any of your ideas?



- 3 Listen again and answer the questions.

- 1 Why should you avoid using all capitals letters?
- 2 Why did Donna call her book *Beyond the Screen*?
- 3 What examples does Donna give of being kind online?
- 4 Why should you avoid sharing images and videos without permission?
- 5 How does sub-tweeting become cyberbullying?
- 6 How can we help prevent the spread of false news stories?

- 4 Discuss the questions with a partner.

- 1 Which piece of Donna's advice is the best? Why?
- 2 Which piece of advice is the most difficult to follow? Why?
- 3 Is any of your advice from Exercise 1 more important than Donna's? Why?

- 5 Read the online comments A-D and answer the questions.

- 1 How does EZeePZee help GothBilly9?
- 2 How and why does Alfie's attitude change during the group chat?
- 3 How does Kylie avoid mentioning the name of the person she's talking about?
- 4 Why does @ArmstrongX say he 'can't believe people are falling for this'?

A Orange Fields: Latest Single 'Right! Right! Right!'

👍 11.3k

👎 756

EZeePZee today 17.35

I can't stop listening to this! It's their best track yet.

OrangeFieldsFan today 16.20

756 people are Wrong! Wrong! Wrong!

GothBilly9 2 days ago

What does Jake sing at 3.04? Is it 'Connect me, lady' or 'Collect my baby'?

EZeePZee 2 days ago

Neither. It's 'correctly, maybe'.

GothBilly9 yesterday

Thank you! That makes sense!

EZeePZee today 17.45

No worries! Happy to help. 😊

TammyZ 3 days ago

It's an OK song, but I don't find their music very original. Great video, though.

OrangeFieldsFan 3 days ago

Why are you even commenting if you hate them so much? YOU KNOW NOTHING ABOUT MUSIC!

Lulz 2 days ago

Leave the real music to the fans.

B Group chat members: Alfie, James, Milo

Alfie: How was bowling, guys?

Milo: You should've come. Look what you missed:



James: It was classic Stanley!

Alfie: LOL.

Milo: It was even funnier the second time it happened:



Milo: The people next to us couldn't stop laughing. He went flying!

Alfie: We HAVE to call him SuperStan from now on.

Milo: Don't! He doesn't even know we filmed it.

Alfie: You didn't tell him?

James: He was so embarrassed, we didn't dare.

Alfie: And yet you don't mind sharing it?? Come on, guys – that's really mean.

C

 **Kylie Hewlett**

I can't believe she said that to me. Why doesn't she just stay in her room? Nobody will even notice she's not at school.



98



33 people are talking about this

 **Kylie Hewlett**

If somebody is offended by my opinion, that person should think about some of the things they've said to me in the past. Just sayin'...



111



27 people are talking about this

 **Kylie Hewlett**

I'm not even going to get angry about this any more. Don't @ me. I know who my real friends are.



87



19 people are talking about this

D

@Blake05

I can't believe Sky Marine are endangering their passengers' lives just to save money! Share if you think this should stop NOW!

@Noel Norman, Expert in All Things

Popular airline Sky Marine is being investigated for operating their London–New York flights by remote control rather than spending money on pilots. I say, down with pilotless planes!

@KarynBryce Shocking. I'm never flying with Sky Marine again.

@KowalczykABC Surely this is criminal?

@JamesKP I hope they go out of business.

@BinaSankar 'Expert in All Things'? Isn't that the name of this guy's comedy show? The one on Channel 9?

@ArmstrongX Exactly. I can't believe people are falling for this.

@RodLennon6 Where does the remote controller stand? London or New York?

@JJ8 Do you even have a brain? Look who posted the story! It's clearly not serious.

@RodLennon6 I know that! IT WAS A JOKE!!!

share

6 Read the comments again, then match the online behaviours 1–6 to the comments A–D.

- 1 Being kind _____
- 2 Writing in capital letters _____, _____
- 3 Sub-tweeting _____
- 4 Sharing images without permission _____
- 5 Being rude to other people _____, _____
- 6 Sharing a story as true without considering who wrote it _____

Project

Improving online behaviour



1 PREPARE

In groups, write a questionnaire about good and bad online behaviour. Include options for the answers. For example:

- Have you ever ...? (Yes, I have. / No, I haven't.)
- How often do you ...? (always / often / never)
- How do/would you feel if ...? (happy / sad / embarrassed / fine)

Here are some possible topics:

- being kind / unkind / angry
- paying a compliment



2 INTERVIEW

Interview your classmates and compile your results. For example:
3 out of 4 classmates believe that ... is an example of bad online behaviour.
50% thought it was good to ...



3 PRESENT

Present your findings. E.g.
The most common complaint was ...
What people most appreciated / disliked was ...
... made people feel embarrassed / unhappy



4 APPLY

Start to improve your online behaviour today!

REVIEW 2

UNITS 5–8

VOCABULARY

- 1** Read this blog post about Bonito, the Eco-tourism capital of the world. Complete the text with words or phrases from the box.

landmark lesser-known once-in-a-lifetime
package rocky scenic summit tourist traps
unspoilt vegetation

If you're looking for adventure and a change from ¹ _____ tours, you should visit Bonito in Brazil. This lush green area with its lagoons and ² _____ terrain is the ideal place to experience completely ³ _____ landscapes. The climate and ⁴ _____ of this region are tropical, which means the mountains remain green right up to the ⁵ _____ all year round. A ⁶ _____ but nonetheless stunning place nearby, Abismo Anhumas is a natural architectural ⁷ _____: a huge hole in the face of the earth with a crystal-clear body of water below.

Known as the capital of eco-tourism, Bonito really is an ideal place for a ⁸ _____ holiday. It's a great alternative to the usual ⁹ _____ and you can be assured that any money you spend will help protect this ¹⁰ _____ location for future generations.



- 2** Complete the sentences with homophones and homographs.

- 1 a** I don't _____ to anyone borrowing my things as long as they return them.
- b** I found an unusual _____ on the beach.
- 2 a** Ricardo got promoted to the _____ of supervisor.
- b** I bought a _____ of wallpaper.
- 3 a** I had a _____ with my brother and now we're not on speaking terms.
- b** Jack likes to sit in the back _____ of the cinema to get the best view.
- 4 a** I can't decide _____ to join a band or not.
- b** If the _____ is good, we're heading for the beach.

- 3** Write the correct preposition.

- 1** Eloise is very knowledgeable _____ birds.
- 2** Free trade is central _____ the government's policy.
- 3** Claire Foy's portrayal _____ the Queen was exceptional.
- 4** Charlie was so engrossed _____ his book that he missed his stop.
- 5** She was chief adviser _____ the President.
- 6** Customers were misled _____ how the company would use their data.
- 7** Biographies are generally very sympathetic _____ the people they are about.
- 8** CNN's coverage _____ the crisis was very thorough.

- 4** Choose the correct adverb.

- 1** The landscape in this area is *fairly* / *absolutely* stunning.
- 2** We stayed in a *fairly* / *completely* remote farmhouse.
- 3** Shelley found that rollercoaster *very* / *utterly* terrifying.
- 4** The documentary on the new prime minister was *very* / *totally* fascinating.
- 5** It's *highly* / *fully* unusual to see a fox during the daytime.
- 6** Carly is *a bit* / *deeply* committed to a vegan lifestyle.

- 5** Read the blog post and find words or phrases with the following meanings.

- 1** shaped to fit a person's body
- 2** be like everyone else
- 3** immediately noticeable
- 4** people who lead the way in fashion
- 5** a brief period of extravagant shopping
- 6** coming from diverse sources
- 7** without trying
- 8** making someone look better

HOME POST RECIPES BLOGS



An awards ceremony is not an occasion where you should try to fit in; rather it's an opportunity to stand out from the crowd. This year's Grammys was a case in point. Trend-setters competed for attention on the red carpet, demonstrating a wide variety of styles. Lizzo attracted plenty of admiring looks in a flattering Versace gown, while Ariana Grande's eye-catching Cinderella dress was the most photographed. Dua Lipa, meanwhile, looked effortlessly stylish in a simple silk skirt and top. It looked as if the men too had been on a spending spree. Shawn Mendes had splashed out on a tailored suit in a deep shade of pink, while Billy Porter, well-known for his eclectic taste in clothes, dazzled in an electric-blue jumpsuit.

- 6** Correct the mistakes in *italics*.

- 1** The Royal couple made their first *publicly appeared* since the birth of their son.
- 2** The senator is *in the headlight* again over tax fraud.
- 3** If she keeps lying like that she'll lose all *incredibility*.
- 4** I hate seeing sportspeople *endure* unhealthy products.
- 5** Many teenagers *inspire to* be social media influencers.
- 6** As kids, we used to *hide into* the theatre to watch the actors rehearse.

GRAMMAR

1 Complete the sentences with a phrase including the word(s) in brackets. Add a modal where necessary.

- You _____ compensation if your holiday is cancelled. (entitled)
- The students _____ hand in their assignments by the end of the week. (supposed)
- Students _____ use their phones in the classroom. (not, permitted)
- We _____ got here so early. There are plenty of empty seats. (needn't)
- I think plastic bottles _____ in every country. (banned)
- You _____ bring your own diving equipment if you have it. (free)

2 Complete the sentences with the correct form of the verb in brackets.

- Thailand is a great place to have a holiday provided that you _____ stand the heat. (be able to)
- The organisers were determined the show would go ahead whether or not all the tickets _____. (sell)
- In the event of a power failure, candles _____. (provide)
- Assuming the anti-poaching laws _____, it may be possible to save several species. (introduce)
- Supposing another guest _____ the same dress, what will you do? (wear)
- If it wasn't for my wonderful agent, I _____ still _____ minor roles in films no-one watches. (play)
- Only if everyone _____ together will it be possible to reverse environmental damage. (work)
- I wouldn't wear some of this season's fashions even if you _____ me. (pay)

3 Join the two sentences using a relative clause. Reduce the relative clause if it is possible to do so. Start with the words in bold.

- There are many** international students at the school. The vast majority of the students come from Asia.
- The film was** three hours long. I slept through the whole of the film.
- Some **students** are willing to help. They should meet in the hall after classes.
- My son has** a nice group of friends. All of his friends' parents work at the hospital.
- Flights** were cancelled because of the storm. They will be rescheduled in the next few days.
- I grew up in a **small seaside town**. The town has changed a lot in recent years.



PREPARE FOR THE EXAM

Reading and Use of English Part 3

4 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. There is an example at the beginning (0).

The Spanish fashion scene

The Spanish are known for being (0) effortlessly stylish. From legends like Manolo Blahnik to the upcoming designers of today, their vision has caught the eye of the most (1) _____ fashionistas all over the world. **EFFORT**

Barcelona is Spain's fashion capital, boasting many brands which use traditional (2) _____ processes. One such is Gabriela Comella, whose label, Gabriel for Sach, is inspired by the (3) _____ of her city's mountains, beaches and architecture. When it comes to her shoes and accessories, she is (4) _____ about the need for local manufacture. (5) _____ the local makes the Barcelona-based designers a hit not only with Spanish people but with (6) _____ environmentally aware customers all over the world. **DEMAND**

Meanwhile, the greats of the Spanish fashion scene retain their (7) _____. Paco Rabanne's current collection includes earrings made of 100% aluminium, meaning they are more (8) _____ than most high fashion items and therefore accessible to more people. **PRODUCT**

DIVERSE

EMPHASIS

PRIORITY

INCREASE

CREDIBLE

ECONOMY

Reading and Use of English Part 4

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.

- The trip was a lot less exciting than I'd expected. **NEARLY**
The trip wasn't _____ I'd expected.
- At my school, wearing a uniform was compulsory. **OBLIGED**
We _____ a uniform at my school.
- Sadly, if it's raining heavily, the show won't take place. **EVENT**
Sadly, _____, the show won't take place.
- I found all the books I borrowed boring in the end. **TURNED**
I borrowed some books, none _____ be interesting.
- It was only because of the cheap price that I bought this car. **SUCH**
If it _____ car, I wouldn't have bought it.
- I borrowed too much money, which I now regret. **OUT**
I shouldn't _____ large loan.

? ABOUT YOU

▶ 09 Watch the video and then answer the questions.
How much time do you spend on fitness activities?
Which activities do you find the best for keeping fit?
What other things do you do to maintain good health?

VOCABULARY & READING

HEALTH AND FITNESS

EP 1 Do the quiz. Discuss your answers with a partner. What do you think the **words** and **phrases** in blue mean?

- 1 How likely are you to try out a new fitness **craze**?
 - a Very likely – I'm always looking for new ways to **get back into shape** and build up my **stamina**.
 - b Unlikely – whenever I try something new I always end up **pulling a muscle**.
 - c Never – these **fads** never last and often turn out to **burn off** very few calories.
- 2 Do you use **moisturisers**?
 - a I use them twice a day. It **does** my skin **the world of good**.
 - b Yes. I use the ones containing sunscreen to protect my skin from damage and prevent **wrinkles**.
 - c No – they don't make any difference.
- 3 Have you ever tried **mindfulness** as a means of relaxation?
 - a I meditate regularly. It's very **therapeutic**.
 - b I tried it once but it's not for me.
 - c Never. It's much more beneficial to your **well-being** to get out and do some exercise.

2 Complete the sentences with **words** and **phrases** from Exercise 1 in the correct form.

- 1 Colouring is supposed to be very and can help you achieve
- 2 I don't follow all the latest food
I think you should just eat a healthy, balanced diet.
- 3 When I was younger, there was a for hula hooping but it's not so popular any more.
- 4 It is important to take care of your mental as well as your physical
- 5 We sent my over-excited little brother into the garden to some energy.
- 6 I haven't done any exercise for ages. I really need to
- 7 I had a conditioning treatment last week, which my hair
- 8 My grandma looks amazing for her age. She's nearly 80 and has hardly any
- 9 I'm quite good at sprinting but I haven't got the for long-distance running.
- 10 I've in my back lifting those boxes.



- 3 Read the first paragraph of the article opposite, ignoring the gaps for now. Which three beauty fads are mentioned? What is the writer's opinion of them?
- 4 In Part 2 you must read the text and think of the word which best fits each gap. Look at the gaps in the article. Does this part of the exam focus more on grammar or vocabulary? Don't try to fill the gaps yet.
- 5 Which piece of advice should you **not** follow?
 - 1 Read the whole text before focusing on any of the gaps.
 - 2 Study the example sentence as it may contain clues about what comes next.
 - 3 Always complete the gaps in order, from gap 1 to gap 8.
 - 4 Focus on the whole of each sentence before and after the gap, not just the words immediately before and after it.
 - 5 Read the completed text to check it makes sense.

PREPARE FOR THE EXAM

Reading and Use of English Part 2

- 6 Read the first sentence of the paragraph and look at the words before and after gap 1. Which word do you think fits best: *up, down, back, forward*? Why?
- 7 Think of the word which best fits each gap 2–8.
- 8 Read the rest of the article quickly. Which trends is the writer positive about? Which is the writer negative about? How do you feel about the trends?
- 9 Read the article again and answer the questions.
 - 1 Why are inexperienced exercisers more likely to use virtual exercise classes and what are the disadvantages of this?
 - 2 What positive and negative aspects of energy drinks does the writer mention?
 - 3 According to the text, what measures can we take to protect our skin?
 - 4 How does sound healing benefit you?



Beauty, health and fitness fads

People have always embraced new trends which promise to make (0) them fitter or more beautiful. Looking (1) on historical practices, we may be surprised at the lengths to (2) people would go to achieve the ideal. In the nineteenth century, a practice known as 'tightlacing' was used by women to make their waists look impossibly tiny. (3) they failed to realise was that they were doing serious damage to their health. (4) was it only women who suffered for beauty. Around the same time, men wore collars that were so tight they cut off blood circulation to the brain.

(5) usually less extreme, some more recent fads are far from harmless. One example of this is having small fish nibble the dry skin off your feet. Fish pedicures, (6) popularity has decreased in recent years, risked passing diseases from one client to (7) via the fish. In (8) to the dangers to human health, there were concerns raised about animal welfare.



What the above examples make clear is the extremes that people will go to in order to achieve the prevailing notion of health and beauty. Here, we look at some of the latest

health, fitness and beauty crazes to have gained popularity and decide if they're too good to be true.

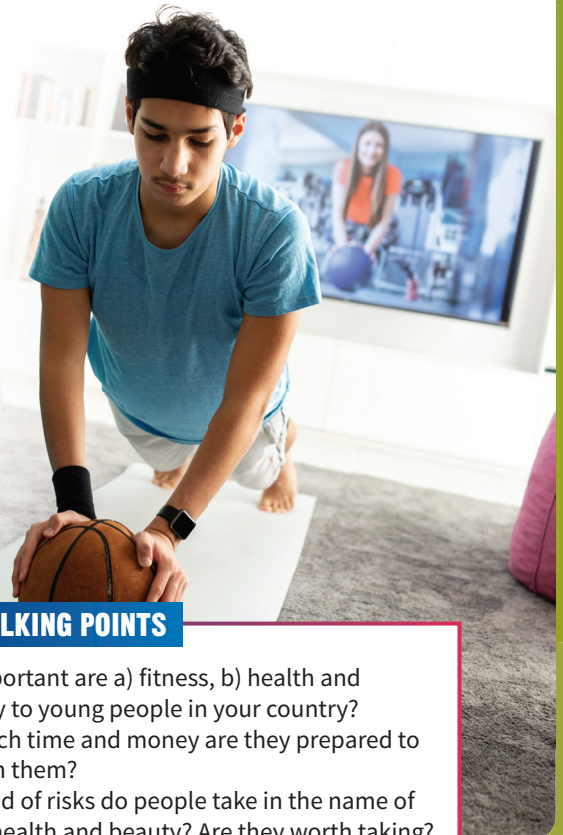
One area where dramatic growth has occurred, but which has generated serious concerns in some quarters, is 'virtual fitness'. The reason why this is so popular is the convenience of being able to get a free workout without setting foot outside the house, saving both time and money. Generally speaking, an increased interest in fitness is a positive trend. However, it's the phenomenon of social media stars passing themselves off as trainers online which is worrying professionals. If you've been avoiding exercise and want to get back into shape, working out with someone famous could be the motivation you need. But what if, as is usually the case, your idol has no relevant qualifications or experience? When you return to physical activity after a break, you need to build up your stamina gradually. Failure to do so could lead to injuries such as pulled muscles, sprains and joint problems. The only people who should be leading exercise classes are qualified trainers.

Another misconception is that if you're going to be burning off all those calories, it is fine to have an energy drink or two before your workout. These do an effective job at giving you a boost and may make you look cool at the gym, but being packed with sugar and caffeine, they're now known to be detrimental to health in the long run. Instead, nutritionists suggest a pre-gym snack of yoghurt with berries or a banana. If you plan your meals and snacks in advance, you don't need to rush for the instant fix of a sugar-laden energy drink.

One of the most significant trends in beauty in recent years is anti-pollution skincare. 91% of the world's population inhabit areas where the air quality does not reach World Health Organisation standards. Just as we protect our complexions from the harmful effects of the sun, more and more people are realising the importance of avoiding damage done by pollutants in the air. We have understood for some time that the sun can cause wrinkles, but it has only recently entered the public consciousness that toxic emissions from car exhausts can penetrate our skin, causing swelling, redness and even cell damage. Fortunately, those in the know can now access a wide range of products – often vitamin-based – which form a barrier between the skin and the toxins in the atmosphere.

Finally, the present focus on overall wellbeing has led to a huge rise in the popularity of spas offering a wide range of therapeutic treatments. One of these is sound healing, a practice closely associated with mindfulness. Sounds have been used as therapy for thousands of years in different cultures throughout the world. The sounds – which may come from voice, drumming or other sources – provide a stable frequency our brains can tune into, shifting the listener from a state of imbalance to a state of balance. The stillness and your awareness of the sounds is supposed to move you to a state of relaxed consciousness or even to a meditative state. This definitely sounds like one to try. It might do you the world of good.

In the end, though, the simplest advice is the best: keep active, eat well and remember that you are already beautiful, just the way you are.



TALKING POINTS

- How important are a) fitness, b) health and c) beauty to young people in your country?
- How much time and money are they prepared to spend on them?
- What kind of risks do people take in the name of fitness, health and beauty? Are they worth taking?

GRAMMAR

CLEFT STRUCTURES

1 Look at these examples of cleft sentences from the article. How do they differ in form and meaning from the similar sentences below them?

1 What the above examples make clear is the extremes that people will go to in order to achieve the prevailing notion of health and beauty.

The above examples make it clear that people will go to extremes in order to achieve the prevailing notion of health and beauty.

2 However, it's the phenomenon of social media stars passing themselves off as trainers online which is worrying professionals.

However, the phenomenon of social media stars passing themselves off as trainers online is worrying professionals.

2 Look at extracts 3–5 from the article and complete the rule about cleft sentences.

3 The reason why this is so popular is the convenience of being able to get a free workout without setting foot outside the house, saving both time and money.

4 The only people who should be leading exercise classes are qualified trainers.

5 One area where dramatic growth has occurred, but which has generated serious concerns in some quarters, is 'virtual fitness'.

As well as *what*, other relative pronouns like *who*, *why* and *where* can be used in cleft sentences. However, we don't usually use these words by themselves. Instead, we use phrases like:

- a The _____ who c One _____ where
b The _____ why

» GRAMMAR REFERENCE AND PRACTICE PAGE 168

3 Make these sentences more emphatic by using a cleft structure. Start with the word(s) in brackets.

- I don't go swimming any more because the chlorine hurts my eyes. (The reason)
- The Japanese invented the concept of smart fabrics. (It)
- We can apply mindfulness techniques in our studies. (One area)
- The therapeutic treatment of sound healing interested me most. (What)
- I was at my fittest when I was at college. (The time)
- Jaime first introduced me to the fitness classes at the gym. (The person)

4 Instead of *what*, cleft sentences may begin with a noun phrase. Complete the sentences with a word from the box.

all last only something

- _____ (that) I do to ensure I stay healthy is drink plenty of water.
- The _____ thing (that) I never eat is red meat.
- _____ I want is to be fit and healthy.
- The _____ thing we did was (to) say goodbye to Grandma.

5 Discuss what these health and fitness trends might be.

clean eating digital detox immersive cycling
sleep-monitoring apps smart fabrics

6 Match quotes 1–5 to the trends in Exercise 5. Make each quote more emphatic, starting with the words given.

- I make sure I'm wearing my fitness tracker just before I get into bed at night. (The last thing ...)
- I decided to switch everything off because I'd forgotten about life's simple pleasures like reading a book or listening to the birds. (The reason ...)
- It is supposed to prevent boredom, but for me, it's just not the same as being out in the fresh air. (What ...)
- Zara taught me the benefits of not consuming junk food. (The person ...)
- I've always wanted a jacket which keeps me warm in the winter and cool in the summer. (Something ...)

 **7** Correct any mistakes in these sentences.

- All the thing I wanted was to be fit enough to participate.
- The last thing I didn't want was for Mo to injure himself.
- The place what sound baths are offered is too far away.
- What you should be doing eating a proper lunch.
- It is breakfast should be the biggest meal of the day.



PREPARE FOR THE EXAM

Reading and Use of English Part 4

8 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.

- Hidden sugar is dangerous to children's health. **POSES**
Something _____ children's health is hidden sugar.
- Amber absolutely adores doing ballet. **PASSION**
One _____ for is doing ballet.
- I don't object to spending money on the treatment. **COST**
It's _____ the treatment I object to.
- I enjoy all exercises except star jumps. **DOING**
The one _____ star jumps.
- We made the mistake of not training enough. **WENT**
Where _____ not training enough.
- It was usual for us to be served dinner at 8. **ACCUSTOMED**
What _____ served dinner at 8.

9 Work in pairs. Tell your partner about:

- something that you do to keep fit
- the last time you ate something unhealthy
- one area where you could improve your lifestyle



VOCABULARY

HEALTH IDIOMS

1 Listen to two friends, Diana and Adam. Who has not been feeling very well lately?

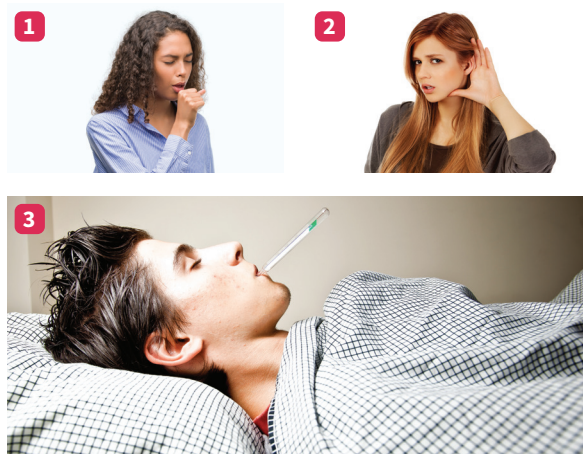
2 Listen again and complete the idioms you hear.

- 1 Me? Oh, I'm **fit as a** I've started working out three times a week and given up the junk food. Never felt better!
- 2 He's been **a bit off** lately.
- 3 ... sorry about that. **I've got a** **in my throat**.
- 4 A few **and pains** from all that training, but nothing too serious.
- 5 I know he had that operation back in March. Is he **back on his** yet?
- 6 Yes, he's **the** **of health** now.
- 7 She seemed to **be full of**
- 8 ... when you talk to her you have to speak up as she's a bit **of hearing**.

3 Which of the idioms in Exercise 2 mean the following?

- 1 have trouble speaking 5 be very energetic
2 general physical discomfort 6 slightly unwell
3 in perfect health (2 idioms) 7 a bit deaf
4 recovered from an illness/surgery

4 Which idioms do the pictures represent?



5 Complete the conversations with the most suitable idiom in the correct form.

- 1 **A:** The children are very energetic today.
B: Yes, they're
- 2 **A:** I've had such a bad cold I've been in bed all week.
B: Oh dear. I hope you'll soon be
- 3 **A:** Can I see your ticket, please?
B: Can you repeat that? I'm a bit
- 4 **A:** Well, don't you look the!
B: My holiday must have done me good!
- 5 **A:** You look rather pale. Are you OK?
B: I'm fine, just a little today.
- 6 **A:** How are you, Gran? No medical problems, I hope.
B: Just the usual
- 7 **A:** Your voice sounds odd. Have you got a cold?
B: No, I've just got
- 8 **A:** Can you manage the stairs or shall we take the lift?
B: The stairs will be fine. I'm these days.

HEALTH: COLLOCATIONS

6 Listen to a nurse and patient and fill in the form.

Name: Theresa Jenkins	Address: 53 High Road
Serious injuries/illnesses	YES / NO
Operations	YES / NO
Recent medications	
Current treatments	

7 Listen again and complete the collocations.

alleviate	consult	contract	have
miss	prescribed	sustain	undergo

- 1 an appointment 5 be medication
2 an injury 6 the symptoms
3 an illness 7 treatment
4 an operation 8 a specialist

8 Which of the three options is NOT correct?

- 1 I *consulted* / *saw* / *met* a doctor about my stomach ache.
2 Because my condition was serious, I was referred to a(n) *expert* / *specialist* / *consultant*.
3 When I fractured my ankle, I had to have *an operation* / *a process* / *surgery*.
4 I've never had to *have* / *undergo* / *undertake* surgery.
5 Don't *forget* / *miss* / *fail* your appointment with the doctor.
6 The medicine *calmed* / *relieved* / *alleviated* the pain.
7 Amalie *suffered* / *sustained* / *took* a serious injury when she fell off her bike.
8 Children often *contract* / *catch* / *sustain* illnesses like measles because they spend a lot of time close together.

9 Complete this email to a doctor who offers online advice and the doctor's reply. Use expressions from this page.

Dear Doctor Deepa

I'm usually ¹ and full of energy, but over the last month I've been feeling a bit ² In March, I ³ a minor head injury in a skiing accident. At the time I managed to ⁴ quickly, but now I've started getting headaches. What do you think the problem could be?

Harry Jackson

Dear Harry

It sounds like your skiing injury might be more serious than you imagined. Are you getting ⁵ in other parts of your body? Head injuries, if untreated, can be serious, so I suggest you see your doctor immediately. It may be necessary for you to ⁶ , in which case your doctor will refer you to a ⁷

Dr Deepa

10 & 11 >> WORK IN PAIRS. TURN TO PAGE 152.

LISTENING

- 1 Match the photos to the words. Explain to a partner what you think they are.

caveman diet chrono-nutrition smoothie spinning



- 2 Read the introduction to the exam task opposite and the questions. Which questions require you to compare the views of both speakers?



- 3 Listen to Extract One once and attempt to answer questions 1 and 2. How sure are you of your answers?

- 4 Look at the table showing the parts of the recording relating to the three options in question 1. Which option do the man and woman have similar answers to?

	Man	Woman
A	I'm working too hard to notice the screen.	I spent more time watching that than cycling.
B	I'm not convinced that it brings people more in.	I don't think they attract more customers than sessions without the immersive part.
C	When the instructor says things like 'we're just passing the cathedral on the left' it's really weird.	I think it would be weirder if the trainer just ignored the landscape going past.

- 5 Look at the table showing what the man says about the three options for question 2. For each option, A, B and C, does what the man says mean the same thing as the option ✓ or something different X?

A	People want to be forced to do exercise.	I think people are basically lazy and know they need to be pushed.
B	People enjoy the social aspects of these classes.	I'd imagined it would be more sociable, but no-one talks, and they all rush off as soon as class is over.
C	The main gym is often full but classes aren't.	It's not that easy to get a place in a spin class any more.



- 6 Listen to Extract One again and make a final decision on your answers to questions 1 and 2.



PREPARE FOR THE EXAM

Listening Part 1

- 7 Listen to Extracts Two and Three and answer questions 3–6.



- 49 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends discussing activities at the gym.

- 1 Regarding the video used in the cycling class, the friends agree that
 A it isn't something you can ignore.
 B it isn't what draws people to attend the class.
 C the teacher shouldn't refer to it.
- 2 Why does the man think spinning classes have become more popular?
 A People want to be forced to do exercise.
 B People enjoy the social aspect of these classes.
 C The main gym is often full but classes aren't.

Extract Two

You hear two friends discussing healthy diets.

- 3 When discussing smoothies, what do the friends disagree about?
 A the amount of fruit and vegetables that goes into them
 B the health benefits of drinking them
 C whether green leafy vegetables should be added
- 4 What does the man say about commercially produced soups?
 A They taste inferior to homemade soups.
 B They're too pricy for him.
 C What they contain can be unexpected.

Extract Three

You hear two friends talking about a TV programme on health fads.

- 5 What point about chrono-nutrition do the friends agree on?
 A It is a needlessly complicated name.
 B It shouldn't encourage people to eat late.
 C It could promote poor food choices.
- 6 What is the woman's opinion of the 'caveman diet'?
 A It would be lacking in some vital nutrients.
 B It would be inappropriate for our modern lifestyle.
 C It may have some positive effects on people's health.

- 8 Discuss the questions with a partner.

- 1 Do you prefer working out alone or as part of a class?
 2 How important do you think it is to eat earlier in the day and not so late in the evening?
 3 What do you think the advantages and disadvantages of a diet like the 'caveman diet' would be?

SPEAKING

DISCOURSE MARKERS

1 Match the sentence halves to form questions.

- 1 What do you do
 - 2 If you could be good at any sport,
 - 3 How important do you think
 - 4 Do you prefer to exercise alone
 - 5 Do you tend to eat
 - 6 Have you ever been on
 - 7 What new activities
 - 8 Who has been the biggest
- a or with others?
 - b it is to do regular exercise?
 - c do you hope to try in the future?
 - d influence on you so far?
 - e to keep yourself fit and healthy?
 - f junk food or healthy food?
 - g which would you choose?
 - h an active holiday?

2 Read the information in the box and listen to Luca and Martina each answering three of the questions. Who gives the better answers? Why are they better?

Discourse markers

Discourse is any written or spoken communication. Discourse markers are words or phrases that help the listener to follow a conversation. They can be used to add emphasis, express uncertainty, change the topic or to avoid uncomfortable silences. Using them makes your English sound more fluent and natural. Effective use of them in the Speaking test will increase your marks.

3 Listen again. Which of the discourse markers in red do you hear?



PREPARE TO SPEAK

Discourse markers

Fillers

Well
You know
You see

Generalising

Broadly speaking
On the whole
By and large
9 times out of 10
As a rule

Time references

eventually
recently
once
in the past
a while ago

Adding emphasis

Actually
In fact
To be honest

Above all

The thing is

Giving opinions

I'd say
I reckon
I mean, really
To my mind
I think it's fair to say that
Anyone can see that
Quite honestly, I think

Lack of certainty

Apparently
I suppose
I guess



4 Choose the correct discourse marker.

- 1 To my mind / On the whole I prefer tennis to squash.
- 2 Actually / Apparently I've just got back from the gym.
- 3 After putting it off for ages, I once / eventually joined a canoe club last week.
- 4 I love judo. In fact / Well I'd say it's my favourite sport.
- 5 By and large, / To be honest, that never occurred to me.
- 6 I reckon / As a rule my dad has the most influence on me.

5 Add discourse markers from the Prepare to speak box to these answers.

Do you prefer to exercise alone or with others?

Well, ¹ _____, I prefer to exercise with others. ² _____ I love team sports like football and basketball. Our team recently won a match and celebrating that win together was amazing. ³ _____ you wouldn't get that with an individual sport.

Have you ever been on an active holiday?

⁴ _____ any holiday I go on is active!
⁵ _____ we go somewhere with a pool and water sports because my parents know that I'll get bored otherwise. ⁶ _____ we went trekking in Nepal, which was exhausting, even for me. The walking was mostly uphill, ⁷ _____.



PREPARE FOR THE EXAM

Speaking Part 1

6 Work with a partner to ask and answer the questions. Try to use discourse markers from the Prepare to speak box.

- 1 Do you enjoy taking part in physical education classes at school? (Why? / Why not?)
- 2 What sort of fitness activities do you do most often?
- 3 Do you ever wish you didn't need to do regular exercise? (Why? / Why not?)
- 4 Have you ever prepared a healthy meal for your friends or family? (Why? / Why not?)
- 5 Do you think you will be more active or less active in five years' time? (Why?)

10 MAKE OR BREAK

? ABOUT YOU

▶ 10 Watch the video and then answer the questions.

What's the most difficult thing you've ever done?
What would you say are the biggest challenges facing people of your age?
Do extreme sports like snowboarding appeal to you?

VOCABULARY & READING

CHALLENGES AND ACHIEVEMENTS

EP 1 Do the quiz and work out the meaning of the words.

- 1 You're preparing a presentation in pairs. Your teacher has warned you that running out of time is a common **pitfall**, but you're **on track** to finish early and your partner wants to take a long break. What do you reply?
A 'Why not? The more breaks we have, the better!'
B 'No way. Let's finish it and then have a break.'
- 2 Online, you see a pop-up saying 'Click here to win \$1 million!' What do you think?
A 'No way – what a waste of time!'
B 'It's **a long shot**, but **I've got nothing to lose**.'
- 3 A friend invites you on 'a lovely walk', but it turns out to be a **gruelling** hike up a mountain. What do you say?
A 'This is **more than I bargained for**. I was expecting a gentle stroll!'
B 'All that effort really **paid off**. The view is awesome!'
- 4 You're watching the football World Cup. It's a penalty shoot-out, and your country's survival in the contest is **hanging in the balance**. What do you say?
A 'Come on guys, you can **rise to the occasion**!'
B 'I'm too nervous to watch!'

2 Complete the sentences with a word or phrase from Exercise 1 in the correct form.

- 1 When planning an expedition, make sure you avoid the _____ of not having enough drinking water.
- 2 I think I probably will apply for a university place – after all, I _____, so why not give it a go?
- 3 The firm is on the verge of bankruptcy, and the future of its staff _____. Let's hope the negotiators' efforts will _____, and their jobs can be saved.
- 4 Based on current trends, Mumbai is _____ to become the world's largest city by 2050.
- 5 My cousin Ruby is pregnant and when she went for a scan, she got _____ – she's going to have triplets!
- 6 I'm going to try and break the record for swimming the Channel. I know it's _____, but there's no harm in trying!
- 7 Ana was asked some really _____ questions, but she _____ and answered them brilliantly.

3 What would be difficult about doing these activities? Rank them in terms of difficulty.

- a walking alone right across Antarctica
- b summiting the world's second highest mountain
- c circling the equator without motorised transport
- d walking/skiing across the frozen Arctic in darkness

4 Mike Horn has done all but one of the above. Read the article quickly and answer the questions.

- 1 Which one hasn't he done?
- 2 What is said about the following: a helicopter, a watch and a mountain peak?

PREPARE FOR THE EXAM

Reading and Use of English Part 5

5 You are going to read about Mike Horn, an extreme adventurer. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph, the writer draws attention to Mike Horn's
A ability to plan thoroughly.
B determination to succeed.
C knowledge of the local environment.
D excellent health and fitness.
- 2 In the second paragraph, the writer suggests that Mike's biggest problem in the Arctic was
A coping with the unusually low temperatures.
B not always knowing his precise location.
C needing to travel further than anticipated.
D not being able to get his strength back.
- 3 Why did Mike and Børge increase the length of their days in the Arctic?
A to make their food last longer
B to increase their average speed
C to enable them to sleep better
D to make use of the available daylight
- 4 The writer uses Mike's trip to K2 to illustrate that
A some activities are harder for him than others.
B his ability to assess risk is central to his survival.
C he has the technical skill to climb any mountain.
D dangerous situations give him a thrill.
- 5 In the fifth paragraph, the writer expresses admiration for the ways in which Mike
A knows how to attract publicity for his exploits.
B manages to make difficult things look easy.
C does things that have never been done before.
D makes things more challenging than they need be.
- 6 When describing Mike's descent from Broad Peak, the writer expresses
A doubt as to whether the story about his watch is entirely accurate.
B surprise that he left his watch on the mountain.
C relief that his watch proved to be so useful.
D curiosity as to why he thought his watch would save him.

MIKE HORN

THE WORLD'S ULTIMATE ADVENTURER

Imagine the situation: you're crossing the frozen Arctic Ocean on foot in darkness. Your thumbs and nose are black from frostbite. You're several days' walk from the boat that you've arranged to pick you up. Oh – and you've run out of food. You'd ask to be rescued, right? Well, not if you're Mike Horn, survival legend, serial adventurer and professional explorer. But this trip was tougher than anything Mike had attempted previously. His survival, as well as that of his companion, Børge Ousland, hung in the balance. The two conceded that supplies could be brought across the ice to meet them, but no way were they going to accept a helicopter rescue.



51

When organising his trip, Mike had estimated it would take just two months. This turned out to be an underestimate, as it ultimately became a gruelling 87-day journey. They found themselves being carried backwards on floating ice chunks, leaving them with more ground to cover than they had bargained for. So difficult were the conditions that Mike said the ice they were on 'moved around like an inflatable mattress floating on water'. But they did eventually make it to the boat.

Any trip like this has many pitfalls. Worst of all would be to run out of provisions. When Mike realised that he and Børge were in danger of doing just this, he rose to the occasion by adopting a survival strategy he had developed when trekking solo across Antarctica. There, due to the 24-hour sunlight, Mike had managed to trick his body into adjusting to a 30-hour day. He still had the same number of daily meals, but the adjustment meant his rations covered a greater period of time, though it did also mean adjusting his sleep pattern. The same was true in the 24-hour darkness of the Arctic and only by implementing this tactic were they able to keep going.

Harder than any other challenge for Mike has been K2, the world's second highest mountain. He was on track to conquer it on his last attempt; just 200 metres above him was the peak he'd always wanted to reach. But then the weather turned bad, and as Mike took stock of the situation, his instincts told him to turn around. In front of him were climbers still heading for the summit. Little did they know what awaited them. Perhaps lacking Mike's experienced judgement, they triggered an avalanche, and sadly never made it back down. It's this combination of self-confidence and the wisdom to evaluate a situation that has stood Mike in good stead throughout his adventures. He hopes to make a fourth attempt on K2 one day.



What makes Mike's achievements so impressive is that whatever he does, he always aims to go one step further. Circling the globe would be an adventure by anyone's standards, but Mike made a point of pushing himself that bit harder. Not only did he go around the hottest part, the Equator, but he restricted himself to human power: pedalling, paddling and hiking as the photos and videos on his website demonstrate.

Mike's experience has taught him many things, not least of which is quick thinking. Abseiling down from the summit of the 8,047-metre Broad Peak can be hazardous at the best of times. When Mike ran out of pitons (metal spikes used by climbers), he had the idea of wedging his watch into a crack in the rock, having worked out that it would be strong enough to carry his weight. It was a long shot, but he had nothing to lose, as he had no other options. He put a rope around the watch and abseiled down. His calculation had paid off and apparently the watch is still there. At least, that's the official version, although one wonders whether this was dreamed up by the marketing team of the luxury watch manufacturers who have enthusiastically made Mike Horn the face of their brand. His can-do approach has made other corporate sponsors sit up and take notice, and among other things he is now also a brand ambassador for a car manufacturer. And no wonder they've chosen him – he really is the world's ultimate adventurer.

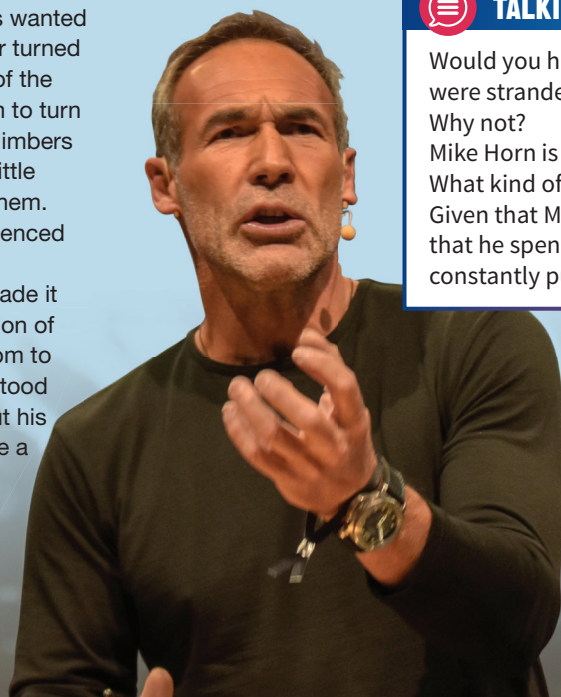


TALKING POINTS

Would you have accepted the helicopter rescue if you were stranded with no food on the Arctic ice? Why? / Why not?

Mike Horn is well-known as a motivational speaker. What kind of things do you expect he would say?

Given that Mike Horn has a family, is it fair on them that he spends so much time away from them, and is constantly putting himself in danger?



GRAMMAR

FRONTING

1 Match extracts 1–4 from the article to the descriptions of fronting structures a–d.

- 1 **So difficult** were the conditions that the ice they were walking on 'moved around like an inflatable mattress floating on water'.
- 2 **Worst of all** would be to run out of provisions.
- 3 **Harder than any other challenge** for Mike has been K2.
- 4 **In front of him** were climbers still heading for the summit.

- a so + adjective
- b a comparative phrase
- c an adverbial phrase of time or place
- d a superlative adjective

» GRAMMAR REFERENCE AND PRACTICE PAGE 169

2 Choose the correct phrase to complete the sentences.

- 1 On the ground in front of me (a huge snake was / was a huge snake)
- 2 Scariest of all – it goes at speeds of over 200 km per hour! (the rollercoaster is / is the rollercoaster)
- 3 So hot at night that we were literally dripping with sweat. (was the temperature / the temperature was)
- 4 More impressive than the beaches, (is the amazing architecture / the amazing architecture is)

3 Rewrite the underlined sentences using the fronting structures in Exercise 1.

Mauro Prosperi

was taking part in a six-day endurance race through the Sahara Desert in Morocco in 1994 when a sandstorm struck. ¹ He was so disorientated that he lost his way. He stopped and waited for help but when none came, he started walking.

² He unknowingly crossed the border from Morocco into Algeria over a week later and came across a group of nomads who took him to the nearest village. The fact that he had managed to survive without food and fresh water for so long astonished everyone. ³ The revelation that he had travelled 180 miles from where he got lost was even more incredible.

⁴ His story of survival is so remarkable that Netflix have made a documentary about it.

⁵ That Prosperi went on to compete in the Sahara Marathon another six times, is perhaps most surprising of all.

INVERSION

4 Match extracts 1–3 to the descriptions of inversion a–c.

- 1 **No way** were they going to accept a helicopter rescue.
- 2 **Only by** implementing this tactic were they able to keep going.
- 3 **Little** did they know what awaited them.

- a inversion after a phrase with a negative meaning
- b inversion after a phrase with a limited meaning
- c inversion in the second clause

» GRAMMAR REFERENCE AND PRACTICE PAGE 169

5 Rewrite the sentences using the word or phrase in brackets. Make any other necessary changes.

- 1 We got lost, and we ran out of food as well. (Not only ... but)
- 2 I have hardly ever seen such bravery. (Rarely)
- 3 I definitely wouldn't swim in the sea if sharks were around. (No way)
- 4 We'll only stop campaigning when the country is carbon-neutral. (Only when)
- 5 We had no idea what was going to go wrong. (Little)

6 What traditions are you aware of which mark the transition from childhood to adulthood? It can be in your own country, or somewhere else.

7 Read about a coming-of-age tradition. How do you think the boys feel about taking part?



(1) **The indigenous Sateré-Mawé tribe live deep in the Brazilian Amazon,** and they have developed a ritual that all boys must go through once they turn thirteen. According to Sateré-Mawé beliefs, it's only by enduring pain that boys become men. And (2) **the sting of a particular species of ant – the Paraponera clavata – is more painful than anything else in the Amazon.** In fact, (3) **their sting is so potent** that they are known as bullet ants, as the pain caused by one has been likened to a bullet wound.

Central to the ceremony is a pair of gloves. These are made out of leaves. (4) **The bullet ants are inside these gloves.** The boys must put their hands into the gloves, at which point they are stung repeatedly by no less than a hundred ants. (5) **The boys can't remove the gloves under any circumstances** and must withstand the agonising pain for a full five minutes. But the experience is by no means over for the boys. So intense is the sting that (6) **the boys can suffer not only hallucinations** but they can also experience muscle paralysis for up to 24 hours.

8 Close your books and listen to this extract from a documentary. What is the difference between the version you read and the version you hear? Which is more effective, and why?

9 Rewrite the sections in green above to make them more dramatic, as the TV presenter did. Then listen again and check.

10 » WORK IN PAIRS. TURN TO PAGE 152.

VOCABULARY

VERB PHRASES WITH MAKE, TAKE, HAVE AND GET

- 1** You are going to hear two friends talking about something that happened to a boy called Connor. Listen to the first part of the dialogue and predict what will happen next.



- 2** Now listen to the rest of the conversation and see if you were right.

- 3** Listen to the whole conversation and complete the phrases with a preposition or other word.

- | | |
|------------------------------|-----------------------------|
| 1 have _____ effect (on) | 6 get a move _____ |
| 2 get _____ hand | 7 make _____ |
| 3 have _____ option _____ to | 8 take an interest _____ |
| 4 get your hands _____ | 9 make a point _____ + -ing |
| 5 take stock _____ | 10 get the hang _____ |

- 4** Match phrases 1–10 in Exercise 3 to definitions a–j.

- a survive
- b hurry up
- c master an activity
- d start paying attention to something
- e fail to change something
- f become impossible to control
- g only have one choice of what to do
- h do something consciously and deliberately
- i evaluate a situation before deciding what to do
- j obtain (especially something that can be hard to get)

- 5** Rewrite the second sentence so that it means the same as the first, using a phrase from Exercise 3.

- 1 a It'll be too late to help unless we hurry up.
b If we don't _____, it'll be too late to help.
- 2 a Large amounts of money shouldn't be available to young people.
b Young people shouldn't be able to _____ large amounts of money.
- 3 a The vet didn't think the kitten's chances of survival were high.
b The vet doubted whether the kitten was going to _____.
- 4 a The only thing the expedition could do was turn around and head back to camp.
b The expedition _____ turn around and head back to camp.
- 5 a Stop taking the vitamins if you think they're not helping.
b If the vitamins are _____, stop taking them.

- 6 What advice would you give to someone who is going to go swimming in the sea or a lake for the first time?
- 7 Quickly read the text to see if any of your ideas are mentioned.

PREPARE FOR THE EXAM

Reading and Use of English Part 2

- 8** For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap.

NEW CHALLENGES:

A BEGINNER'S GUIDE TO OPEN WATER SWIMMING

Open water swimming is swimming in outdoor bodies of water (0) _____ *such* _____ as lakes, rivers or oceans. Most people who take an interest in the sport are already strong swimmers, which means there are (1) _____ complicated new skills whatsoever for them to pick up. If you can get your hands (2) _____ a swimsuit and pair of goggles then you're ready to go. That said, there are a (3) _____ basic tips to bear in mind.

You'll be swimming continuously, so take your time. The temperature will be cooler (4) _____ you're used to and you may feel the urge to (5) _____ a move on but the aim is to conserve energy. Try swimming (6) _____ a bank or shore to start with so you know you can get back to dry land quickly.

Get the hang (7) _____ breathing on both sides so if the waves are choppy on one side, you can breathe on the other. Finally, (8) _____ a point of swimming towards a fixed object in the distance so you stay in a straight line. And above all, relax and enjoy your wonderful surroundings.

- 9** Match the halves of the questions. Then ask and answer them with a partner.

- 1 Do you tend to **get a move on** if they were taking a long time?
- 2 How easy would it be to **make a point of** _____?
- 3 If you overheard your friends having an argument _____?
- 4 Do you think it's important for all people your age _____?
- 5 Would you ever ask someone in front of you in a shop queue _____?
- a to **get a move on** if they were taking a long time?
- b that **was getting out of hand**, would you do anything?
- c to **take an interest** in current affairs?
- d when you try an activity you've never done before?
- e using English outside the classroom every day?

WRITING AN ESSAY

1 Discuss the questions.

- 1 Do you know anyone who works for one of the emergency services?
- 2 What do you think are the advantages and disadvantages of jobs such as these?
- 3 Would you consider a career in the police, fire or ambulance service? Why?



2 Read this Part 1 question. Would you do any of a–g below? Why? / Why not?

You recently listened to a podcast discussion on reasons why the emergency services should benefit from increased funding. You have made the notes below:

Emergency services

- police
- fire and rescue
- ambulance

Some opinions expressed in the discussion

“People need to feel safe on the streets and in their homes.”

“Fire officers should be supplied with the best equipment.”

“Ambulance crews provide a vital service for the community.”

Write an essay for your tutor discussing why **two** of the emergency services in your notes should benefit from increased funding. You should explain **which emergency service you think is more in need of increased funding, justifying your opinion.**

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.

- a invent factual details about the podcast
- b quote in full the opinions expressed in the discussion
- c disregard one of the three emergency services in your essay
- d describe which two emergency services you would most like to have a career with
- e explain your own opinion, even if it isn't supported by any of the three quoted ones
- f pretend to hold an opinion that you don't actually have, simply in order to answer the question
- g include any interesting facts you know about each emergency service to make your essay more interesting

3 Read the answer written by a student called Marta (ignoring the options) and answer the questions.

- 1 Which of the things in Exercise 2 has Marta done?
- 2 Has she answered the question in full?

In a world obsessed with health and safety there are still people who put themselves in danger for the benefit of ¹*some / others*. ²*This / These* applies to firefighters and also to the ambulance service. For these people, danger is never far away; ³*the former / the latter* often have to enter burning buildings to search for anyone who may still be trapped there and help them to safety. If the fire gets out of hand, they ⁴*themselves / themselves* could suffocate and perish. For ⁵*the former / the latter*, also, until the ambulance arrives at its destination, the crew need to be ready for any eventuality such as a cardiac arrest or even a death and deal with it calmly and efficiently with no thought of their own emotions in the situation. ⁶*These / Those* emergency situations are, sadly, part of the daily routine and ambulance crews are expected to cope with ⁷*so / such* pressures with little support apart from that of their colleagues on the team.

Both emergency services have suffered from a lack of funding in recent years, with the result that there are ⁸*fewer / less* young people who apply to join. However, I think ⁹*it / that* is the ambulance service which does not benefit from sufficient support or recognition. In consequence, what should be a highly rewarding job for ambulance workers often ends up with many of ¹⁰*whom / them* going off sick or leaving the service altogether.

I believe strongly that to maintain the high quality of the ambulance service and to make it more attractive as a career for young people, funding should be substantially increased.

4 Complete Marta's essay by choosing the correct options.

5 Writing can become uninteresting if ...

- A the same word is repeated.
- B information or ideas are repeated.
- C similar clause structure is used.

Decide what makes these extracts repetitive (A, B or C). You can choose more than one answer.

- 1 Skydiving is certainly a dangerous hobby, and in fact part of the reason people find it so exciting is the fact that it is dangerous.
- 2 Doing a job can be dangerous. Being an astronaut is very risky, and firefighting may cost you your life.
- 3 Some jobs are dangerous because of the high level of risk involved in doing the work.
- 4 The fact that someone isn't afraid to jump out of an aeroplane shows that they are brave enough to do it.
- 5 I believe all healthcare workers are heroes. I think we should acknowledge that. I don't think people should be admired simply because of a hobby they do.

6 Find unnecessary words or phrases in these sentences.

- 0 The sentences in this exercise include redundant words **which are not needed**.
- 1 In addition, I also make a point of checking my spelling before I hand in any work.
- 2 Our school has a budget of €1000 euros to spend on new books for the library.
- 3 Some classmates and I collaborated together on a geography project.
- 4 New towns should be built with broad, wide streets to enable traffic to flow freely.
- 5 My dad sometimes doesn't make it back home from work until 8 pm in the evening.
- 6 In my opinion, I believe that more needs to be done to encourage people to eat healthily.

7 Identify the repetition in these sentences and replace it with a word formed from those in the box, making any other changes necessary.

improve transform centre
concerned difficult

- 0 Oak Road changed from a congested road to a pedestrian zone; this ~~change~~ **transformation** was achieved in just six months.
- 1 Students may have problems accessing all the online materials, and these problems can be made worse by poor internet connections.
- 2 Physical activity should be important in everyone's life, and I'm really glad that sport is so important in the curriculum of my school.
- 3 Many pupils complained about the quality of the meals but didn't feel their complaints were taken seriously.
- 4 I got higher marks in this term's test, and I think the higher marks are due to the tutor I'm having private lessons with.

8 Complete the advice in *Prepare to write* with words from the box.

fronting inversion paraphrases pronouns



PREPARE TO WRITE

Avoiding repetition

Vary your sentence structure

Many sentences in English are arranged as follows: subject + verb + object or complement.

Using other sentence structures gives variety, e.g.

- 1 _____ – *Not only can you meet more people, but you might also be able to ...*
- cleft sentences – *What makes this really important is the fact that ...*
- 2 _____ – *Above all else, make sure that you ...*

Don't overuse the same vocabulary

This can be avoided by using:

- 3 _____ – *education – your studies – going to university – getting a degree – enrolling on a course*
- 4 _____ – *this, that, these, those*
- referring phrases – *Hiking and kayaking are great hobbies; the former can be done whatever the weather, but the latter is more suitable for a warm sunny day.*

9 Discuss the questions in groups.

- 1 Which of these three things do you think is most challenging for young people, and why?
 - behaving appropriately online
 - looking after their physical and mental health
 - managing money
- 2 What problems can arise when young people are dealing with issues such as these?
- 3 What can be the potential benefits of dealing with issues and challenges like these?



PREPARE FOR THE EXAM

Writing Part 1 (an essay)

10 Read the question carefully. Then plan and write your answer in 220–260 words in an appropriate style.

Your class have been watching a documentary discussion on what education schools could provide to help children prepare for adult life. You have made the notes below:

Education which schools could provide to help children prepare for adult life

- Money management
- Online behaviour
- Physical and mental health

Some opinions expressed in the discussion

"Dealing with money matters is difficult if you don't know how."

"Everyone needs to know how to protect themselves on the internet."

"We all need to learn about the different ways to keep ourselves well."

Write an essay for your tutor discussing **two** of the areas of education in your notes which schools could provide to help children prepare for adult life. You should explain **which area of education you think is more important**, and **provide reasons** to support your opinion.



DEVELOPING A GROWTH MINDSET

LIFE SKILLS

Developing a growth mindset

Sometimes our underlying beliefs about learning and intelligence can hinder our progress in studying or acquiring a new skill. Learning about how the brain works and developing a growth mindset can help us become more positive and successful learners.

- 1 Look at the image and discuss with a partner what you think it means.



- 2 Read the first paragraph of the article opposite and answer the question at the end. Is your answer the same as your partner's?
- 3 Read the rest of the article and match headings A–D to paragraphs 1–4.
 - A Positive thoughts lead to positive change
 - B One little word can make all the difference
 - C Things aren't really set in stone
 - D Promoting growth in others
- 4 Match gaps a–g to the growth mindset phrases 1–7.
 - 1 'I can't do this ... yet.'
 - 2 'What can you do differently in order to improve?'
 - 3 'I can learn from my mistakes.'
 - 4 'This might be hard but I'll get there in the end.'
 - 5 'I can get better at this next time.'
 - 6 'OK, how did you work that out?'
 - 7 'If I don't succeed at first, I can always try again.'



- 5 Listen to a conversation between two friends. Which of these things does Rachel give Leroy advice about?

- a studying maths c being confident in front of others
- b using maps d improving his singing



- 6 Listen again and discuss these questions.

- 1 What does Rachel say or do that shows she has a growth mindset?
- 2 What does Leroy say or do that shows he has a fixed mindset?
- 3 What does Leroy say or do that shows his mindset might change?

How to grow your mind

Does our level of intelligence stay the same throughout our lives or can we become cleverer as we grow? Does failure hinder us or does it actually help to develop our potential? These are some of the questions that the theory of *growth mindset* explores. Developed by American psychologist Professor Carol Dweck, the theory describes how individuals fall into one of two categories. There are those who shun challenges, react badly to making mistakes, find failure crushing, and believe that intelligence and ability can't be changed; these people are said to have a *fixed* mindset. Then there are those who are motivated by challenge, see mistakes as a positive and necessary part of learning, rebound quickly from failure and believe that with perseverance and determination they can achieve whatever they set out to do; these individuals have a *growth* mindset. Which one are you?

1

The good news is that according to Dweck's theory, which was based on the observations she made of thousands of schoolchildren and how they reacted to challenges and dealt with mistakes, you can actually change your mindset and become a better, more resilient and more successful learner. The idea has even been backed up by insights from neuroscience. The more we attempt difficult things, the stronger our neural connections become. In short, with training and effort, we can become more intelligent and capable.



2

What does this mean in practice? Well, if you're the kind of person who tends to think, 'I won't try that because I might fail', then you can start to change your mindset simply by telling yourself (a) You can also set yourself personal challenges, especially with schoolwork, sports or creative hobbies, by reminding yourself (b) rather than saying, 'This is good enough.' You can even push yourself out of your comfort zone by trying something new altogether. Naturally, you will make mistakes along the way – we all do – but you shouldn't be disheartened by them. Take learning a language, for example. Unless you're prepared to get things wrong as you learn to get them right, you'll never open your mouth. So instead of thinking, 'Well, I did that wrong, which just goes to show I can't do this', accept that it's a process of trial and error and tell yourself, (c)

3

If you're teaching somebody a skill – how to play an instrument, for example, or how to do a maths problem – you can help them develop a growth mindset by bearing in mind that learning doesn't mean doing something correctly or getting the right answer, even though that's the desired outcome. It means using your brain to process knowledge and acquire skills. Praise the effort your student makes and ask them questions that focus on the process of learning itself. Instead of a pleasant but not very helpful, 'You're so smart!' when they do things well, ask them (d) If they don't do well the first time round, don't say, 'Not like that' or 'That was wrong', but instead ask (e)

4

Finally, remember that it takes time and perseverance to become better at something, but you shouldn't let this put you off. Next time you find yourself thinking, 'It's going to take me ages to learn how to do this', replace those words with (f) And remember what Dweck calls 'the power of yet'. Don't let yourself get fixed in place by telling yourself 'I can't do this'. Help your mind grow by adding that one little adverb to the sentence: (g)



7 Listen to another conversation between the friends and answer the questions.

- 1 How does Leroy feel about having taken Rachel's advice?
- 2 What is he worried about?
- 3 Why does Rachel get irritated with him?
- 4 What good news does Leroy have?



8 Listen again. With a partner, discuss how far you think Leroy's mindset has changed. Give reasons for your answers.

a not at all b a little c a lot d completely

9 How hard is it to change our mindset? What makes it difficult? Discuss with a partner.

Project

Achieving a growth mindset



1 DECIDE

- Which subjects are you good at? Which ones do you struggle with?
- What other things are you good at? What would you like to be good at?



2 DISCUSS

- In pairs, take turns to tell each other about either a) a subject you struggle with or b) a skill you would like to acquire.
- Give each other advice on how to develop or apply a growth mindset. Include some phrases from Exercise 4.



3 PLAN

Help each other make a 3-stage plan that will help you achieve this. Use this language to help you.

I will stop telling myself ... and will instead tell myself ...

I will try to ... within the next month.

I will know I've improved when ...



4 FEEDBACK

In one month, report back to the class about your partner's progress.

? ABOUT YOU

▶ 11 Watch the video and then answer the questions.

How accurate would you say your memory is?
What kind of things do you find hard to remember?
To what extent do you agree that everyone should be taught about the past?

VOCABULARY & READING

MEMORY AND FORGETTING

EP 1 With a partner, try to work out the meaning of the words and phrases.

- 1 The **gist** of the lecture was that plastic is harmful to sea life, but some of the detail was too technical for me.
- 2 I meant to email my teacher about my assignment, but it completely **slipped my mind**. I'll speak to her tomorrow.
- 3 The accused claimed that someone must have **planted** the stolen painting in his suitcase.
- 4 Pedro **fabricated** an elaborate excuse for why he hadn't come into work the day before, but no one believed him.
- 5 I have a **vague** memory of my first day at primary school, but I can't recall it in much detail.
- 6 Laura had to go back to the library to **retrieve** her bag, which she'd left there earlier.
- 7 To this day I have **flashbacks** to the time I fell off my bike when I was a child, which is why I still won't go cycling.
- 8 There's a **discrepancy between** the prices on the menu **and** what's on the bill. I think we're being overcharged.
- 9 I bought a flat-pack desk, then spent hours trying to **make sense of** the instructions. In the end I gave up.
- 10 I heard a song that I hadn't heard since I was a child, and it **triggered** memories of being ten all over again!

2 Complete the questions with words and phrases from Exercise 1 in the correct form.

- 1 What is the best way of remembering something you need to do, so that it doesn't _____?
- 2 Have you ever _____ a reason for not doing something, such as a party you didn't want to go to?
- 3 Do you ever have _____ to a scary experience you had when you were young?
- 4 Is it possible to _____ your dreams? Or are people who say they can interpret them talking nonsense?
- 5 If you dropped your brand new phone into an animal enclosure at the zoo, would you try to _____ it?
- 6 When you read a text in English, do you try and understand all the details, or just try to get _____ of it?
- 7 When you were little, what kinds of thing tended to _____ an angry reaction or a tantrum?
- 8 If witnesses described a fight and there was a _____ the descriptions, would that mean one of them was lying?
- 9 If someone told you that they could _____ a false memory in you, what would you say?
- 10 Do you tend to give precise information (it's two minutes to six) or are you more _____ (it's about six)?



3 Ask and answer the questions in Exercise 2.



PREPARE FOR THE EXAM

Reading and Use of English Part 8

- 4 Quickly read the four extracts on the opposite page. Then tell your partner one thing you already knew about false memories, and one thing you learned from the extracts.
- 5 The ideas in the questions in Part 8 are likely to be expressed in different words to those in the text. Match questions 1–5 in Exercise 7 to possible paraphrases a–e.
 - a Our memories aren't just ... , they're also ...
 - b Not everything deserves to be committed to memory, such as ...
 - c You might like to think of your ability to recall events as being a bit like a ...
 - d To illustrate how we simply can't function without the ability to remember, consider ...
 - e Getting somebody to believe that something happened when it didn't is actually easier than ...
- 6 Work with a partner and think of ways to paraphrase the ideas in questions 6–10, using different vocabulary where possible.

6 *Not remembering something isn't the same as having a false memory.*
- 7 For questions 1–10, choose from the extracts (A–D). The extracts may be chosen more than once.

Which writer ...

 - 1 says how easy it is to deliberately create false memories?
 - 2 suggests what memory should be compared to?
 - 3 provides an example to show how essential memory is?
 - 4 gives an example of something that is not worth remembering?
 - 5 distinguishes between two different forms of memory?
 - 6 explains how creating a false memory is different from forgetting?
 - 7 includes the suggestion that creating false memories can be beneficial?
 - 8 illustrates how a false memory can come about unintentionally?
 - 9 mentions practical steps being taken to avoid the development of false memories?
 - 10 demonstrates that the choice of wording a person hears can influence details they think they remember?



THE PAST ISN'T WHAT IT USED TO BE!

FOUR PSYCHOLOGISTS WRITE ABOUT MEMORY

A Julia Kirk

The ability to recall is one of our most fundamental human attributes. Without it, even getting the most basic of tasks done, such as getting to basketball practice, would become impossible if we couldn't remember where the gym was. But memory is widely misunderstood. Many people think of it in terms of a computer file – we have a fun day out at the beach with friends, click 'save', and store the memory away. Later, we retrieve the memory of that experience and relive it just the way it was, right? Wrong. A better analogy is that our memory of that day on the beach is like a wiki, a webpage that can be edited and changed, not only by the person who created it, but by anyone. When we remember an event, like meeting someone at a party, we create a gist memory, for example whether we liked the person, and, independently of that, a detail memory trace, which could be the colour of their eyes or what they said. These traces are stored and recalled by the brain separately. Gist memories are quite resilient, whereas details fade fast. It may be this discrepancy that leads us to create false memories.

B Lewis Corbett

Remember your last lunch? You probably can. What about the one before that? Not so easy, is it? Of course, simply having things slip your mind, especially insignificant details that are going to be of no interest or use, such as what you ate, is a universal experience that we have all had. We can consider them errors of omission, in the sense that an experience has been omitted from our memory. But that can't be classed as a false memory, which is when we think we can remember something that happened, but which in fact did not. And it's more common than you might think. Suppose you have a gist memory of going shopping as a child with your parents and feeling anxious. Put these together, and it's plausible you could fabricate a memory of becoming separated from your parents, which would make sense of the anxiety, even though this never actually happened. In other words, a false memory (getting lost) comes into being in order to make sense of a genuine one (feeling anxiety in the shop). You may even have vivid flashbacks to the event, although you never in fact experienced it.

C Valentina Murray

You might imagine that making someone think they can remember an event that never took place would be impossible. In fact nothing could be further from the truth. All it takes is repeatedly being made to imagine the event. In one study, participants were shown a film of a traffic collision (all simulated, so nobody got injured). Some participants were asked to estimate the speed of the vehicle which 'hit' the other one; others were told that the vehicle 'smashed into' the other one. Unsurprisingly, the 'smashed' group reported that the car was travelling much faster than the 'hit' group did. Clearly, the researchers had managed to trigger different memories in different participants.

D Gareth Adams

Nobody wants an innocent person to be wrongfully convicted on the evidence of a witness who mistakes them for the actual robber, based on their false memory of what they looked like. Some police forces engage memory experts to train officers not to use leading questions: they might ask a witness to describe 'what you saw' rather than, say, 'what kind of beard the robber had'. However, it doesn't follow that the deliberate planting of false memories is always undesirable. For example, a child with an unhealthy high-sugar diet could be 'reminded' that the chocolate ice cream he craves made him feel a bit sick last time. Misinforming him would be in his best interests. But as to whether a false memory could be created to make him believe that he actually likes broccoli, that remains to be seen ...



TALKING POINTS

Do you think that you could be tricked into believing something that wasn't true?

Can the planting of false memories be justified under any circumstances?

GRAMMAR

PASSIVES REVIEW

1 Match examples 1–6 to the passive structures a–f.

- 1 An experience has been omitted from our memory.
- 2 Participants are being monitored continuously during the experiment.
- 3 Participants were shown a film of a traffic collision.
- 4 Nobody got injured.
- 5 It's plausible you could fabricate a memory of being separated from your parents.
- 6 Nobody wants an innocent person to be wrongfully convicted.

- a present continuous passive
- b passive infinitive (with to)
- c get + past participle
- d past simple passive (with be)
- e present perfect passive
- f passive gerund (after a preposition)

» GRAMMAR REFERENCE AND PRACTICE PAGE 170

2 Complete sentences 1–6 using the passive structures in Exercise 2 and the verbs in the box.

promote repair retrieve steal teach tell

- 1 I've arranged for my computer _____ – it hasn't been working properly for a while.
- 2 At the moment Jack _____ how to play chess by a former national champion.
- 3 Isabel _____ even though her bosses suspected she had lied on her CV.
- 4 I'm fed up of _____ what I can and can't wear – I'm old enough to decide for myself!
- 5 Yesterday a stolen bicycle _____ by police from a park, where it had been abandoned.
- 6 Oh no! My car _____, and I've got no other way of getting home.

CAUSATIVES

3 Read the examples and answer the questions.

Clearly, the researchers **had got** the participants **to recall** their experience in different ways.

- 1 Who recalled the experience differently?
- 2 Who caused this to happen?

It cost Jo €60 to **have** her phone screen **replaced**.

- 3 Did Jo replace the phone screen herself or did she arrange for someone to do it?

Sandra **had** her bag **stolen** on the Metro the other day.

- 4 Did Sandra want her bag to be stolen?
- 5 Did she arrange for it to be stolen?

The boss **wants** the report **finished** by 6 pm.

- 6 Is the boss going to finish the report, or someone else?

The receptionist said she'd **have** the doctor **call** me later.

- 7 Who will make sure the doctor calls?

» GRAMMAR REFERENCE AND PRACTICE PAGE 170

4 Make sentences using the verbs in bold with a causative structure. Then decide which one is false.

- 1 The government of Sweden announced plans / the town of Kiruna / **demolish and rebuild** elsewhere, because underground mining had made it unsafe. (have)
- 2 In the 17th century, Mughal emperor Shah Jahan / the Taj Mahal / **construct** / for his wedding. (have)
- 3 In March 2020, fitness trainer Joe Wicks managed / 950,000 people / **take part** / in a live-stream fitness workout, a new world record. (get)
- 4 The Prime Minister of Albania said he / all the buildings of the capital Tirana / **paint** / bright colours. (want)
- 5 Melanie Martinez / five of her homes / **destroy** / hurricanes, earning her the title 'unluckiest woman in America'. (have)

5 Correct any mistakes in these sentences. Two are correct.

- 1 So far, the video of me spilling coffee down myself has been viewed 56,000 times!
- 2 The mayor has announced plans for a new museum of archaeology to built in the city centre.
- 3 The local residents want the nightclub closed down immediately.
- 4 I was shocked to read about the body of English King Richard III being discovered underneath a car park.
- 5 Jacob got his copy of *Sapiens* signing by the author.
- 6 Whenever I'm in New York, I always go and have tested my eyes by this amazing optometrist in the Bronx.

6 » WORK IN PAIRS. TURN TO PAGE 152.



VOCABULARY

PREFIXES



1 Listen to two friends and answer the questions.

- What was unusual about the restaurant the boy went to?
- Would you like to go there? Why? / Why not?

EP



2 Listen again, and using each prefix twice, form eight words which you hear in the conversation.

re	charged	grown
out	consider	qualified
over	cooked	staffed
under	dated	done

3 Match the prefixes in Exercise 2 to the meanings a–d that they convey.

- a too much c doing something again
b not enough d going beyond

4 Use a prefix from Exercise 2 and the correct form of a word from the box to form a new word which completes the sentences. Then decide which sentences you agree with.

apply estimate introduce number
pay price protective

- There hasn't been military service in my country for many years, but I think they should _____ it.
- If parents are _____, it stops their children from becoming independent.
- If you don't get onto the course of your dreams, the sensible choice is to take a year out and then _____ for the same course in a year's time.
- If you feel that you are overworked and _____, you're likely to hate your job.
- In five years' time people who work from home are likely to _____ people who work in an office.
- The food in restaurants is always _____ and rarely good value for money.
- Young people are often _____ by adults who think they're unmotivated and irresponsible.

NEGATIVE PREFIXES

5 After checking you know the meaning of the words, discuss what in examples 1–4 ...

you would consider **disrespectful**.
might seem rather **unprofessional**.
strikes you as **inconsiderate** behaviour.
may have been caused by a **misunderstanding**.

- Jake was rude about his grandmother's cooking.
- Sara arranged to meet her friend Josie at eight o'clock in the café, but Josie still hasn't turned up.
- Flora put her backpack on the seat beside her on the train. Some people had to stand.
- Freddy's boss found him with his feet up on his desk.

6 Look at the adjectives in Exercise 5, which have the prefixes *dis-*, *un-*, *mis-* and *in-*. Which three prefixes mean 'not'? Which prefix means 'badly' or 'incorrectly'?



PREPARE FOR THE EXAM

Reading and Use of English Part 3

7 Quickly read the article below. What does the headline refer to?

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. There is an example at the beginning (0).

Town History Museum to get a new lease of life

To say that the Town History Museum is useful would be an (0) understatement. It is so much more – it is an essential part of the town's cultural landscape. So I was shocked when the council decided to close it permanently. The building was in a state of (1) _____, and the council felt that keeping it open was simply (2) _____. Any arguments in favour of keeping it open were (3) _____ by the problem of its high running costs. When it was announced that, due to (4) _____ circumstances, the museum was to close, there was a huge public (5) _____, which prompted the council not just to (6) _____ their original decision, but also to upgrade the museum. Timed entry will be introduced, so that the building doesn't get (7) _____ at peak times. The museum also aims to broaden its visitor demographic by reaching out to more people from (8) _____ backgrounds, creating a museum for the 21st century and beyond.

STATEMENT

REPAIR

SUSTAIN

WEIGH

FORESEE

CRY
TURN

CROWD

ADVANTAGE

9 >> WORK IN PAIRS. TURN TO PAGE 152.

LISTENING

1 Look at the photograph and discuss the questions.

- What do you think the man with the red feather in his hat does for a living?
- What might be enjoyable about this kind of work?



2 You will now hear the man addressing a group of students at a careers day. Listen to the opening section and see if you were you right about his job.

3 Make a list of three skills and attributes that would be necessary for this job.



4 Read the instructions and first two questions of a task. Then listen to the first part of the recording and read the recording script as you listen. Underline the parts of the script that tell you the answer to questions 1 and 2. Cross out the parts that would give you the wrong answers.

You'll hear a historical interpreter called Tom Evans talking to a group of college students at a careers day. For questions 1–8, complete the sentences with a word or short phrase.

BRINGING THE PAST TO LIFE

Tom explains that he played the role of an (1) _____ for his first assignment as a historical interpreter.

Tom is often asked about his (2) _____ by his audience.

Recording script

Many historical interpreters like me find work through agencies, and no sooner had I signed up with one than I was engaged by a history teacher to appear as an agricultural labourer for her class. I'd had my heart set on being an emperor or something, but never mind! Before any job, I always try to anticipate questions from my audience about equipment that would have been used during the period in question, as well as the working conditions, but hadn't anticipated so many concerning the costume. And in actual fact, whatever the period, this is what tends to preoccupy visitors the most when they interact with a historical interpreter.

5 Consider how you answered questions 1 and 2 above and answer these questions.

- Which two other jobs did Tom mention?
- How do you know these two jobs aren't the answer to question 1?
- Question 2 asks what 'Tom is often asked about'. What words do you hear in the audio which mean the same as 'Tom is often asked about ...' and which tell you the answer is coming?



PREPARE FOR THE EXAM

Listening Part 2

6 Now listen to the whole of Tom's talk. For questions 3–8 complete the sentences with a word or short phrase.



Tom says that interpreters need expertise in a region's history and (3) _____.

Tom says that historical interpreters are expected to have done (4) _____ in order to find work at some sites.

Tom uses the word (5) _____ to describe groups of visitors, and says that this helps to keep the work interesting.

Answers to visitors' questions need to be (6) _____ as well as accurate.

Recently Tom was involved with an overseas group who were interested in (7) _____.

Tom recommends always including (8) _____ in a performance.

7 Match 1–5 to definitions a–e. What was Tom referring to when he said the following?

- I'd had my heart set on being an emperor

- that goes without saying

- nothing could be further from the truth

- that's the last thing I was expecting

- they usually go down well

- People normally enjoy them.
- I really wanted to do it.
- That's totally wrong.
- It was a big surprise.
- It's obvious.

8 Discuss the following opinions.

'Young people aren't particularly interested in history or museums, and so the use of historical interpreters is a great way to get people to engage with the past.'

'We should respect historical sites, not treat them as if they were theme parks, with people dressing up in ridiculous costumes.'

SPEAKING

COMPARING PHOTOGRAPHS

- 1 Which of the old objects in the pictures would you most like to try out, and why?



- 6 Are these phrases used to describe similarities or differences?

- 1 Whereas the first picture features ..., the other one shows ...
- 2 The first picture shows ..., and in the same way / similarly, the other picture ...
- 3 The people in the first picture seem to be ..., unlike the ones in the other picture.

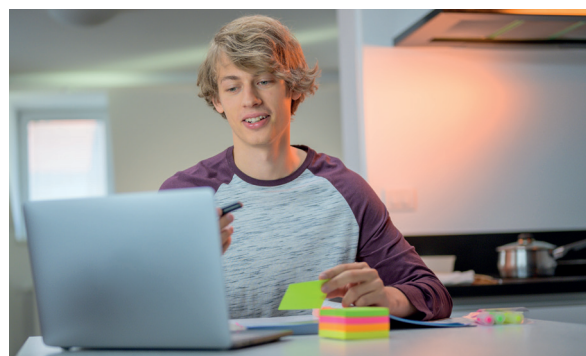
- 7 Using expressions in the *Prepare to speak* box, what else could Sandro have said about his two pictures?



PREPARE FOR THE EXAM

Speaking Part 2

- 8 Work with a partner. Student A: Compare two of the pictures and answer the following questions.
- Why might the people want to remember these things?
 - How effective are their ways of remembering things?
- 9 Student B: Which of the people in the pictures do you think would benefit most from being able to remember things successfully? Why?



- 64 2 Look at the pictures and task. You will hear two students, Sandro and Alicia, doing the exam task below. First, listen to Sandro. Which of the things a–f does he do?

- What might make the old objects interesting to people?
- Why might someone want to learn about them?

- a speak about two of the photos
- b run out of things to say before his time is up
- c say why people might find the old things interesting
- d have a problem because of a word he doesn't know
- e address all parts of the task successfully
- f devote the first half of his time to one photo, and the second half to the other



- 65 3 Now listen to Alicia answering the examiner's follow-up question. Which of the things g–j does she do?

- g talk about what she is asked to
- h develop her answer by explaining her reasons
- i use different words from the examiner's question
- j run out of things to say

- 4 Which things in Exercise 3 is it advisable to do? How could Alicia improve?



- 64 5 Listen again to Sandro and complete the phrases 1–7 that he uses to describe similarities and differences.



PREPARE TO SPEAK

Describing similarities

What the pictures have in ¹ _____ is that they both feature people ... -ing.

I think that in both ² _____, ...

The same is ³ _____ of the other picture.

⁴ _____, in the other photo ...

Describing differences

What ⁵ _____ them is ...

I can't ⁶ _____ the same for the ...

in ⁷ _____ to the girl at the castle

12 CHANGING TIMES

? ABOUT YOU

▶ 12 Watch the video and answer the questions.

What do you like most about living in the twenty-first century?

If you could choose to visit another century, which would it be?

Do you enjoy talking to your parents and grandparents about the past?

VOCABULARY & READING

SOCIAL CHANGE

EP 1 Find a word or phrase in the box that means the same as the phrases in blue.

afford what they need changed expenses
financial resources lost their jobs spend less money
too expensive too many people in a space
try to deal with unequal salaries wealthy
money left after bills, rent, etc have been paid

- Many people find it difficult to **make ends meet**. Some don't even have the **means** to feed their families.
- Most young people find that their **outgoings** are so high that they are left with very little **disposable income** at the end of the month.
- Housing is **unaffordable** for many young people and as a result they often live with their parents well into adulthood.
- The government needs to **tackle** the **pay gap** between the genders.
- Many workers have **been laid off** in recent years, which has meant that everyone has had to **tighten their belts**.
- Affluent** people should help those who are less well off.
- The education system should be **reformed** as one way of achieving equality.
- Overcrowding** is a serious problem in many cities as so many people want to live there.

2 Decide whether the statements in Exercise 1 are true for your country or region. Compare your ideas with a partner.

3 Complete the sentences with a **word** or **phrase** from Exercise 1 in the correct form.

- In city centres, _____ can lead to a wide range of social and health-related problems.
- The salaries of senior officials should be made public to prevent a _____, where women doing the same job are paid less than men.
- If we can _____ the tax system, hopefully workers will have more _____ at the end of the month.
- Everyone in the country will need to _____ to get through the current crisis.
- Owning their own home is an _____ dream for many young people, who barely even have the _____ to pay rent.
- When John was _____ from the factory, he found it very hard to _____ until he found a new job.
- To _____ the problem of social inequality, we need to adjust taxes so that the _____ pay more to help the less well-off.
- If your _____ exceed your income, you will get into debt.

4 Discuss the questions with a partner.

- In what ways is society unequal nowadays?
- How could society be made more equal?
- How realistic is it to aspire to a more equal society?

5 Look at the Part 6 task in Exercise 6 without reading the texts. Which one of these statements is incorrect?

- The main focus of Part 6 is identifying writers' opinions and attitudes.
- You read four academic texts on the same topic.
- The texts do not contain in-depth specialist knowledge of the topic.
- There is always one question that asks you to identify one text that differs from all the others.
- The other questions will ask you to identify a text which expresses a similar view to one of the texts.

PREPARE FOR THE EXAM

Reading and Use of English Part 6

6 You are going to read the opinions of four experts on what equality is and how it can be achieved. For questions 1–4, choose from the experts A–D. The experts may be chosen more than once.

Which expert

- has a different opinion from the others on how equality should be defined?
- shares expert B's opinion on the importance of education in reducing inequality?
- expresses a similar view to expert C regarding the possibility of full employment?
- has a different view from expert A on the role of the law in creating a more equal society?



ACHIEVING SOCIAL EQUALITY



A Noelia

For me, equality means ensuring that everyone gets to start from the same place in the race of life. We know that some will emerge as winners and the rest will be beaten but at least everyone has the same chance. This can be achieved by having a clear legal framework to protect everyone – the poor as well as the affluent. Since most people respect the law, this gives a clear message that we should treat everyone equally. There's a widely held view that improved teaching methods and better resources in schools will eventually lead to the elimination of inequality. The truth is, though, that not everyone is academically able or wants to do higher studies. I would argue that the road to a better, fairer society at least partly entails the creation of paid work for all citizens. Not all jobs are equal, of course, but everyone should be given access to work that allows them to cover their outgoings and make ends meet.

B Fabio

I'm not suggesting that everyone can end up in a similar position, but nobody should be denied the opportunity to fulfil their potential. That's what I understand by equality. The way ahead is far from straightforward: rapid advances in science and technology are transforming the modern world. The fact is, however, that in the twenty-first century, it is unacceptable that some people don't have the means to support their children even at a basic level, and a robust welfare state is essential in an age where universal employment is not realistic. In my view, though, education is the key. If all children had to be provided with high quality education, we would be well on the way to reducing inequality. Laws are also crucial, helping for instance to tackle the pay gap which keeps women, in particular, from achieving a decent standard of living.



C Natalia

My starting point is that the standard of living should be broadly similar for everyone. A street cleaner should be paid roughly the same as a doctor and live in a similar kind of house. There should be no such thing as unaffordable housing. This is what I consider equality to be. I also believe that the right to work should be enshrined in law and jobs provided for anyone who wants to work. Building new homes outside of city centres would not only solve the problem of overcrowding in cities, but would create more jobs. More homes must be built for low-paid workers. The problem with treating education as a solution is that some people have no respect for schools and teachers, who they consider part of a group they are not a member of. This is another issue we need to tackle.



D George

Inequality should have been eliminated by now, but it clearly hasn't. So reformed laws on equal rights, which have been in place for decades, can't have been the solution. Ideally, it should be possible for any individual, irrespective of their social and economic background, to make the most of their abilities – though not everyone will, of course. To me, that's what equality is about. Free access to school – at both primary and secondary levels – as well as college and university is the best way to get there and the structures we currently have need reforming. While being wealthy should not be a crime, it does not seem fair for some to have a huge amount of disposable income while others have to tighten their belts. Unemployment is inevitable – jobs can't be created out of thin air – but society's attitudes must change. A person who has been laid off is entitled to respect.



TALKING POINTS

Do you think education, the law or some other aspect has the greatest role in creating a more equal society?
Do you agree that people should be paid a similar amount whatever job they do? Why? / Why not?
Do you agree that most social changes in the past 50 years have been positive?

GRAMMAR

MODAL PASSIVES

- 1 Match the examples to the functions in the box. Do the example sentences refer to present/future or past?

deduction obligation possibility
regret/criticism recommendation

- In 19th-century London, poverty became so serious that it **had to be tackled** by the government.
- Not all jobs are equal, but everyone **should be given** access to work that allows them to make ends meet.
- This **can be achieved** by having a clear legal framework.
- Inequality **should have been eliminated** by now, but it clearly hasn't.
- The key issues **can't have been** resolved as many people are still living in poverty.

- 2 Use the sentences in Exercise 1 to help you complete the grammar rules.

Modal passives

Modal verbs can express a wide range of functions, including ability, possibility, obligation, deduction, recommendation, regret/criticism, requests, permission and advice.

We use modal + ¹ + past participle to form passive modals expressing present or ² time.

We use modal + ³ + past participle to form passive modals expressing past time.

When the modal *must* is used for obligation, the past form is *had to + be* + past participle.

» GRAMMAR REFERENCE AND PRACTICE PAGE 171

- 3 Complete the sentences using the verb in brackets and a modal from the box. Make the sentences negative if necessary. More than one answer may be possible.

can could have to might must should

- The postcard by Lucy – she's the only one on holiday at the moment. (send)
- In the UK people from organising protests or marches but the police must be informed of them in advance. (stop)
- The new shopping centre by the end of this year but we're not sure. (complete)
- Unemployment if we are to create a more equal society. (reduce)
- All children free school meals – only those that really need it. (give)
- Your great grandmother a degree from Oxford as they only started giving women degrees in 1920. (award)
- That law because it was unfair to poor people. (pass)

- 4 Complete the second sentence so that it has a similar meaning to the first sentence. You must use a present/future or past modal in the passive.

- It was necessary to tell the mayor what local people wanted.
The mayor what local people wanted.
- It's a good idea to improve public transport in rural areas.
Public transport in rural areas.
- Children are not allowed to use drones without adult supervision.
Drones under adult supervision.
- The unpopularity of his policies was probably why the president lost the election.
The election by the president due to his unpopular policies.
- I'm sure they didn't offer Duncan the job.
Duncan the job.

- 5 Look at the photo. Which social issue do you think it relates to? Read the text quickly to check.

- 6 Find and correct six errors in the text.

The population of some countries might be reduce by up to 50% by the year 2100, it has been predicted. This could be seen as a positive development as there will be less demand on the earth's resources. However, healthcare systems can be overwhelmed by the increased need for care for the growing number of elderly people. Scientists have already developed simple robotic devices that can have been programmed to help patients in and out of bed. In the future, nursing robots could be trained to talk to patients and even detect their needs. Medical authorities have said that in the near future, people should prepared to be looked after by robots rather than humans in their old age.

The technology could been implemented sooner as it has been available for some time. But some patients were resistant to the idea. A nurse who works in a care home that already uses robots told us, 'It can't have been easy for the patients when the robots first arrived. They all like human contact. But there are advantages for both patient and carer. I'm sure the number of back injuries among nursing staff must be cut dramatically since the robots were introduced.'



- 7 Discuss how you would feel about being looked after by a robot nurse.

VOCABULARY

SYNONYMS AND ANTONYMS



- 1** Listen to Ruby, a social historian, talking about inequality between different areas of a country.

- What did people hope would reduce inequality?
- What types of area suffer poverty?
- What major causes of unemployment does she mention?
- What are the social and economic effects of these?

- 2** Listen again and complete the extracts with a word from the box.

deprivation diversify housing income
jobless manufacturing shortage suffrage

- Many believed the introduction of universal _____ would give a voice to the weak.
- It's not only in urban areas that there is _____.
- Rural and seaside towns are also suffering from unemployment and a _____ of housing.
- The decline of _____ in some areas means ...
- ... it was assumed the job market would _____.
- ... whole villages lost their main source of _____.
- A scarcity of _____ means that often ...
- ... several generations of _____ people are forced to live together under one roof.

- 3** Match these words to the answers in Exercise 2. The matching words are synonyms.

- | | | |
|------------|--------------|---------------------|
| 1 salary | 4 vary | 7 the right to vote |
| 2 scarcity | 5 unemployed | 8 accommodation |
| 3 industry | 6 poverty | |

- 4** Synonyms do not always mean exactly the same thing. Which word or phrase ...

- means money from working only? *salary / income*
- is used in less formal contexts? *unemployed / jobless*
- means intentionally expand the range or scope of something? *vary / diversify*
- is used in formal contexts? *suffrage / the right to vote*
- often refers to both economic and non-economic problems? *deprivation / poverty*
- implies a temporary lack of something? *shortage / scarcity*
- usually refers to places to live in permanently and is often used in a general sense? *housing / accommodation*
- refers only to making things? *manufacturing / industry*

- 5** Listen to the next part of Ruby's talk. What solutions to the problem of unemployment in certain areas are suggested?

- 6** Listen again and find antonyms (words with an opposite meaning) for the words below. They are in the order in which you hear them.

- | | | |
|--------------|------------|--------------|
| 1 prosperous | 4 weak | 7 income |
| 2 scarce | 5 fairness | 8 individual |
| 3 poverty | 6 urban | |

» READ THE SCRIPT ON PAGE 153 IF YOU NEED HELP.

PREPARE FOR THE EXAM

Reading and Use of English Part 1

- 7** Read the text below and decide which answer (A, B, C or D) best fits each gap.

THE PROCESS OF GENTRIFICATION

Gentrification is the gradual process whereby an urban area changes through the arrival of more (0) B residents. Not only will the style of (1) _____ change, but residents will be more likely to be home owners than to rent. The influx of individuals with a higher income usually (2) _____ it impossible for the original residents to stay in the area. The type of shops and businesses operating in the area will be those that (3) _____ to a more prosperous clientèle who can afford the higher prices. In many places, the process of gentrification has led to an uncomfortable lack of (4) _____. The natives of a gentrified area are (5) _____ out to other regions, which can cause anger and frustration, especially if their families had lived in the place for generations. Although it seems (6) _____, governments have not stepped in to restrict gentrification. They have (7) _____ to the shortage of affordable places to live in cities by (8) _____ the poor and the unemployed to less desirable areas.

- | | | | |
|-------------------|------------|--------------|-------------|
| 0 A acclaimed | B affluent | C profitable | D prominent |
| 1 A neighbourhood | B shelter | C settlement | D housing |
| 2 A finds | B makes | C means | D leaves |
| 3 A appeal | B attract | C suit | D match |
| 4 A assortment | B mixture | C diversity | D contrast |
| 5 A compelled | B enforced | C forced | D obliged |
| 6 A uneasy | B unreal | C unequal | D unjust |
| 7 A responded | B answered | C returned | D addressed |
| 8 A departing | B shifting | C pushing | D changing |

- 8** Complete the questions with words from this section. Discuss the questions with a partner.

- What type of _____ is available in your home town? Is there a _____ of accommodation? If so, what do you think the solution might be?
- What kind of _____ is there in your region? How successful is it?
- What kind of problems are there in _____ areas in your country?
- How do you think _____ areas of the country could be made more _____?
- How would you pass your time if you were _____?

WRITING

A PROPOSAL

- 1 Work with a partner. What might be the benefits of a town having a youth club? What problems might be created if one were to shut down?
- 2 Read the task and answer the questions below.

There are plans to shut down the local youth club in your town. You feel that the club should be saved. You decide to write a proposal for the town council, explaining the importance of the club and suggesting alternative ways of funding it.

Write your **proposal**.

- 1 Who is the proposal to be directed at?
 - 2 How formal do you think the writing should be?
 - 3 What do you have to persuade the reader to do?
 - 4 Which TWO key areas do you have to cover?
 - 5 Will the main focus be past, present or future?
- 3 Read a student's proposal and see if any of your points from Exercise 1 are covered.
How many headed sections is the proposal divided into? How many ways of funding the club are suggested?

Introduction

The Beacon youth club has served the town of Moorland for over 30 years. This proposal sets out the reasons why the heart-breaking decision to close it should be reversed and suggests ways in which this might be achieved.

Benefits of the club

A 1987 study by Simons and Dwight revealed that youth clubs can improve the social confidence of their members by up to 40%. Here in Moorland, a high proportion of young people aged 14–19 attend the Beacon club regularly, considering it a supportive environment where they can take part in a wide range of activities. The skills learned at the club have helped our youngsters in numerous ways and have even led to part-time employment. Where would young people go to socialise, learn and develop if there were no youth club?

Solutions

The decision to shut down the club is based solely on financial considerations. We can solve this by funding the club in alternative ways. It is vital to protect our young people and prevent the serious consequences of losing their safe space.



Funding

Funds to support the club could be generated by inviting local businesses to buy advertising space within the club premises, on the website and in the monthly newsletter. Another solution would be to charge a modest fee to participants for activities. Similarly, fund-raising events like fun runs and cake sales could become activities organised by the members themselves.

Conclusion

The Beacon club is a lifeline for our young people, and we urge the council to save it by any means possible.

4 Find examples in the student's proposal of the following ways of persuading the reader:

- 1 language that appeals to the emotions
- 2 statistics
- 3 expert opinion
- 4 rhetorical questions
- 5 involving the reader

5 Complete the *Prepare to write* box with the phrases in green in the student's proposal.

 **PREPARE TO WRITE**

Cause and effect
1
.....
If these plans go ahead,
This will mean that
As a result,

Rhetorical questions
2
.....
How could you possibly ...?
What would happen if ...?

Presenting solutions
3
.....
4
.....
This can be overcome by
One remedy might be

Introducing evidence
5
.....
According to
Smith states that
Research proves that

6 Complete these extracts from proposals with a phrase from the *Prepare to write* box.

- 1 researchers at Upton University, libraries are a vital resource for people of all ages. Yet, the council has plans to close ours down. 2, it will deprive both young and old of the opportunity to learn.

- The council announced an end to funding for theatres. 3 applying for a grant from the National Arts Council.
- 4 to explore ways of making the theatre more commercially viable.

- Psychologist Jan Hopkins 5 a healthy mind needs a healthy body.
- So, 6 take the heart-breaking decision to stop funding the Sports for Youth programme?

7 Replace the underlined words with a more emotive word from the box.

conceal devastated doomed slash
surrender tragic transformed urge

- 1 The youth club has changed the lives of young people in this town.
- 2 The members have been very upset by this decision.
- 3 It is sad that the council will no longer fund this work.
- 4 It is not fair to cut the budget for cultural activities.
- 5 We ask you to reconsider your decision.
- 6 It is not clear why you chose to hide this decision for so long.
- 7 If these recommendations are not accepted, the project will be sure to fail.
- 8 We are not willing to give in.

 PREPARE FOR THE EXAM

Writing Part 2 (a proposal)

8 Read the task. Add the notes A–H to the correct section of the table to complete a plan for this task. Add any additional ideas you have.

You are concerned about the lack of job opportunities for young people in your town. You feel the town council should encourage local businesses to give free training and work experience to help make younger candidates more attractive to employers. You decide to write to the local council, outlining how such a scheme would benefit both young people and businesses. You should also suggest at least one way in which businesses can be encouraged to participate.

Write your **proposal**.

Sections (How many? Headings?)	
Persuasive techniques	
Benefits to young people (content/language)	
Benefits to businesses (content/language)	
Ways to encourage businesses to participate (content/language)	

- A Free advertising to participating companies
- B Use statistics
- C Extra workers at low cost
- D Possibility of permanent work later
- E Gaining certificates or references
- F 5 headings – introduction, the scheme, benefits, encouraging participation, conclusion
- G Good for their reputation
- H Give expert opinion

9 Write your answer to the task in Exercise 8 in 220–260 words.

MAKING A DIFFERENCE

LIFE SKILLS

Making a difference

As individuals, we all have a responsibility to help others and act in a way that benefits society as a whole. This can range from helping those less fortunate than ourselves to taking action to ensure the world we live in is fair and just to everyone.

1 Where do you stand on these social issues? Write:

- | | |
|----------------------------|----------------------------|
| 1 = I completely agree. | 3 = I largely disagree. |
| 2 = I agree up to a point. | 4 = I completely disagree. |

Then discuss your answers with a partner.

- a Individuals are responsible for protecting the environment, not governments.
- b Girls and boys are treated equally in education.
- c Young people can bring about positive changes in society.
- d Everybody should have access to free health care.
- e Young people have a responsibility to help their community.

2 Read the three fact files. Which statement from the questionnaire above best relates to each one? Do any of them apply to all three?



69

1

Who are they?

Melati and Isabel Wijsen

Where are they from?

Bali, Indonesia

What issue are they tackling?

Plastic waste

How have they made a difference?

In 2013, when Melati was 12 and Isabel was 10 years old, the two sisters set up a campaign called 'Bye Bye Plastic Bags', whose aim was to stop people using single-use plastic bags in Bali. They participated in beach clean-ups and organised petitions. In 2018, they successfully demanded a meeting with the governor of Bali at the time, after which he banned Styrofoam, plastic bags and straws from the island.

Other information

In 2017, the sisters spoke at the United Nations World Ocean Day in New York City. In 2018, Time Magazine named them two of the 25 Most Influential Teens of 2018. In 2020, Melati was also a guest speaker at the World Economic Forum.



2

Who is he?

Kelvin Doe (also known as DJ Focus)

Where is he from?

Freetown, Sierra Leone

What issue has he tackled?

In Kelvin's neighbourhood, the electricity supply is unreliable. When he was growing up, blackouts were frequent. In order to tackle this, Kelvin taught himself electronics, developing a homemade battery to solve the lack of lighting in local homes. He also created a community radio station, building all the necessary equipment from scratch – all by the age of 13.

How has he made a difference?

He inspires other young people to become inventors and help their community.

Other information

Kelvin was the youngest person to be invited to participate in a scheme at MIT (Massachusetts Institute of Technology) which helps innovators turn their ideas into reality. He has also spoken at TEDxTeen, an event where passionate young people get to share their inspirational stories and ground-breaking ideas with others.



3 Which person ...

- 1 experienced a problem similar to the one he/they went on to tackle?
- 2 obtained the assistance of a person in authority?
- 3 took part in an international event?
- 4 acquired skills and knowledge without the help of others?
- 5 has helped people beyond his immediate community?
- 6 began by trying to solve a problem in his/their local area?

4 In groups, imagine you are a panel of judges deciding who should get a 'Young Helper of the Year' award. Decide which teenager in the fact files to give the award to.

5 Listen to this acceptance speech by the recipient of the 'Young Helper of the Year' award. Which of these topics does she talk about?

- a The volunteer work she is being given the award for
- b The other volunteers she works with
- c Why young people should help others
- d How young people can help others
- e How she plans to continue her work

6 Listen again and answer the questions.

- 1 What has Gabriela learned about the refugees she works with?
- 2 Who does she address the second part of her speech to?
- 3 What examples does she give of issues that need tackling?
- 4 What examples does she give of simple ways to 'get involved'?

3

Who is he?

Yash Gupta

Where is he from?

California, USA

What issue has he tackled?

After breaking his own glasses and needing to go for a week without new ones when he was 14, Yash learned that 13 million children around the world cannot access the glasses they need and that the lack of them hinders their ability to see in class and study properly.

How has he made a difference?

He set up Sight Learning, an organisation that collects recycled glasses for children and teenagers who need them but otherwise wouldn't have access to them. He has helped more than 20,000 people in Mexico, Honduras, Haiti and India to see better.

Other information

Yash has been honoured as a CNN Hero.



7 Discuss these questions with a partner.

- 1 Are any of the issues Gabriela mentions issues where you live?
- 2 Do you know of any ways in which they are being tackled?
- 3 Which of the issues is/are the most urgent?

Project

A presentation about a social issue



1 DECIDE

In groups, choose an issue you are interested in (it can be local, national or international).



2 RESEARCH

Research the issue and prepare a presentation. Use these questions to guide you.

- What is the issue?
- Who does it affect?
- What is being done to tackle it?
- Why should young people be concerned about it?
- What can young people do to help?



3 PRESENT

Give your presentation.



4 NOTE

Listen to the other presentations. For each group, make notes based on the questions in step 2. At the end, ask the group at least one more question about what they learned.



5 CHOOSE

Take a class vote on who should win an award for 'Most inspiring presentation'.

REVIEW 3 UNITS 9–12

VOCABULARY

1 Complete the sentences with a suitable word or phrase. The first letter or two have been given.

- I'm glad to hear you are getting away on holiday. It'll do you the w_____ of _____.
- Lots of adults do colouring these days as they find it quite th_____.
- I think I've pu_____ a mu_____ in my back carrying those heavy bags.
- We've been quite lazy over the winter, so I think it's time to g_____ b_____ into s_____.
- Josh is a fast runner but I don't think he's got the st_____ for a marathon.
- Health is no longer defined as the absence of illness, but rather as physical and mental w_____ -b_____.
- That was a delicious meal – I'm going for a walk to b_____ o_____ all those calories.

2 Complete the story with words from the box.

a long shot got more than he bargained for
gruelling hung in the balance on track
paid off pitfalls rose to the occasion

Steven Callahan ¹_____ when he decided to take part in a single-handed sailing race back in 1981. Callahan was ²_____ to achieve his goal of completing the race across the Atlantic and back in his 6.5-metre boat. An experienced sailor, he was fully aware of the ³_____ of the undertaking, which included poor weather and possible attacks by sea creatures. After a ⁴_____ outward journey, he was on the return leg when a storm struck. The storm itself didn't bother him but as it raged, a whale or shark made a hole in the boat's hull and he realised the situation was extremely hazardous. He knew it was ⁵_____ but he jumped into his tiny life raft, grabbing as much survival equipment as possible. For the next 76 days, Callahan's life ⁶_____ as he drifted along, with a hole in his raft and suffering from dehydration. Many would have given up but Callahan ⁷_____, catching fish with a spear gun and making water with a solar still. Finally, his persistence ⁸_____ when he was rescued by fishermen off the coast of Guadeloupe.



3 Which verb collocates with expressions a–d? Complete the sentences with one of the expressions in the correct form.

- a _____ an interest in / stock of
b _____ your hands on / out of hand / the hang of
c _____ a point of / it
d _____ no effect / option

- Add saffron if you can _____ some.
- We need to _____ where we are before deciding what our next move should be.
- Jan _____ checking on his elderly neighbour every day.
- Extra police officers were called in because the situation _____.
- The teacher threatened to tell Alonso's parents about his behaviour but even that _____ on him.

4 Identify two sentences in which the phrase in bold is used correctly. Correct the others.

- His visa application was rejected because of a **discrepancy among** the date of birth on his passport and his application form.
- When caught inside his neighbour's garden, Ollie **fabricated a story** about a missing cat.
- I was supposed to pick up my mum's dry cleaning but it **slipped out of my mind**.
- Mandy saw an old man walking his dog and it **triggered her a memory** of her grandfather.
- I've been reading through these legal documents for hours but I can't **make the sense of them**.
- When I questioned Tara, she was **very vague about** what her plans were.
- Physically Jaime has recovered well from the accident but he keeps having **sparkbacks** to that awful day.
- As people get older, they find it easier to **retrieve from** memories from childhood than from the past few days.

5 Which prefix(es) go(es) with all words in each set a–f? Write the prefix in the correct form in each gap 1–6.

- a _____ number, _____ dated, _____ grow
b _____ charge, _____ qualified, _____ statement
c _____ respect, _____ repair, _____ advantage
d _____ introduced, _____ do, _____ apply
e _____ understanding, _____ conception, _____ inform
f _____ sustainable, _____ professional, _____ foreseen

- Some young people object to following traditions they see as _____.
- Alicia spilt a drink over her art project and now has to _____ the whole thing.
- Michael's manager said he was _____ in allowing his friends into the event for free.
- I think you've _____ me. I only had one drink, not two.
- Petra hasn't studied economics and has no previous experience – she's really _____ for the role.
- I think there must have been a _____ . I didn't mean to offend them.

GRAMMAR

1 Complete the sentences with the correct form of the verb in brackets.

- I could happily get used to _____ around by a chauffeur. (drive)
- Paula was delighted _____ to the movie premiere. (invite)
- I'd like to have my new flat _____ before I move in. (decorate)
- Martin says he wants the report _____ by the end of the day. (check)
- On our trip to Amsterdam, we saw wooden clogs _____ in the traditional way. (make)
- The suspect _____ five times by police before his arrest. (question)
- My dream is _____ for doing the work I love. (pay)
- Can you get someone _____ my television? (fix)

2 Choose the correct option. Then match the sentences to the functions in the box below.

- Some of the children *had to be* / *must have been* taught how to use a knife and fork.
- To protect the artwork, photos *don't have to* / *mustn't be* taken inside the gallery.
- More affluent elderly people *needn't* / *need to be* given free transport – they can afford to pay for it.
- It is amazing what *should* / *can be* achieved if we work together.
- The students *shouldn't* / *can't have been* given so much homework – they need a rest.
- Shall* / *Could* we be moved to a quieter part of the restaurant, please?
- The police think the fire *may* / *can have been* started deliberately.
- In my opinion, the newspaper *would* / *should be* prosecuted for publishing fake news.

deduction lack of obligation obligation
possibility prohibition recommendation
regret/criticism request

3 Make the sentences more emphatic. Start with the word(s) given in brackets.

- We don't need any more interruptions to this meeting. (The last)
- The negotiations failed because both sides were too ambitious. (The reason)
- Being away from my family was harder than anything else. (Harder)
- I use spray tan to make my skin look less pale. (Something)
- The rules of the game were so complicated no-one could understand them. (So)
- I enjoyed our stay on the island the most. (Best)
- My gran has never understood why people spend so much time on social media. (What)
- There's a beautiful lake only a few minutes' walk away. (Only)



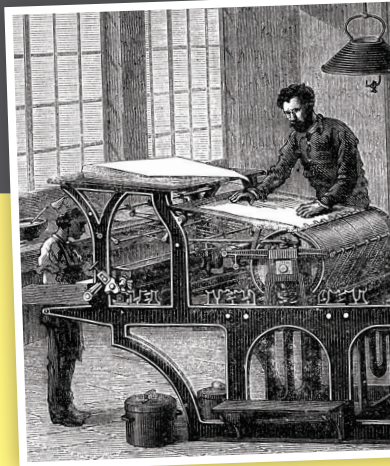
PREPARE FOR THE EXAM

Reading and Use of English Part 2

4 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Children of the industrial revolution

The Industrial Revolution (1760–1840) was a time of rapid change as new technologies led to the mass production of goods in factories. In Britain, (0) *as* elsewhere, it was a time of prosperity for the country as a (1) _____, but it came at a high cost to the working classes. (2) _____ their labour was the main source of the nation's increased wealth, they themselves gained little or nothing from it. The move from countryside to city to work in the factories offered (3) _____ of the promised benefits. Hours were long, the work dangerous and living conditions overcrowded. But it was the children (4) _____ suffered the most. Due to their size, they had the riskiest jobs, such as cleaning machinery, sometimes while it was (5) _____ operation. Working up to 15 hours a day, children were deprived of even the (6) _____ basic education. Gradually the Factory Acts improved conditions for young workers but it was not (7) _____ 1833 that the law prevented children from (8) _____ forced to work more than 10 hours a day.



Reading and Use of English Part 4

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.

- Irina was the one who understood the new system first. **HANG**
It was _____ of the new system first.
- They forced me to sign the forms. **OPTION**
I was given _____ sign the forms.
- The news upset Justin to the extent that he broke down in tears. **WAS**
So _____ broke down in tears.
- The hacker managed to get into the system, which we didn't expect to happen. **ABLE**
The hacker shouldn't _____ get into the system.
- Ira said we must tell her immediately the baby was born. **BEING**
Ira _____ as the baby was born.
- I feel sure they were not trained adequately. **BEEN**
They can't _____ sufficient training.

13 ECONOMICAL WITH THE TRUTH

? ABOUT YOU

- ▶ 13 Watch the video and then answer the questions.
Do you prefer to read fiction or things that are true? Why?
When did you last see or hear something that you didn't think was true?
Do you think that people should always tell the truth?

VOCABULARY & READING

TRUTH AND LIES

EP 1 Read the emails. What would you do if you were Liam?

I've just had an email, **supposedly** from a lawyer, attaching a legal document (obviously **fake**, because it was full of mistakes), saying I've been left €1 million by a great aunt. To receive the money, I just need to pay his fees of €7,500. It's so obviously a **scam** – I'm not going to **fall for** it! Does he really think he can **take** people **in** by **concocting** such a **far-fetched** story?
Liam

I tend to agree the story lacks **credibility**. But isn't it just **plausible** that you had a relative you were unaware of? It's probably a **hoax**, but shouldn't you try and verify first whether it's genuine? You wouldn't want to forfeit that €1 million!
Ryan

2 With a partner, work out the meaning of the words in the emails.



3 Complete the statements with words from Exercise 1 in the correct form. Do you agree with them?

- Most people I know are too smart to be _____ by online fraudsters and would be able to identify a financial _____ immediately.
- If you see what are _____ designer sunglasses for sale in a market at half their usual price, you should assume they are _____ and report it to the police.
- People are more likely to _____ lies if the person telling them is good-looking, regardless of how _____ the lie is.
- Anyone who _____ stories to get other people into trouble with the police, or makes _____ calls to the emergency services, should be charged with a crime.
- Scams often seem _____ because of the _____ of people who perpetrate them.

4 Quickly read the first two paragraphs of the article on the opposite page. What is its focus?

- what fake news is
- how to identify fake news
- why fake news is so common

PREPARE FOR THE EXAM

Reading and Use of English Part 3

- Read the first two paragraphs again and use the word given in brackets to form a word that fits in the gap.
- You are going to read a story involving a telescope, a newspaper, a goat and the moon. What do you think the story could be?
- Quickly read the rest of the article on the opposite page. Did you guess correctly what the 'Great Moon Hoax' was?
- Read the whole article again. Are the following statements true, false, or is it impossible to say from the article?
 - The 'Great Moon Hoax' is an early example of fake news.
 - John Herschel had access to the world's best telescope.
 - Herschel sent regular reports of his research.
 - The reports about Herschel's findings aroused considerable interest.
 - Richard Adams Locke made up the stories in order to boost newspaper sales.
 - The article about Herschel's findings had appeared in another publication before it appeared in *The Sun*.



THE GREAT MOON HOAX

Being able to distinguish between information that's accurate and that which is (0) untrue (TRUE) is a key life skill these days. And that's because posting false or at least (1) (RELY) information on websites is big business. Some stories circulated online may be based on fact, but include exaggeration or a (2) (DISTORT) of the truth. For example, the writer might be particularly (3) (BIAS) in favour of brand X, and write complimentary reviews of their products, but without (4) (CLOSE) that they are actually paid by brand X. The truthfulness of their review should therefore be considered (5) (QUESTION), though not all readers may realise this.

Other stories may be deliberately false, and intended to (6) (INFORM) readers and trick them into believing something that is totally untrue. In some cases, this is simply clickbait, intended to drive readers to a particular website. In others, it is orchestrated by criminal organisations posing as legitimate businesses in order to (7) (FRAUD) obtain money. And of course the (8) (DECEIVE) only needs to work with a small proportion of readers in order for their scam to be highly profitable.

Fake news has become closely connected with the internet in general and with pay-per-click advertising in particular. And yet it is by no means a new phenomenon, as the Great Moon Hoax illustrates.

In 1835, the New York newspaper *The Sun* published a series of stories that caused an absolute sensation around the world. According to the articles, John Herschel, a British astronomer working at an observatory in South Africa, had constructed the most powerful telescope ever made, and was using it to study the surface of the moon.

It was reported that Herschel had observed dark red flowers growing on the surface of the moon. As any form of life on the moon had been considered impossible, this was quite a revelation. Word soon spread, and people flocked to buy each day's edition of *The Sun*. If plant life had been discovered on the moon, the central question was whether there could be animal life there too.

The following day's report did not disappoint. Blue goats had apparently been spotted, as well as a strange amphibian, which moved around by rolling like a ball. By now, these reports were the talk of the town. The next day, beavers were said to have been seen, carrying their young in their arms. The day after that carried the announcement everybody had been waiting for: there were claimed to be humans on the moon, with wings on their back, and supposedly wearing no clothes. New Yorkers were hooked.

Which of course was the whole point. The whole story had been concocted by Richard Adams Locke, the newspaper's editor. Admittedly, an astronomer named John Herschel was indeed in South Africa undertaking genuine astronomical observations. But Locke knew that the only means of communication with Herschel was by letter, and so it would take months before the deception could be exposed. The whole story was a scam, intended to sell newspapers. And it worked: within just a few days, *The Sun's* circulation had shot up from 8,000 to 19,000, overtaking *The Times* of London to become the world's bestselling newspaper. Locke became a wealthy man. So just how did he manage to get away with such a far-fetched story, and take so many people in?

First of all, the story appeared convincing. It was worded in the sort of cautious academic language one might expect in a scientific report. It was also stated that the report had already been published in an academic journal in Edinburgh. This claim was also made up, but it enhanced the story's credibility, and many readers fell for it. Secondly, it was consistent with readers' life experience. This was an age of great scientific advances. John Herschel's father had recently discovered the planet Uranus, so wasn't it equally feasible that his son should discover life on the moon? Thirdly, as Locke knew all too well, nobody could travel to the moon, or build a telescope powerful enough to view its surface close-up, and so the story was impossible to disprove. Locke's story illustrates an important point: if you can get away with it, spreading fake news can be good business.



TALKING POINTS

If you'd been a New Yorker in 1835, at which point might you have suspected that the story was a hoax?
Do you think it should be illegal for newspapers and websites to publish fake news in order to make more money?

GRAMMAR

IMPERSONAL REPORTING STRUCTURES

- 1 Impersonal structures are common in news reporting. Complete the extracts from the article with a word from the box.

It There Beavers

- _____ were said to have been seen, carrying their infants in their arms.
- _____ were claimed to be humans on the moon, with wings on their back.
- _____ was also stated that the report had already been published in an academic journal in Edinburgh.

- 2 Complete the rules with the phrases in the box.

beginning the sentence with *It*
naming the speaker perfect infinitives
tenses and reporting verbs what exists

- We can report what was said without _____.
Chief scientist Dr Morgan is said to have left the research institute unexpectedly.
- Statements can also be reported by _____.
It has been reported that Morgan had fallen out with the other board members.
- There is said to be* can be used to say _____:
There is said to be anger among the rest of the board.
- Other _____ can also be used.
There were rumoured to be 'differences of opinion' within the group.
- Some reporting structures can be followed by infinitives or by _____.
The other board members were said to be shocked / to have been shocked by Morgan's announcement.

» GRAMMAR REFERENCE AND PRACTICE PAGE 172

- 3 Report the information starting with the words given.

- We anticipate that the work will take six months.
The building work _____.
- The experts judged that the painting was a forgery.
The painting _____.
- People expect there'll be a bus drivers' strike next week.
There _____.
- The belief is that global warming will affect us all.
It _____.
- Some people estimate that half the stories on that website are fake.
It _____.

STRUCTURES USED WITH REPORTING VERBS

- 4 Read the information in the box and choose the correct option to complete sentences 1–5.

Instead of using verbs such as *say*, we can report speech by using a variety of verbs and structures which express the purpose of the direct speech, e.g. 'I didn't break the vase,' Pedro said. Pedro denied breaking the vase.

- She *persuaded me to go* / *persuaded to go* to the festival.
- The boss *threatened sack* / *threatened to sack* Mike if he was late again.
- She *accused the media of exaggerating* / *accused the media to exaggerate* the story.
- Football legend Gary Cosford *admitted not paying* / *admitted not to pay* any tax on his huge salary.
- They *refused give me* / *refused to give me* my money back.

» GRAMMAR REFERENCE AND PRACTICE PAGE 171



PREPARE FOR THE EXAM

Reading and Use of English Part 1

- 5 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

THE WORLD'S BIGGEST LIAR

The area around Santon Bridge (0) B both England's deepest lake and its tallest mountain. It's been (1) _____ that the village was also home to the world's biggest liar, Will Ritson, who would tell visitors that turnips grew so large there that farmers built cow-sheds out of them. Ritson himself always (2) _____ that this was true, though it's doubtful whether anyone actually (3) _____ it. Ritson died long ago, but is honoured to this day in Santon Bridge.

'The World's Biggest Liar' is an annual competition. Competitors have five minutes to (4) _____ the most convincing lie they can, and judges select the winner. A bishop supposedly once won with the shortest ever (5) _____: he simply said, 'I have never told a lie in my life.' Another winner was Glen Boylan, whose story (6) _____ taking part in a snail race against Prince Charles, who (7) _____ him to remove the shell to reduce air resistance. Prince Charles was (8) _____ to have cheated by using battery-operated snails.

- | | | | |
|-----------------|--------------|-------------|-------------|
| 0 A exaggerates | B boasts | C exhibits | D proves |
| 1 A challenged | B justified | C defended | D claimed |
| 2 A persuaded | B demanded | C asserted | D required |
| 3 A fell for | B heard from | C stood for | D relied on |
| 4 A concoct | B promote | C envisage | D support |
| 5 A expression | B reference | C debate | D speech |
| 6 A associated | B involved | C consisted | D related |
| 7 A suggested | B informed | C urged | D talked |
| 8 A complained | B accused | C blamed | D alleged |

VOCABULARY

PHRASAL VERBS AND NOUNS

EP 1 Match the sentence halves to make news headlines.

- Airport expansion to **go**
- Education authority to **crack**
- Phone manufacturer must **pay**
- Council forced to **cut**
- Local company says they've **turned**
- Smuggler arrested after customs officials were **tipped**

- over** €1 million after just two years.
- down** on exam cheating at local school.
- off** about contents of suitcases.
- back** payments made to schools after accounting error.
- out** millions after misleading adverts about battery life.
- ahead** despite false claims about environmental impact.

2 Match the definitions to the phrasal verbs in Exercise 1.

- take place as planned
- earn an amount of money as a business
- pay a large amount of money to someone
- reduce the amount of money spent
- start taking strong action in order to prevent something
- give someone secret information, often about illegal activities

72 3 Listen to radio presenter Liam and producer Cathy planning their next show. Which of the stories in Exercise 1 do they choose to feature?



EP 4 Listen again. What phrasal nouns made from the phrasal verbs in Exercise 1 were used in the conversation?

Example **payout**

5 Complete the summaries with the phrasal nouns you identified in Exercise 4.

- The _____ of a new company run by a teenager has exceeded €1 million.
- Callnow customers are going to receive a _____ from the company after false claims about battery life were made.
- The _____ has been given for the construction of a new runway.
- Local authorities have announced a _____ on exam cheating.
- Pupils' dinners actually improved after their school had to make _____ to their catering budget.
- Police received a _____ from the wife of a smuggler.

EP 6 Match the definitions to the phrasal nouns in texts a–c. Then discuss with a partner what you would do in those situations and why.

- something that happens and causes delays or problems
- reduction in the amount or success of something
- cost of looking after something
- amount of money regularly spent
- result
- start

- The puppy you once bought is now a large dog with a huge appetite, and its **upkeep** is more than you can afford because your household's **outgoings** are so high. Do you keep your pet or find it another home?
- You recently suffered minor injuries when a cyclist who was using her phone crashed into you. You could either demand a £500 payout from the cyclist, report her to the police, or do nothing. Which **outcome** would you prefer?
- You are the boss of a company that makes apps. At the **outset** it was highly profitable, but owing to a **setback** in the development of a new app and a **downturn** in the market, this year's turnover was lower than expected. Do you make staff redundant, or force them to accept a pay cut in order to keep their jobs?

7 Complete the rules with the phrasal nouns given.

downturn / crackdown

Some phrasal nouns are formed by verb + particle, e.g. ¹ _____ and some are formed particle + verb, e.g. ² _____.

upkeep / tip-off

When the particle comes before the verb, there is no hyphen, e.g. ³ _____.

If the particle is after the verb, sometimes a hyphen is used, e.g. ⁴ _____.

outcome / cutback

The meaning of the phrasal noun can be the same as the phrasal verb, e.g. ⁵ _____, or different, e.g. ⁶ _____.

8 Complete the sentences with a phrasal noun from this page.

- The _____ on littering will be enforced with on-the-spot fines.
- Jane and her classmates are hoping they'll get the _____ to organise the school ball next term.
- With a poorly paid part-time job, Jez is worried that his income won't be enough to cover his _____.
- With my insurance policy the maximum _____ if my phone is stolen is \$400.
- When deciding whether to buy a pet, you need to consider the cost of their _____.
- Due to recent _____, they can only afford to run one train per hour, instead of two.
- After a _____ from his dad, Marcus quickly sold all his shares in Spandifex.
- Our team suffered a major _____ when two of our best players were injured.

LISTENING

1 Discuss the following questions.

- 1 Can you remember any lies you told when you were a young child? If so, what was the lie about?
- 2 Do you think that adults today lie to young children, and if so, what kind of things do they lie about?

2 Match the sentence halves to make sayings about lying. Then discuss whether you agree with them, and why.

- 1 No person has a good enough memory to
 - 2 If you tell the truth, you don't have to
 - 3 The truth doesn't cost anything. But a lie could
 - 4 A person who says they will never lie to you
- a is probably lying already.
b be a successful liar.
c remember anything.
d cost you everything.

3 Do you remember playing the game of hide-and-seek? At what age? Where did you use to hide?

4 Look at the exam task in Exercise 8. Look at question 1 and underline the key words and phrases in the question and each option.

5 Think of one other way to express each of the underlined words or phrases.



6 Read and listen to the first part of the interview and answer question 1.

Presenter Max, do all children lie?

Max Beyond a certain age, I'd say yes. The norm is for children to lie at some point. Up to the age of three or four, children tend to have simpler beliefs about how other people's minds work. And we can see this in the way a child of three might play the children's game of hide-and-seek; they'll typically tell the person who's going to look for them where they're going to hide! Which defeats the object of the game. But what it illustrates is that they may not have yet grasped two key things. Firstly, the idea that what's in their head isn't necessarily the same as what's in someone else's. And secondly that they can, if they want, prevent another person from knowing the truth about where they will hide – or even get them to believe something completely false. Of course, this will come as they get older, and you'll see their approach to hiding will become more secretive.

7 For questions 2–6 and their options A–D, find and underline the key words, as you did in Exercise 4.



PREPARE FOR THE EXAM

Listening Part 3

8 You will hear an interview in which two experts called Susie Bartholomew and Max Samson are talking about lying. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.



- 1 Max says that how a child plays the game of hide-and-seek can give insights into
 - A what kind of games they can play most successfully.
 - B how effectively they can convey information to others.
 - C whether or not they understand the concept of deception.
 - D whether they are likely to be frequent liars when they are older.
- 2 Susie argues that her four categories of lie demonstrate that
 - A many lies are totally harmless.
 - B it's reasonable to lie in some situations.
 - C some children tell more serious lies than others.
 - D parents' efforts to stop children from lying are ineffective.
- 3 What does Max challenge Susie for?
 - A failing to quote someone accurately
 - B expressing an opinion that is unoriginal
 - C ignoring the effects the lies can have on people
 - D making assumptions about a person's reason for telling a lie
- 4 What finding emerged from Susie's experiment with the box?
 - A As children get older, they become more likely to tell the truth.
 - B Most children learn to distinguish right from wrong at an early age.
 - C The children who lied were found to be smarter than those who told the truth.
 - D Children are good at deciding whether they can tell a lie without getting caught.
- 5 Max mentions receiving a present in order to
 - A explain what he means by a 'white' lie.
 - B suggest what children tell their first lies about.
 - C show how a child might learn to lie from their parents.
 - D provide an example of a situation in which it would be acceptable to lie.
- 6 When the presenter asks how young people can be stopped from lying, Max and Susie agree that
 - A it is neither necessary nor desirable.
 - B doing so would cause arguments in families.
 - C most parents lack the skills to do this well.
 - D it would be difficult to identify an effective way to do this.

9 What would be better and worse about living in a world where no one ever lies about anything?

SPEAKING

AGREEING AND DISAGREEING



1 Why do people sometimes deceive others? Can it ever be justified?

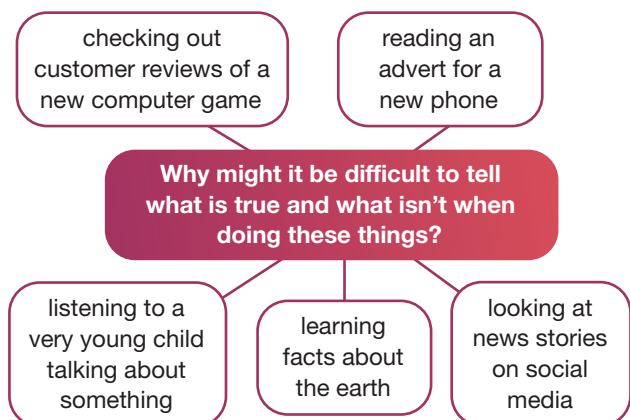
2 Match the statements 1–8 to the short responses a–g. One statement has two possible answers. Which statement can't be matched with any of the responses, and why? How else could you respond to that statement?

- 1 I haven't told a lie today.
- 2 I don't believe people should ever lie.
- 3 To be honest, I've lied about my age a few times.
- 4 I reckon I can usually tell when someone's lying.
- 5 You know what? I'd love to try a lie detector test.
- 6 No way would I ever trust a person who I know has lied before.
- 7 Tell you what, I can't stand it when adverts manipulate our emotions.
- 8 Lying for any reason whatsoever is always wrong.

- a So would I.
- b Neither do I.
- c I can't either.
- d Why not? I would.
- e Nor have I. Not that I can remember.
- f Really? I can't. Nor can anyone, in my opinion.
- g Yeah, I have too. I think most people do actually.

3 & 4 » TURN TO PAGE 153.

5 Look at the Part 3 task below. Then listen to two students, Ali and Mariola, doing the task. Which of the situations do they speak about? And which ones do they agree about?



Then decide in which situation it is most important to know whether something is true or not.



6 Read the *Prepare to speak* box. Then listen to the conversation again and complete the expressions.



PREPARE TO SPEAK

Agreeing with a negative statement

1 _____ would I.

I haven't either.

Showing agreement

Same here.

Strongly agreeing

You can ² _____ that again!

That makes ³ _____ us.

I know exactly what you mean.

You're ⁴ _____ right there.

Accepting someone's argument

⁵ _____ taken.

Suggesting mild disagreement

I'm not so ⁶ _____ about that.

I'm not ⁷ _____.

Showing strong disagreement

Absolutely not.

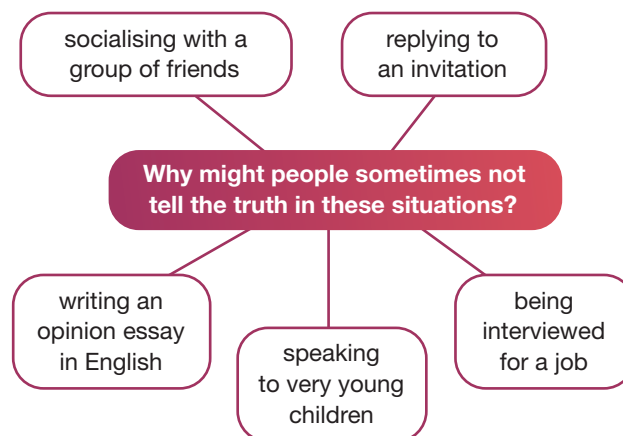
No way.



PREPARE FOR THE EXAM

Speaking Part 3

7 Work in pairs. Look at the diagram showing situations in which people might sometimes not tell the truth. Talk to each other about the reasons why people might sometimes not tell the truth in these situations.



8 Now decide in which situation it would be most justifiable not to tell the truth.

14 I'M WORKING ON IT

? ABOUT YOU

- ▶ 14 Watch the video and then answer the questions.
What jobs do members of your family do?
What kind of work do you think would interest you most?
Would you prefer a conventional or unconventional type of job?

VOCABULARY & READING

WORK AND CAREERS

EP 1 Match the phrases to their definitions a–j.

- Are there people who are **out of a job** in your home town?
- Why might someone not be able to **hold down a job**?
- What jobs are often considered to be a **vocation**?
- If you could start an **enterprise** of your own, what would it be?
- What reasons do people give for **resigning from** their job?
- What steps do employers take to ensure they **appoint** the right staff?
- Do you see yourself **climbing the corporate ladder** in the future?
- How important do you think it is to have a **steady job**?
- How easy would it be for an IT company to find **well-qualified** staff in your home town?
- What type of employers in your town often **recruit** young people straight from school?

- officially choose someone for a job
- work which is likely to continue for a long time and pays regularly
- avoid being sacked
- unemployed
- having suitable experience or formal qualifications
- being promoted several times to higher positions in the company
- a business or activity that will earn money
- select and persuade someone to work for a company
- a type of work you are well-suited for and prepared to devote yourself to
- telling your employer you are planning to leave

2 Ask and answer the questions in Exercise 1 with a partner.

3 Complete sentences 1–10 with words and phrases from Exercise 1.

- We hope to _____ someone as a social media co-ordinator before the end of the year.
- My older brother just got another promotion – he's already starting to _____.
- When we _____ staff, we get candidates to do a presentation as part of the process.
- How would you pass your time if you were _____?
- Since I was young, I've known that nursing was my _____.
- However _____ you are, jobs are still hard to come by.
- There is plenty of casual work around but getting _____ is a challenge.
- Do you work for a charity or a commercial _____?
- Katie _____ her job because she wanted to travel the world.
- This isn't the first time Adam has been sacked this year – he just doesn't seem able to _____.

4 Discuss with a partner. What might these jobs involve?

professional sleeper food stylist listening officer
cool hunter colour expert hippotherapist

Quickly read the article about jobs on the opposite page to check if you were right.

PREPARE FOR THE EXAM

Reading and Use of English Part 7

5 Six paragraphs have been removed from the article on the opposite page. Read the paragraphs before and after gap 1. Which of suggestions i–iii do you think the missing paragraph is most likely to contain? Which words or ideas in the text helped you decide?

- more details about the traditional jobs mentioned
- a case study of a person who joined the family business
- an introduction to the idea of unusual jobs

6 Which of the paragraphs A–G do you think goes in gap 1?

7 Read the rest of the text. Choose from paragraphs A–G the one which fits each gap 2–6. There is one extra paragraph which you do not need to use.

8 Find the 18 jobs mentioned in the text. Choose the three you would most like to do and the three you would be least interested in doing. Explain your choices to a partner.



YOU DO WHAT?



Since you were very young, you have probably faced the expectation that you would get a steady job, work from 9 to 5 and take home a monthly salary. The last time your relatives came to visit, they probably asked you what you wanted to be, as if everyone has to have a specific vocation in life. The answer they have in mind is likely to be something like police officer, nurse or teacher. They might be pleased to hear you are planning to start an enterprise of your own or join a large company and work your way up to the top. Some might even suggest you go into a particular field that they feel is suitable.

1

Even if you've already embarked on a traditional career, you don't need to resign to have a go at something more interesting. These occupations are not just aimed at those currently out of a job. You can work in a bank from Monday to Friday and be a water slide tester at the weekend or an accountant by day and an online reviewer by night.

2

If you would prefer to be more alert during working hours, how about becoming a Listening Officer? Business owners obviously wonder what people are saying about their products and services outside of formal reviews. You would get to listen in to social media conversations and find out what the customers *really* think.

3

If you want another option for a job that appeals to your taste buds, a famous brand is looking to recruit chocolate tasters. When you wondered whether your dream job actually exists, you thought the answer was no. You were wrong!

4

We'd all like to think we'd be ideal for the job, but the harsh reality is that most of us probably aren't. You'd need to be so in-the-know that you could spot a fad before it has even got off the ground. Even the most fashionable among us are followers, not spotters.

5

There's more to the job than you first realise. Not only do you need to be artistic, but you have to understand the psychology and cultural factors underlying your choices. The range of different contexts in which you might work makes this an utterly fascinating career.

6

So, as we have seen, there really is a job for everyone. The next time your auntie enquires about your future career, you can give her an answer she wasn't expecting.



- A The next one may also be the job you always fantasised about: Cool Hunter. If you are always on the look-out for the next trend and are someone your friends go to for fashion advice, this job might suit you.
- B We also have plenty of ideas for those who want their full-time job to be unconventional. Let's start with one which will definitely appeal to many teenagers: professional sleeper. A hotel in Finland has appointed one to ensure all their beds meet their guests' expectations of comfort.
- C If you're not a style guru or a fashionista but are an animal-lover who enjoys working with people, hippotherapist could be the job for you. This type of therapy uses the natural movement of a horse as part of patients' physical and psychological treatment plans.
- D If you are creative with a great visual awareness but don't fancy holding down a job as a trend watcher, you could become a colour expert. Your role would be to decide how best to incorporate colour into projects from room layout to company logos.
- E There are several other options for outdoor types. Horticultural therapy, for example, uses the process of gardening or planting to support patients' physical and mental recovery from illness or injury. You may work in schools, hospitals or even prisons.
- F Less nosy, more artistic types could consider a career as a food stylist. If you've ever asked yourself how they make food look so delicious in advertisements, you could find out. Those with backgrounds in photography or the culinary arts could be considered well-qualified for this role.
- G But what if you're not keen to join the rat race? The idea of climbing the corporate ladder doesn't fill everyone with joy. Your parents might be urging you to be a doctor, lawyer or engineer, but if you'd prefer something a little more unusual, check out our suggestions.



TALKING POINTS

How important do you think it is to love the work you do? Do you agree that if there aren't enough jobs for everyone, job-sharing should become compulsory? Do young people need to be educated for unemployment as much as for employment?



GRAMMAR

REPORTED QUESTIONS

1 Look at extracts a–e from the article. Find examples of:

- 1 reported *wh*- questions
 - 2 reported questions with *how* or *how long/much*, etc.
 - 3 reported *yes/no* questions
 - 4 reported questions where the tense has been changed from the original question
 - 5 reported questions where the tense has not been changed from the original question
 - 6 reporting verbs apart from *ask*
- a ... they probably asked you what you wanted to be, as if everyone has to have a specific vocation in life.
- b If you've ever asked yourself how they make food look so delicious in advertisements, you could find out.
- c The next time your auntie enquires about your future career, you can give her an answer she wasn't expecting.
- d Business owners obviously wonder what people are saying about their products and services.
- e When you wondered whether your dream job actually exists, you thought the answer was no.

2 Use the rules to help you select the correct option in sentences 1–5 below.

- a *Yes/No* questions are reported using *if* or *whether*.
 b *Wh*- questions are reported using the question word.
 c Word order is that of a sentence, not of a question.
 d Tenses change as in reported speech (present to past, past to past perfect, etc.) except when the information being reported is still true.
 e The most common reporting verb for questions is *ask*; others include *want to know*, *enquire* and *wonder*.

- 1 The interviewer asked me *whether I had / had I* ever worked in a restaurant before.
- 2 She asked me *which / when* days I was available to work.
- 3 Her colleague then asked me which school *I had / had I* gone to.
- 4 He also asked me which exams *I had passed / passed*.
- 5 Finally, they *asked / enquired* me when I could start.

3 Which question do you think the relatives asked in sentence a in Exercise 1?

- a What you want to be? c What do you want to be?
 b What you wanted to be? d What did you want to be?

4 Write the questions you think were asked in sentences b–e in Exercise 1 in direct speech.

» GRAMMAR REFERENCE AND PRACTICE PAGE 173

REPORTED OFFERS, REQUESTS, SUGGESTIONS

5 Read the rules and complete sentences 1–5 using the number of words in brackets.

- **Offers** can be reported with *offer* + infinitive with *to*.
- **Requests** can be reported with *ask / tell* + *someone* + infinitive with *to* or *request (that)* + *someone* + infinitive without *to*.
- **Suggestions** such as *Why don't you?* and *What about?* or *How about?* can be reported with *suggest* + *ing* or *suggest* + *that* + *someone* + infinitive without *to*.

- 1 Why don't you apply for that job at the supermarket?
Paul _____ the job at the supermarket. (5)
- 2 Would you like me to help you with your application?
Esme _____ with my application. (4)
- 3 Could you swap shifts with me please? It's my birthday tomorrow.
My co-worker _____ shifts with her. (4)
- 4 How about going for a coffee after work today?
James _____ for a coffee after work. (2)
- 5 Would you mind parking somewhere else?
The car park attendant _____ elsewhere. (4)

» GRAMMAR REFERENCE AND PRACTICE PAGE 173

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

- 1 Ian asked to his manager if he could have a pay rise.
- 2 My dad asked me why didn't I want to become a lawyer.
- 3 Tiago offered help me find a job.
- 4 Cheryl enquired that the company had any vacancies.
- 5 The teacher wanted to know whether we had had any careers advice.
- 6 My son asked me to do work experience at my company.

PREPARE FOR THE EXAM

Reading and Use of English Part 4

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 was asked about my experience of working with animals. **KNOW**
They _____ worked with animals before.
- 2 Everyone was keen to know the full story. **URGED**
I _____ everyone the whole of my story.
- 3 The manager said we should recruit more staff. **TAKING**
The manager _____ more staff.
- 4 I'd like to know their reasons for not hiring Selena. **WONDER**
I _____ the job.
- 5 I said that I would keep the thief's identity a secret. **PROMISED**
I _____ the thief was.
- 6 My boss said it was a good idea for me to put my application in early. **ADVISED**
My boss _____ early.

8 » WORK IN PAIRS. TURN TO PAGE 153.

VOCABULARY

EXPRESSIONS WITH WORK



- 1 How many expressions can you think of that include the word **work**?

be out of work, a work of art



- 2 You will hear eight short conversations. Choose a word to describe the reaction of the second speaker in each one.

calming encouraging delighted
stressed surprised sympathetic
unconcerned unenthusiastic



- 3 Listen again and complete the expressions with **work**.



- If you stay there, you can **work** _____.
- You've really **got your work** _____ getting through all that by yourself.
- Wow, you _____ **work of** that!
- Sam got me presents, flowers, dinner at a fancy restaurant – **the** _____.
- We're **working** _____ at the moment ...
- It's really annoying that we have to _____ **work**, but the boss gets all the credit.
- Don't get so **worked** _____.
- Right, students, stop talking and _____ **work**.

- 4 Write a suitable comment for each of these situations using an expression with **work**.

- Our hotel room had 10 movie channels, a jacuzzi, plunge pool, a pillow menu, butler service
We had the works.
- That designer is celebrated for his skills but what about those who do the long hours of cutting and sewing?
- Zoë started as a shop assistant, then she became a supervisor and now she's a retail manager.
- We've been talking about this project for a long time, sharing ideas, but we haven't actually started yet.
- When Jeremy's manager told him she wanted to see him in her office, he got very nervous and anxious.
- Melanie had a huge plate of fish and chips. Five minutes later she'd finished it.
- Pablo has a deadline of 9 am to finish the report.
- The drama teacher needs to make sure all the students know their parts and will be word perfect on the night. They are a long way from that!

COMPLEX PREPOSITIONS

- 5 Imagine you are starting a new job. What information would you need to find out on your first day?



- 6 You will hear a manager welcoming trainees to a work placement. In which order does he do the following?

- explain changes to the schedule
- show a video
- explain the emergency procedures
- introduce himself



- 7 A complex preposition is a group of two or three words that together act as a preposition. Listen again and complete the complex prepositions you hear.



- On _____ of Maynards and Co I would like to welcome all new starters.
- My name is Tony Saunders and I'm in _____ of training.
- Now, before we begin, in _____ with health and safety regulations, ...
- ... please exit the building calmly by _____ of the emergency staircases.
- In _____ of the factory tour ...
- The factory manager regrets he's had to cancel the visit today for _____ of available staff.
- ... which means our final briefing _____ of starting work on Monday ...
- OK, so by _____ of an introduction to Maynards ...

- 8 Which word or phrase from the box could replace the complex prepositions in the sentences in Exercise 7?

as as a representative of before following
instead of due to not having responsible for
using

- 9 Choose the correct complex preposition.

- In accordance with / By way of international health guidance, the cabin will be sprayed with insecticide before take-off.
- The case against the suspect was dropped in place of / for lack of evidence.
- Most colleges have sports sessions by means of / in place of lessons on Wednesday afternoons.
- We need to read the report in full in accordance with / ahead of next week's meeting.
- Speaking on behalf of / in charge of local residents, the chairperson rejected the council's proposal.
- As the team's nutritionist, Charlotte was in place of / in charge of the players' diet.

- 10 Complete the questions with a phrase from this section. Ask and answer the questions with a partner.

- Tell me about a time when you had to _____ to finish something?
- How would you feel if you had to speak _____ other students in your class?
- What kind of things do you get _____ about?
- When it's time to do your homework, how difficult do you find it to _____?
- What would you do if you were put _____ an important project at school or a club?

WRITING

A REPORT

- 1 What do you think the event shown in the photo is?
- 2 Read the paragraph. Why might this kind of event be useful for students?

A careers fair is an event at which employers give information to potential employees about the kind of positions they have available and what skills and qualifications they are looking for. Students often attend these events to help them decide what kind of job they want to do in the future.

- 3 Read the task. Which three things must you write about? What style should you use (formal or informal)?

You have just attended a careers fair, organised by your city's council, for students who are preparing to leave school. Your principal has asked you to write a report on the event.

In your report you should explain what happened on the day, evaluate how effective it was in informing students about possible careers, and make recommendations about whether the school should send students to similar events in the future.

Write your report.

- 4 Read a student's report. For each section, choose which of the two headings is better. To what extent does the report fulfil the task?

Introduction / Evaluation

The Portfield City Council held its 3rd annual Careers Fair on 21st June in the Central Conference Hall. The purpose of this report is to evaluate the event and make recommendations as to whether Bailey College should continue to send students to the fair.

How effective was the conference? / Evaluation

Overall, the day was considered a great success by all who took part. All the students reported having plenty of opportunity to interact with exhibitors and obtain useful information. The talks introducing different careers were a particular highlight for many.

After last year's fair it was suggested that an appointment system be set up to avoid long waits to speak to company representatives. This was implemented this year and worked well.

Although there were some shortcomings, such as a number of companies failing to turn up, overall, the students reported that they felt informed about careers available in the local area.

Next year's event / Recommendations

It would be useful to continue sending students in their last year of school to the Careers Fair.

It might also be worth encouraging students aged 16 and 17 to attend in order to help them choose which subjects to study. One suggestion might be to set up a committee comprising both staff and students in order to plan a series of careers-related events which would benefit school leavers.

- 5 Which paragraph, A or B, would be more suitable to cover the missing part of the task? Write a heading for the new section.

- A The careers fair was once again enjoyed by all who took part. The guests reported a welcoming atmosphere and a great deal of interest and enthusiasm from the young people who attended. Other features which were very much appreciated were the 'mock interviews' and 'CV workshop'.
- B The careers fair ran from 10 am to 6 pm. 24 local businesses had stalls with literature about the careers available in their sectors. There were eight introductory talks from professionals, providing general information about qualifications, entry requirements and career progression. 550 students from Bailey College and two other local colleges attended.



6 Complete the *Prepare to write* box with the phrases in green from the report.

 **PREPARE TO WRITE**

Making suggestions and recommendations
I suggest we ...
1 to + infinitive
2 + -ing
3 to + infinitive
I think we should ...
I would recommend ... + -ing
My recommendations would include ... + -ing

Reporting suggestions and recommendations
4 that ...
[name] recommended + ing

7 Choose the correct form of the verb.

- 1 It might be worth *consider* / *considering* different approaches to the problem.
- 2 One suggestion might be *recruit* / *to recruit* students straight from school.
- 3 My recommendation would be *to invite* / *invite* a wider range of employers.
- 4 It was suggested that refreshments *be* / *were* served earlier in the day.
- 5 It would be useful *consult* / *to consult* local businesses about the skills they need.
- 6 I suggest *move* / *moving* the event to later in the year.

8 What kind of part-time jobs might students do in the following workplaces? What training would be needed?

hotels restaurants and cafes sports centres
shops factories private homes
hospitals and care homes

 PREPARE FOR THE EXAM

Writing Part 2 (a report)

9 Work with a partner. Use the table to plan your response to the task below.

You recently undertook a two-day training programme for your new part-time job. The Training Manager has asked you to write a report on your experience of the programme.
In your report, you should explain what you found most useful, what you enjoyed most and make recommendations for improvements to the programme for future groups of trainees.

Write your report.

Number of sections/ headings	
What kind of job is it?	
What did the training include / how useful was it?	
Most enjoyable aspect	
Recommendations for improvements	

10 Write your report in 220–260 words. Use language from the *Prepare to write* box.



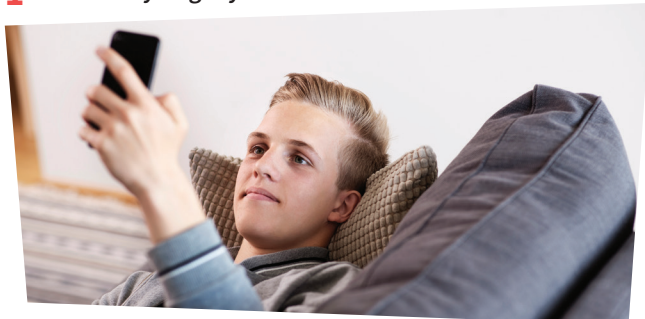
EVALUATING IDEAS, ARGUMENTS AND OPINIONS

LIFE SKILLS

Evaluating ideas, arguments and opinions

In order to successfully navigate the flood of news and information that we're exposed to in the modern world, it is important to read and listen critically. One aspect of this is the ability to distinguish factual information from opinion.

1 Where do you get your information from?



2 With a partner, decide if these are factual statements or statements of opinions. How did you distinguish between the two?

- 1 All international airline pilots should speak fluent English.
- 2 The fashion industry produces 10% of all humanity's carbon emissions.
- 3 To be a successful influencer, you need at least 7,000 followers.
- 4 A four-day working week and a three-day weekend would benefit society.
- 5 The average salary of a professional cartographer in the USA is \$64,430.
- 6 A degree in medicine is more useful than a degree in law.
- 7 Now that we have the internet, librarians are no longer necessary.
- 8 Levels of job satisfaction have decreased over the last ten years.

3 Complete the sentences with *statement of opinion* or *factual statement*.

- 1 A _____ is something that can be checked and either proved or disproved with evidence.
- 2 A _____ is based on a view or a belief. It isn't based on evidence that can be checked.



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4 Listen to the podcast. Which statements from Exercise 2 do the presenters mention?



78

5 Listen again and answer the questions.

- 1 What point is Riley making when she talks to Harry about the English level of pilots?
- 2 In what way do certain adjectives convey opinion?
- 3 What is the difference between 'the report argues that ...' and 'the report confirms that ...'?
- 4 How can we know if a statement presented as factual is true or not?
- 5 Why should we question statements that include numbers and figures?
- 6 Why should we use online encyclopaedias with caution?



1



79

Arnold Kennings (born London, 1985)

is one of world's richest entrepreneurs⁽¹⁾, as well as one of the most famous. He wrote and developed one of the most frequently downloaded apps in history, *flicademy*⁽²⁾. He is also well-known for his philanthropic work, particularly in the field of education.

History

Kennings was interested in technology from an early age and wrote his first computer program when he was 13⁽³⁾. In 2003, he started a degree in Information Technology at Brunston University. While there, he and his roommate Joe Hall tried to develop software to help their fellow students read textbooks more quickly. However, it wasn't successful, and the friends abandoned the idea⁽³⁾. Several years after graduation, however, Kennings returned to the idea and began developing it as an app instead. This eventually became *flicademy*, which is one of the most user-friendly apps for students on the market today.

Personal life

Kennings has a very strong work ethic; he spends at least ten hours a day at his office and will often cancel holidays to get a project finished⁽⁴⁾. He is also a very demanding boss.

References

- 1 Report: 'World's Richest Businesspeople 2018-2020]
- 2 www.appnowstatistics.org
- 3 'Flip Faster: The Life So Far of Arnold Kennings' by Jane Vincent, Big Word Publications, 2016
- 4 'An interview with Arnold Kennings', *The National Times*, Sunday 19th July 2020

2

Influencers are often unfairly dismissed as not doing a real job. However, according to the latest report from the Internet Trends Institute, a growing number of them are being exploited, with many companies either delaying paying them for promotional work or even failing to pay altogether, often despite verbal and written agreements. Jemima Oldham, who compiled the report, argues that more needs to be done to ensure influencers are protected by the law.

Tom Sayle, a fashion influencer who has over 27,000 followers, agrees. 'It's happened to me a lot,' he says. 'A company agrees to pay you to promote their product, so you work really hard, doing everything by yourself – making videos, doing your own make-up and styling, posting day and night on social media, and then you never see the money. And if you say anything, people just say – what are you complaining about? You got some nice clothes for free. It's scandalous.'

It's hard to argue with that; non-payment would be unacceptable in any other kind of work. Unfortunately, people like Tom are unlikely to find much sympathy among the public. Nevertheless, as Tom himself makes clear, the good news is there's a growing sense of solidarity among influencers as more and more of them share their tales of exploitation and start to look for ways to work collectively. 'I'm part of an influencers' WhatsApp group,' he says. 'We share experiences and support each other whenever one of us gets treated unfairly. We're even talking about setting up a union. And I don't think we're the only ones.'

3

A popular new sports drink has been described as 'potentially dangerous'. *Velocerade*, which was developed by the company Medmoore, and which has been on sale for less than a year, is said to cause severe tremors and headaches in 7% of those who drink it. The claims were made by a group of researchers at the multinational corporation Bevory and were no doubt prompted by Medmoore's highly effective advertising campaign for their new beverage. A survey of over 5,000 people by the Consumer Watch Institution recently found that not only did over 60% of respondents think the *Velocerade* advertising was the

most memorable campaign this year, but also that one in three would buy it instead of any other brand, including any of the products sold by Bevory, based solely on the campaign. Given that *Velocerade* tastes better than anything else you can find on the shelves at your local supermarket, this is hardly surprising. A spokesman for Medmoore said, 'We're disappointed to hear these comments about our product, but they're unlikely to have much impact on sales. As everybody knows, this is not the first time Bevory has made damaging remarks about a rival company.'

6 Match excerpts 1–3 to the text types a–c.

- a a news report
- b an article in a newspaper or magazine
- c an encyclopaedia entry

7 With a partner, analyse the texts and decide which statements are factual and which ones express opinion.

8 With a partner, discuss these questions.

- 1 How trustworthy do you think text 1 is overall? Why?
- 2 Does text 2 contain more factual information or more opinion? How did you decide?
- 3 How fairly does the author of text 3 treat the two companies? How could he or she be fairer?

Project

Analysing the news



1 DISCUSS

With a partner, talk about any stories you've been following online in the area of ...

- Sports
- Celebrities
- TV, music and film
- Fashion
- Science and technology



2 RESEARCH

Choose one of the stories you discussed and find three articles online about this story. Find examples in each of:

- statements presented as factual
- evidence for those statements
- opinions



3 DECIDE

Decide which article you think is the most factual. Why?



4 THINK

What words or phrases in your own language can help you distinguish fact and opinion?

15 BORN TO LEAD

? ABOUT YOU

▶ 15 Watch the video and then answer the questions.
Are you more of a leader or more of a follower?
Who are your heroes?
Is there anyone you know personally that you look up to?

VOCABULARY & READING

HEROES AND LEADERS

EP 1 Discuss the meaning of the **words** and **phrases** with a partner. Say whether or not you agree with the views.

- 1 It is more likely people will listen to an older **spokesperson** than a younger one.
- 2 We should use our privileged position to **be a voice for** weak and vulnerable groups.
- 3 Teenagers tend to be more **resourceful** than adults as they are creative and digitally aware.
- 4 If you are totally **uncompromising** in your beliefs, people won't take you seriously.
- 5 Students should be taught how to **take the initiative** and encouraged to be **self-assured** while still at school.
- 6 It's important to be an **advocate** for animal rights as well as human rights.
- 7 Nurses and care workers are the **unsung heroes** of our society.
- 8 Climate change **campaigners** are extremely **committed** but some go too far by disrupting day to day life.

2 Complete the sentences with a **word** or **phrase** from Exercise 1 in the correct form.

- 1 Employers like people who can _____ rather than waiting to be told what to do.
- 2 She is an _____ campaigner – you will never persuade her to modify her views.
- 3 _____ against the new high-speed railway met to protest in central London.
- 4 Young people nowadays tend to be _____ enough to speak publicly on various issues.
- 5 Vegans consider themselves to _____ animals, who can't speak for themselves.
- 6 Jamie Oliver is a chef and _____ for healthier school meals.
- 7 As a _____ for the organisation, you have to represent others' views, not just give your own.
- 8 Project-based learning has led to young people being more _____ than they used to be.
- 9 We all know that Greta Thunberg is _____ to reversing climate change, but there are many _____ working tirelessly behind the scenes.

3 Which young people do you admire? Read the article on the next page quickly. What kind of leaders or heroes are mentioned? Are your ideas mentioned?

4 Read the six questions in Exercise 5. Which

- 1 focus(es) on the article as a whole?
- 2 mention(s) a specific paragraph?
- 3 focus(es) on a specific word?

PREPARE FOR THE EXAM

Reading and Use of English Part 5

5 You are going to read an article about inspirational young people. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 In the first paragraph, what does the writer suggest about well-known activists like Greta Thunberg and Malala Yousafzai?
 - A They are not as influential as many people assume.
 - B They inspired the young people in the article.
 - C They have been changed by their experience of fame.
 - D They are actually representative of young people.
- 2 What first inspired Helena Gualinga to get involved in campaigning against oil companies?
 - A the dedication of her relatives to the cause
 - B reading online about how industrial development has affected the environment
 - C her concern about the rainforest while she was away from Ecuador
 - D meeting indigenous people affected by the destruction of rainforests
- 3 What does the writer suggest about the activities Valerie Weisler has been involved in?
 - A She has found them particularly challenging because of her age.
 - B Personal experiences have made her well suited to tackling them.
 - C They have only resulted in limited progress so far.
 - D Some elements of them are more valuable than others.
- 4 What is the writer doing in the fourth paragraph?
 - A raising awareness of poverty in affluent countries
 - B emphasising the problem of families not valuing education
 - C highlighting the value of seeing beyond people's material needs
 - D encouraging readers to donate a box of school supplies



INSPIRED YOUTH



When we think of inspirational young people, a few prominent ones immediately spring to mind. Among these, of course, are climate change activist Greta Thunberg and campaigner for girls' rights to education Malala Yousafzai. Undoubtedly, these two and others who have risen to the status of household name have done a huge amount to raise awareness of their respective issues. However, we may still believe that they are exceptions to the rule, and that there are few, if any, young people like them in our own towns and neighbourhoods. In this article, we try to convince you that this is not the case. We meet some unsung heroes who have used their teenage years to help others and make the world a better place. While few are widely known, all are a source of inspiration.

Helena Gualinga, a native of the Ecuadorian Amazon, may be young but she has devoted her life to fighting against big oil companies that have damaged the rainforests or threaten to do so. Like many others born into the digital age, Gualinga finds that the major advantage her generation has is the internet, which has enabled anyone to get involved in promoting good causes. Influenced primarily by her aunts and uncles, who were criminalised for trying to prevent deforestation, she has undertaken to do the same. Gualinga's passion for protecting the rainforests increased when she spent periods of her childhood in Europe. Fearing she may return to find her home destroyed, she became an advocate for the rights of indigenous people, who, she says, have been protecting the rainforest for a very long time.

The Validation Project is an organisation which helps young people aged 13–25 to change the world one person at a time. Founder Valerie Weisler was just 14 when she took the initiative to help those who were vulnerable to bullying. According to Weisler, validating others should be 'as normal as brushing your teeth'. Her mission is to make all young people as self-assured as she now is, through the total eradication of bullying worldwide. Having been bullied herself, she understands the power of a compliment and a smile to help people through difficult times. She believes everyone can change their own corner of the world if they really want to. The Validation Project has involved over 5,000 teenagers in 12 countries. Not content just to change attitudes, Weisler's 'Teens for Clean' project has collected and donated 10,000 toiletry items to homeless shelters.

Another young person making a difference is Patricia Manubay, whose initiative, Dream Boxes, was inspired by her personal experiences of seeing poverty in her native Philippines and experiencing bullying at school in the United States. This resourceful and compassionate young woman understood that school supplies could be low down the list of priorities for families on low incomes. She became a spokesperson for the underprivileged and encouraged people from all over the world to donate a box full of school supplies. More importantly though, the boxes also included a 'dream journal' and inspirational messages to a needy student. Manubay realised that if the resources weren't enough to motivate students, letters and words of encouragement might be.

A member of the National Youth Council, Veer Kumar Mattabadul is a voice for the young people of his home country, the Indian Ocean island nation of Mauritius. Mattabadul takes an uncompromising position against polluters, favouring strict laws to protect his beautiful country. He spends his free time involved in 'blue clean-ups', recruiting professional swimmers and divers to help clean up the sea, rivers and beaches. For Mattabadul, education is the key as people will continue to destroy the environment until they are fully aware of how their actions impact the natural world.

So, the next time someone makes a sweeping generalisation about young people, remember those who are trying to make a difference. Greta and Malala are not exceptions – they are just two young people who are committed to improving the world and happened to become well-known because of it. There are thousands more out there, each contributing in their own way to making Earth a happier, cleaner or more peaceful place to live.



5 Which word implies that the writer feels an attitude described is unfair?

- A uncompromising (line 65) C aware (line 71)
- B strict (line 66) D sweeping (line 73)

6 The writer's overall purpose in writing this article is ...

- A to explain how the young people attracted publicity for their causes.
- B to get more young people contributing to their communities.
- C to remind people to judge others on their own merits.
- D to encourage adults to be more interested in social causes.



TALKING POINTS

How interested are the young people you know in the causes mentioned in the text?

Which issues do you think are worth standing up for?

How important do you think it is for schools to help raise awareness among students of major issues affecting the world?

GRAMMAR

ELLIPSIS AND SUBSTITUTION

- 1** Ellipsis means leaving words out because the meaning is clear without them. Which words have been omitted from the **purple parts** of extracts 1–4? For extract 4, you will need to look back at the article.

- Not content just to change attitudes, **Weisler's 'Teens for Clean' project has collected and donated 10,000 toiletry items** to homeless shelters.
- ... if the resources weren't enough to motivate students, **letters and words of encouragement might be**.
- Greta and Malala are just two young people who are committed to improving the world and **happened to become well known because of it**.
- There are thousands more out there**, each contributing in their own way to making Earth a happier place.

- 2** Find examples of points a–d in extracts 1–4 above.

Ellipsis: words or phrases that can be left out

- | | |
|------------------------------------|-----------------------|
| a nouns and noun phrases | c pronouns, including |
| b verbs, including auxiliary verbs | relative pronouns |
| | d clauses |

- 3** Cut unnecessary words from these sentences.

- Sol resigned from her job, but no-one knows why Sol resigned from her job.
- I attended three protests last year and my brother attended two protests last year.
- The most prestigious title that Malala ever received was Glamour magazine's Woman of the Year back in 2013.
- This year's conference was one of the best conferences.
- I've written to the school and have thanked them for their kind offer.

- 4** Substitution means replacing a word or phrase with another to avoid repetition. Highlight the words in extracts 5–8 below where you think a substitution has been made. Which words have been replaced?

- When we think of inspirational young people, a few prominent ones immediately spring to mind.
- She has devoted her life to fighting against big oil companies that have damaged the rainforests or threaten to do so.
- So, the next time someone makes a sweeping generalisation about young people, remember those who are trying to make a difference.
- We meet some unsung heroes ... While few are widely known, all are a source of inspiration.

- 5** Find examples of points e–h in extracts 5–8.

Substitution

To replace nouns and noun phrases

- e *one(s), some and any*
 f *this, that, these, those*
 g quantifiers such as *few, enough, both, all, either, each, etc.*

To replace verbs and verb phrases

- h *do, do so, do it, do that, do the same*

- 6** Substitute the parts of the sentence in *italics*.

- Sophie made a donation to a local charity and William made *a donation to a local charity* too.
- My teacher said I should study medicine and I would *study medicine* if the course wasn't so long.
- I would like to practise my English with native speakers, but I don't know *native speakers*.
- Both Darius and Sara are good students, but *Darius and Sara don't like* speaking in front of the class.
- Some people don't like protests that *disrupt everyday life* but *protests that disrupt everyday life* are often the most successful.

PREPARE FOR THE EXAM

Reading and Use of English Part 2

- 7** Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Tanzania's SWASH heroes

The SWASH (School, Water, Sanitation, Hygiene) heroes are a group of young people (0) *who* are transforming health and hygiene practices in rural



Tanzania. Raleigh International is the organisation which has helped them to do (1) *that*. Diseases caused by contaminated water are still common in many areas, (2) *which* such initiatives vital. Fortunately, children in Tanzania have access to education, which the elder generation (3) *don't* not when they were younger. Consequently, it is the youth who are teaching their parents about the importance of hygiene, saving not just lives but also livelihoods. Not (4) *they* are the SWASH heroes trained in keeping their communities healthy, but they also learn (5) *the best* best to pass on the message to others. Both are equally important if this life-saving information is to spread. It is not (6) *easy* to teach within their own households; the volunteers must also raise awareness among their peers so that they can do the (7) *same*. In terms of improving the health of their country, (8) *they* have contributed as much as these young SWASH heroes.

- 8** Correct any mistakes in these sentences.

- I might contact you for more information if I need.
- Of all the flats I've seen, this is the one I prefer.
- Of all the campaigners I've met, he is the most dedicated.
- Malala started speaking out for girls' rights when she was 11 and has not stopped do so since then.
- Many young people in Mauritius regularly clean up the beaches as Veer has always done so.

VOCABULARY

METAPHORS, SIMILES AND EUPHEMISMS

- 1 Read the extract from a language learning blog about ways of making you sound more like a native English speaker. Match examples 1–3 to the type of expression (euphemism, metaphor, simile).

When you get to an advanced level of English, you may wonder how you can sound as if you were brought up speaking English. You've mastered the grammar and your vocabulary is expanding, but you need that little extra something to make your English stand out. Similes, metaphors and euphemisms are colourful and interesting ways to use English, mostly in informal contexts.

Similes compare something to something else using words such as 'as', 'like' and 'as if'. **Metaphors** do the same, but without the use of such words. So the simile 'Hannah is like a breath of fresh air' turned into a metaphor would be 'Hannah is a breath of fresh air'.

Euphemisms are slightly different: they allow us to be less direct. They are used when a topic is potentially embarrassing, or you don't want to hurt someone's feelings. So, for example, instead of saying 'Jack was fired', you might say he was 'let go from his job'.

- 1 as good as gold
- 2 Life is a journey.
- 3 My dog had to be put to sleep.

- 81  2 You will hear two friends talking about two candidates who have been shortlisted to be the chairperson of a club they belong to. Note down the strengths and possible weaknesses of each candidate.

- EP  3 Listen again and complete the phrases you hear. Are they similes (S), metaphors (M) or euphemisms (E)?

- 1 She **has a heart of** She's always helping someone or other.
- 2 She's **an absolute**
- 3 She used to be in the army, so everything **runs like** when she's involved.
- 4 She's very calm and strong but she **takes no**
- 5 And to be fair, she's **as sweet as** most of the time.
- 6 Nick **works his** **off** whatever project he's involved in.
- 7 And he's, er, **jobs** at the moment, so he'd have plenty of time for club activities.
- 8 ... he might **get cold** if he were actually elected.

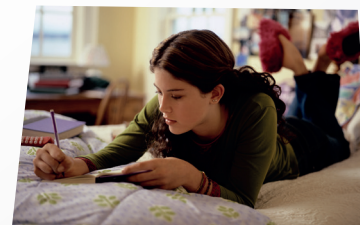
- 4 Do the phrases in Exercise 3 have a positive or negative meaning? Find a phrase which means:

- | | |
|---|--------------------|
| 1 strict and direct in speech | 5 hardworking |
| 2 very kind | 6 very efficiently |
| 3 a great person | 7 unemployed |
| 4 change your mind about something you agreed to do | 8 very nice |

- 5 Read this extract from Becky's diary from the week after she was elected chairperson of the Panther's Club. Find two examples each of similes, metaphors and euphemisms. Can you work out what they mean?

So, it's now been a week and a half since I started as chairperson of the club. I was so pleased to be elected but it has been a roller-coaster ride of emotions. I've never really been in charge of anything before, well not something as big as this, so at first, I felt like a fish out of water. But then I had a stern word with myself. I said 'Becky, pull yourself together. You can do this!'

My first event as chairperson went much better than expected. I've always had a passion for helping people on low incomes. We held an auction to raise money for our food bank. It was absolutely brilliant. Every single item sold as quick as lightning. It feels good to be able to help so many people, especially those who are on the streets.



- 6 Discuss with a partner. What do you think the euphemisms in italics might mean? Why do you think the speakers have chosen to use a euphemism in these situations?

- 1 My pet *passed away* recently. I miss him terribly.
- 2 Our hotel room *left a lot to be desired*.
- 3 Uncle Tom is *getting on a bit* but he's in excellent health.
- 4 My car is *pre-owned* but it's in very good condition.
- 5 Don't believe everything Ryan says. He can be *economical with the truth* sometimes.
- 6 You need to be careful around Auntie Pam – *she doesn't suffer fools gladly*.
- 7 Could you hold my bag? I need to go to *the rest room*.
- 8 He's *going a bit thin on top*, but otherwise he doesn't look his age.

- EP 7 Which adjective completes these common similes?

good	light	mud	quiet	regular
sick	solid	white		

- 1 There's nothing wrong with this table. It's **as** **as a rock**.
- 2 I shouldn't have eaten those prawns. I was **as** **as a dog**.
- 3 I couldn't follow the maths lesson this morning – the teacher's explanation was **as** **as mud**.
- 4 Joe visits us every day, **as** **as clockwork**.
- 5 I promise I won't disturb you. I'll be **as** **as a mouse**.
- 6 My bike looks **as** **as new** now I've cleaned it.
- 7 Your case is **as** **as a feather** – you can't have packed many clothes.
- 8 What on earth has happened? You look **as** **as a sheet**.

- 8 >> WORK IN PAIRS. TURN TO PAGE 153.

LISTENING



- 1** Discuss with a partner. Who do you admire from the following areas?

Acting/TV personalities Music Sports
Politics Activists/charity workers Family/friends
Your school

- 2** Do you recognise any of the people in the photos? What do you think they are known for?

- 3** Look at Tasks One and Two in Exercises 6 and 7 and answer the questions.

- 1 What will the five speakers be talking about?
- 2 How many tasks do you have to complete for each speaker?
- 3 How many unnecessary options are there for each task?

- 4** Look at options A–H for Task One. Match the options to the words and phrases from the recording in the box. They may match more than one option.

didn't put her off leading campaigner for
looks are everything born to run
patient, calm and generous joking around
admire her courage be a pioneer witty
risk rejection

- 5** Why is the **highlighted** word in Task One important?

PREPARE FOR THE EXAM

Listening Part 4

- 6** Listen to Speaker One, focusing on Task One. Which words and phrases from Exercise 4 do you hear in the relevant part of the recording? Which lead you to the answer and which are distractors?

You will hear five short extracts in which people are talking about someone they admire.

TASK ONE

For questions 1–5, choose from the list (A–H) the **main** reason each speaker gives for admiring the person.

- | | | |
|---------------------------------------|-----------|----------------------------|
| A physical appearance | Speaker 1 | ☐ 1 |
| B commitment to a cause | Speaker 2 | ☐ 2 |
| C determination to overcome obstacles | Speaker 3 | ☐ 3 |
| D kindness to others | Speaker 4 | ☐ 4 |
| E willingness to break boundaries | Speaker 5 | ☐ 5 |
| F natural talent | | |
| G intellectual capacity | | |
| H sense of humour | | |

- 7** Listen again to Speaker One and complete Task Two. Which of these phrases led you to the correct answer and which are distractors?

I'd always wanted a model stick with my ambition right from when I was very young

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker was influenced by the person they admire.

- | | | |
|-----------------------------------|-----------|-----------------------------|
| A I chose which course to study. | Speaker 1 | ☐ 6 |
| B I changed my career path. | Speaker 2 | ☐ 7 |
| C I altered my lifestyle. | Speaker 3 | ☐ 8 |
| D I followed my dream. | Speaker 4 | ☐ 9 |
| E I moved to a new country. | Speaker 5 | ☐ 10 |
| F I took up a new hobby. | | |
| G I entered a competition. | | |
| H I started doing voluntary work. | | |

- 8** Listen twice to Speakers 2–5 and complete Tasks One and Two.

- 9** Discuss the questions with a partner.

- 1 Do you think the speakers made good choices?
- 2 Who do you tend to admire more, famous people or people you know personally?
- 3 Do you think the type of people we admire has changed over the years? Why do you think that might be?

SPEAKING

COLLABORATIVE TASK

- 1 Look at the Part 3 task. Choose one of the groups and tell your partner why you think people admire them.

young entrepreneurs

political leaders

What reasons do people have for admiring the following groups of people?

sportsmen and women

environmental activists

actors and singers

- 84 2 You will hear two students called Aurelia and Edmundo doing the task. Who expresses the following points? Write A, E or B (both). Do they discuss all five groups in the task?

- 1 There are several factors contributing to young people's admiration of actors and musicians.
- 2 Some sports stars have had books and songs written about them.
- 3 Not all politicians are admired.
- 4 A few politicians have been almost universally admired.
- 5 Young entrepreneurs are admired for doing something unusual.

- 84 3 Listen again and tick the expressions from the *Prepare to speak* box that you hear.



PREPARE TO SPEAK

Giving reasons

It's probably because of ...

Thanks to ...

The reason I say (that) is ...

Why I believe that is ...

due to (the fact that) ...

owing to (the fact that) ...

since

as

Giving examples

..., say, ...

For instance, ...

A case in point is ...

Take (for example) ...

An illustration of that is ...

The best example (of that) is ...

... and so on

... and so forth

... and things like that

- 85 4 The examiner gives Aurelia and Edmundo the following one-minute task:

Which TWO groups do you think are most admired by young people?

Based on what they said earlier, which groups do you think they will decide on?

Listen and check. Do you agree with their choice?



- 5 Work with a partner and do the Part 3 task in Exercise 1. Use some expressions from the *Prepare to speak* box.



- 86 6 Listen to Aurelia and Edmundo doing Part 4. Number the questions in the order in which they are discussed.

- a Do you think young people sometimes look up to the wrong people?
- b Would you agree that some sports stars are paid too much?
- c In your view, is leadership something that can be learnt or is it something you are born with?
- d Some people say that anyone can be famous nowadays. What do you think?

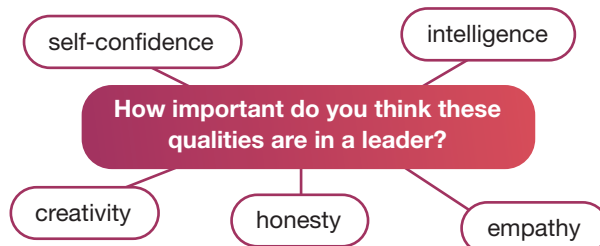


- 86 7 Listen again. Which expressions from the *Prepare to speak* box do Aurelia and Edmundo use?

- 8 Work with a partner to answer the questions in Exercise 6. Use expressions from the *Prepare to speak* box where appropriate.



- 87 9 Work with a partner. Listen to the instructions and complete the task.



- 88 10 Work with your partner. Listen and follow the instruction.

- 11 In pairs, discuss the Part 4 questions.

Do you think schools should teach leadership skills? Why? / Why not?

To what extent do you think that different styles of leadership are needed for different situations?

Some people believe anyone can be a leader in the workplace with the right training. Do you agree?

How important is it for the success of a sports team to have a good manager?

16 A NEW CHAPTER

? ABOUT YOU

▶ 16 Watch the video and answer the questions.

What is the best age to begin and to finish education?
Which school subjects are likely to be of most use when you start working?

What do you think is the best way to find out whether a particular career will really suit you?

VOCABULARY & READING

WORK AND STUDY

EP 1 Match statements 1–8 to replies a–h. Then check you understand the meaning of the **words**.

- 1 Jacqueline's about to finish her university **dissertation**.
- 2 Oh no, I've got three **assignments** to hand in by Monday.
- 3 I'm more interested in **humanities** than science subjects.
- 4 Where I live, **schooling** is compulsory up to the age of 16.
- 5 In my new role I'm getting extensive **on-the-job training**.
- 6 Ella's going to spend a month as an **intern** with a law firm during the summer.
- 7 I've just seen a poster about a **workshop** on how mindfulness can help you pass your exams.
- 8 The bottom line is – kids have to have decent **numeracy** skills before leaving school.

- a Great! You'll soon **learn the ropes** and know what to do.
- b Same here – that's when a lot of people leave to learn a **trade** like plumbing or construction.
- c Me too, especially languages and philosophy.
- d But don't you think literacy is equally important?
- e Fantastic – does that mean she'll be graduating soon?
- f Well, you'd better not waste time talking to me then!
- g Nice! That'll give her some useful work experience.
- h I won't be attending – you just need to **apply yourself** if you want to do well.

2 Complete the statements with **words** and **phrases** from Exercise 1. Then say why you agree or disagree.

- 1 Everyone needs excellent _____ skills in order to manage money and avoid getting ripped off.
- 2 Regular exams are the only way that schools can make pupils _____ and do any work. Without exams, they'd just play on their phones all day.
- 3 For some people, going to college to learn a practical _____ like construction will enhance their prospects more than going to university and wasting time on a _____ degree such as Latin.
- 4 If all employers provided enough _____, organisations would run much more smoothly.
- 5 With all the online educational resources now available, home _____ will become a more and more popular option for parents.
- 6 All drivers should attend one compulsory _____ per year to learn about road safety.
- 7 Most students probably learn as much from doing _____ during their course and then writing a final _____ as they do from attending lectures.
- 8 Whenever you start a new job, it's always harder to _____ than you think it's going to be.

PREPARE FOR THE EXAM

Reading and Use of English Part 8

3 Quickly read the article opposite in which four young women talk about their study or work choices.

4 Read the task in Exercise 5 and underline the key words in each question.

5 For questions 1–10, choose from the young women (A–D). The women may be chosen more than once.

Which young woman ...

- 1 admits to being influenced by the example of other students?
- 2 suggests that she deserved the offer she received?
- 3 mentions feeling concerned about being unable to do certain things?
- 4 found that achieving what she wanted was easier than she had expected?
- 5 reports going back to her original plan of action?
- 6 wants to be able to stand out from other people in the job market?
- 7 is confident that she picked the right career?
- 8 corrects a misunderstanding about the kind of work that she is likely to be given?
- 9 says that other people wish they'd done what she's about to do?
- 10 feels confident that she will be able to be useful to her employer?



SO, WHAT NEXT?



Work, study, or perhaps a bit of both?

Four young women explain the choices they made

A Helen

I had the option of undertaking a year's work placement before my final year at university, and although this meant extending my degree by a year, I was in no doubt I should go for it. I had visions of working for some prestigious company in London, while enjoying the big city nightlife and culture. But then I met a group of people who had taken part in something called the Study Abroad programme. Its appeal was immediately obvious. I realised I'd sooner enrol on a course on another continent – probably Australia – soak up the culture and hit the beach, rather than work 9–5 in rainy England. If I did that, I'd spend half my time wishing I'd gone somewhere more exotic! But as neither of my options were guaranteed to come off, I reckoned the wisest move would be to apply for both. The more I thought of Australia, however, the more daunting the prospect of a year without seeing friends or family appeared, as my finances wouldn't cover extra return air fares. So after weighing up the pros and cons, I decided I would rather just apply for the internship.



B Emily

I've always had doubts about whether my schooling would fully prepare me for the world of work. I've got pretty good numeracy skills, which are likely to come in handy in a career in accounting, but don't feel I'm ready to embark on that just yet. I'm really interested in doing a course which includes a work placement year, because I think this will add a lot to my CV and give me a taste of working life. It's sometimes said that placement students are just there to make the coffee – in actual fact, nothing could be further from the truth. In most cases, they're given real responsibilities and can make a genuine contribution. So, the idea of learning the ropes and seeing for myself what goes on in a typical workplace is very attractive.

C Lizzie

With so many school leavers going straight to university, recruiters must surely be faced with a vast pool of humanities graduates who have general skills that don't lead to any specific profession or trade. As our final school exams approached, most of my friends had their futures pretty much mapped out, with many receiving offers of university places. That route had never appealed to me, but I realised I wanted to get out into the real world, and so I decided to apply for a professional apprenticeship as a way of differentiating myself and offering employers something extra. Although I anticipated a long and arduous process of applications, shortlists and interviews, I ended up getting an offer in no time. I'll be starting in the accounts department, and I've been informed that I'll be getting a lot of on-the-job training. I have some friends who are two years older than me and who went straight into uni, where they're now having to write 5,000-word dissertations, and they're starting to think they should have taken the apprenticeship route instead and learned a trade!



D Florence

It was after hearing a guest speaker give a talk at school on women in STEM (science, technology, engineering and maths) jobs that I started to consider a career in engineering. Rather than go to university, I chose an apprenticeship programme, and I've never looked back. Being an apprentice enables you to get hands-on experience rather than just doing endless theoretical assignments. That's not to say it's not demanding, but the variety of everyday tasks gives you an insight into the reality of that particular industry and you can see if it's really what you want to do for a living. Luckily for me, it was. I really applied myself and when my apprenticeship came to an end, my boss knew what I was capable of and proposed that I be taken on permanently. My apprenticeship has helped me achieve an awful lot, so I certainly don't regret missing out on university, although I do think that more young people would be attracted to them if only the wages were higher.



TALKING POINTS

- Does the idea of an apprenticeship appeal to you? Why (not)?
- What are the advantages and disadvantages of starting work before finishing your education?
- Would it be good to take a year abroad during a university or college course?
- Should university education be free to all students?

GRAMMAR

WISHES, REGRETS AND PREFERENCES

1 Complete the extracts from the article with the words in the box.

should sooner only wishing would

- I realised I'd enrol on a course on another continent ...
- If I did that, I'd spend half my time I'd gone somewhere more exotic!
- ... more young people would be attracted to them if the wages were higher.
- They're starting to think they have taken the apprenticeship route instead!
- I decided I rather just apply for the internship.

2 Complete the rules with a word or phrase from the box.

negative past simple past perfect if only I'd sooner I'd rather the present or future would / wouldn't

- To express a preference about the future, we can use or plus infinitive (without to)
- To make a statement with *I'd sooner* or *I'd rather*, just add *not*: *I'd rather not move*.
- To say what we would like another person to do, we can use *I'd sooner* or *I'd rather (that) +*: *I'd rather (that) you didn't wear boots inside the house*.
- To express a wish about, we use *I wish + past simple*: *I wish I didn't have so much homework*.
- To express a wish or regret about the past, we use *I wish +* or *should / shouldn't + have + past participle*
- To complain about a current situation, we can use *I wish +*: *I wish you'd pay more attention!*
- To express a wish or regret more strongly, we use: *If only I had more money!*
- To express a wish for something that is possible or likely to happen, we use *hope*: *I hope they don't forget / haven't forgotten*.

» GRAMMAR REFERENCE AND PRACTICE PAGE 175

3 Match the sentence halves, putting the verb in brackets into the correct form.

- Do you reckon that Darren ever wishes
 - Which would you rather do:
 - Larissa's always wished she
 - Our exam is next week – I hope
 - My mum can be so embarrassing – I wish she
 - I wish I'd never come here. If only I
- the students (start) revising.
 - that he (not dye) his hair pink?
 - (take) a year out, or (go) straight to university after school?
 - (not always show) my friends photos of me as a baby when they come round.
 - (listen) to my parents!
 - (have) a better singing voice.

4 Complete the second sentence so that it has a similar meaning to the first, using the word given.

- Carl's ambition is to be given a place at university. **HOPING**
Carl accepted at university.
- I wish I hadn't got angry yesterday. **TEMPER**
If only yesterday.
- It was wrong of the footballer to swear. **SHOULDN'T**
The footballer bad language.
- Louisa prefers to be optimistic. **SOONER**
Louisa bright side of life.
- I'd rather you didn't drop out of college. **WOULDN'T**
I drop out of college.

5 Identify two incorrect sentences in each group. Correct the mistakes.

- I wish my mum won't take selfies all the time – she's SO embarrassing!
 - Family holidays are great, except that I wish my dad wouldn't play such dreadful music in the car!
 - I wish I haven't eaten all that ice cream!
 - Don't you just wish German was taught at our school? I'd love to learn.
- Opera – boring! I'd sooner to watch paint dry!
 - 'Coming to the beach?'
'I'd rather not today.'
 - I'd sooner the window was kept shut. It's cold.
 - I'd much rather studying in the evenings than get up early to work.
- My exam results were awful – if only I was working harder!
 - If only my school had its own swimming pool, I'd use it every day!
 - I'll lend you my racket, but if only you give it back by the end of the day.
 - If only the weather had been better on holiday.



6 What could you say in the following situations? Use one of the following: *I'd sooner ...*, *I wish ...*, *If only ...*, *I'd rather ...*

- Your dad has offered to drive you to school, but he's still eating breakfast! You say ...
- The waiter tells you that the starter of raw snails is particularly good today. You say ...
- You're in your swimming costume at the beach, but the weather's turned really nasty. You say ...
- You recently spent \$4,000 on a guitar, but now you can't afford to go on holiday. You say ...

7 Choose the correct option. Then tell your partner ...

- something that you hope *happens* / *has happened* next week
- a bad habit you wish you *won't have* / *didn't have*
- whether there's another country *you'd rather* / *you wish* live in
- something in your life that you wish you *have done* / *had done* differently
- something annoying that you wish a family member *wouldn't* / *won't* do
- what you'd rather *be doing* / *have done* now

VOCABULARY

COMPOUND ADJECTIVES



1 How would you decide which of your friends to go travelling with?



2 Listen to Oliver talking to his mother about which of his three friends he wants to go travelling with. Are the following true or false? How do you know?

- 1 Oliver feels that he is similar in character to his friends.
- 2 Oliver's mother thinks all the friends are reliable.
- 3 Oliver thinks that being with Adam and Chuck will be really relaxing.
- 4 Going with Chuck would enable Oliver to save money.
- 5 They think Brad should eat more nutritious food.
- 6 Brad tends to ask about what's in his food.
- 7 Oliver's mother thinks he should show more understanding towards Brad's needs.
- 8 Oliver is enthusiastic about sharing a tent with Adam.



3 Listen again and join the words in A with a suffix from B to make adjectives used in the conversation. The words in A are in the order in which you hear them.

A like- trust stress- rent- health-
vitamin- broad- water sound

B conscious free minded
proof rich worthy

4 Complete the second part of the compound adjectives and then match the sentence halves to make definitions of the adjectives in Exercise 3.

- 1 If you live **rent-** it means
 - 2 If a material is **water**,
 - 3 A **sound** structure
 - 4 If you can rely on a person,
 - 5 A **health-** person is someone who
 - 6 Someone who accepts new ideas and experiences
 - 7 We often make friends with **like-** people,
 - 8 If you don't have anything to worry about,
- a is one that keeps noise out.
b you can describe them as **trust**.
c in other words those with a similar outlook on life.
d you don't pay for accommodation.
e can be described as **broad-**.
f does exercise and eats nutritious food.
g it prevents moisture from going through it.
h you can say that your life is **stress-**.

5 >> WORK IN PAIRS. TURN TO PAGE 153.

VERB SUFFIXES

EP 6 Add a word beginning from the box that can be used to make the three words in the same line.

wid- econom- isol- - resid- simpl-

	Verb	Adjective	Noun
0	<u>resid</u> e	<u>resid</u> ent	<u>resid</u> ent
1	<u> </u> ify	<u> </u> e	<u> </u> ification
2	<u> </u> en	<u> </u> e	<u> </u> th
3	<u> </u> ise	<u> </u> ical	<u> </u> y
4	<u> </u> ate	<u> </u> ated	<u> </u> ation

7 Complete the questions with a word from Exercise 6 in the correct form, and then discuss the questions.

- 1 What would be the main advantages and disadvantages of in an isolated location?
- 2 Do you think that English spelling should be , e.g. by changing *enough* to *enuf*?
- 3 What would be the best way to , if you were saving up to buy your first car?
- 4 Do you think all roads should be to allow for cycle lanes to be added?



PREPARE FOR THE EXAM

Reading and Use of English Part 3

8 Read the text below. Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

THE MAN WHO ...

Have you ever felt the (0) motivation to sail off to the South Pacific and live a life (1) from the rest of society? Well, in 1989 an Italian man called Mauro Morandi decided to do just that, but even before his boat had left Italian waters, it broke down near Budelli Island. Learning that the island's (2) caretaker was about to retire, Morandi took his place there instead, and spent the next 30 years of his life (3) that the small island's precious ecosystem was protected. In 2016, however, there was a legal battle over the ownership of the island, which (4) Morandi's existence there. It resulted in the island being returned to the local authorities, who proposed plans to turn it into an environmental observatory. It looked (5) likely that Morandi would be forced to leave his home. A petition was launched which gathered thousands of signatures from those who (6) with Morandi and supported his right to remain. However, despite the highly (7) public reaction to his possible expulsion from the island and (8) over what its future should be, it was finally decided that Morandi would have to go. He now lives on a nearby island.

MOTIVE

SOLE

RESIDE

SURE

THREAT

INCREASE

SYMPATHY

CRITIC

AGREE

9 Would you like to live alone on an island for a time?

WRITING

AN EMAIL OF APPLICATION

1 What are the advantages of doing the part-time jobs in the photos? What skills and experience would make a young person a suitable applicant for them?

2 Match the email openings and closings (1–8) to the situations in which they are used (a–f). Some situations may be used more than once.

Opening

- 1 Dear Sir or Madam,
- 2 To Whom It May Concern:
- 3 Dear Ms Jenkins,
- 4 Hi Jake,
- 5 Dear Human Resources Manager,

Closing

- 6 All the best,
- 7 Yours faithfully,
- 8 Yours sincerely,

- a when writing to someone who you know and are on first-name terms with
- b when you do not know the name of your reader
- c when you are writing to a woman, and know her surname but not her title
- d when you do not know the identity of your reader, and/or when there may be more than one reader
- e when ending formal polite correspondence to someone whose name you know
- f when you know the job title but not the name of the person you are writing too

3 Which of the openings and closings in Exercise 2 would be least likely to appear in an email of application, and why?

4 Read the tips about writing job applications. Which ones are good advice for writing an application in the real world (R), and which are good advice for the Writing paper in the exam (E)? Write R, E or Neither next to each tip. Some can be both R and E.

Sound advice for writing applications?

- 1 Start writing your application as soon as you can.
- 2 Read the instructions carefully, checking that you understand exactly what is needed.
- 3 Research the company which is advertising the job online and find out about it and its competitors.
- 4 Use chatty language to reflect your friendly personality.
- 5 Ensure that everything you say is absolutely true.
- 6 Provide specific examples of your achievements.
- 7 Include the names and contact details of the people who will give you references.
- 8 Give details of your age and ethnicity.
- 9 Once you have written your application, show it to another person to get their feedback.
- 10 Proofread your application carefully.



5 Choose the more suitable option in these extracts from applications.

- 1 While I was in the school basketball club, we succeeded in *getting / attracting* over twenty new members, which *generated / made* additional income for the club.
- 2 One of the aspects of the job which I most enjoyed was having the opportunity to *interact / chat* with the customers.
- 3 Duties included *using / operating* a wide range of warehouse equipment and *ensuring / checking* that it was all safely stored.
- 4 While working in the shop, I handled cash on a regular basis, *demonstrating / and this shows* that I am a trustworthy member of staff.
- 5 I would describe my manner while working in the advertising agency as *client-focussed / friendly* and professional.
- 6 I *thought of / proposed* several ways to *enhance the interior appearance of the café / make the café look nicer*.

6 Look at this exam task. What information should you include in your application?

A local advertising company is offering a one-week placement for a student who is considering a career in advertising. The successful applicant will be answering customers' queries and helping in the computer graphics department. Write to apply for the placement, explaining why you are a suitable candidate, suggesting what you could do to help the firm, and outlining how the placement could help you to achieve your career goals.

Write your email.

7 Read a student's email. How effectively has he completed the exam task?

¹Dear Sir or Madam,
I am writing to apply for the week-long placement with your company, and would like to outline why I think I would be well suited to do this.
First of all, I ²really like art. ³Even when I was a young child, I was extremely creative and really enjoyed drawing and designing posters. ⁴I did some work experience at a publishing company last year, and I really enjoyed it, and I have decided to become a graphic designer. ⁵I am a strong team player with excellent spoken and written communication skills with a proven track record of achieving impressive results.
⁶If I was doing a placement in your office, I would be happy to assist with routine tasks, such as admin or answering the phone. I am flexible, and so I would be willing to do whatever was needed.
Being offered a place in your office for a week would be ⁷nothing short of totally awesome! ⁸The experience would be very useful. It would enable me to gain experience which I could use when I apply for university next year.
⁹This could lead to a qualification and career that I would find fulfilling, and that would enable me to make a contribution to society.
¹⁰I would like to thank you for considering my application, and look forward to hearing from you.
Yours faithfully,
Marcin Siemanski

8 Match sections 1–10 of Marcin's answer above to his teacher's comments A–J below. The highlighting is there to help you.

Content

- A** I don't think this is relevant, as it's a long time ago. Focus on recent achievements.
B This indicates a willingness to help, which the company would appreciate.

Communicative achievement

- C** This isn't an appropriate tone for a formal application. It's good to sound enthusiastic, but don't overdo it!
D An effective opening. You clearly state why you are writing, and avoid copying language from the task rubric.
E An effective ending. Well done!

Organisation

- F** The sentence could be written in a more interesting style using a higher level structure. Rewrite it starting *Having done some ...*
G This shouldn't be a separate paragraph as you aren't starting a new topic.

Language

- H** You could convey your enthusiasm more if you said *I have always been fascinated by...*
I The adjective + noun collocations here are used a lot in job applications. To make your claims meaningful, you need to also give specific examples of exactly what you have achieved.
J Avoid short sentences like this, as they can seem unsophisticated. Make sure you demonstrate a wide range of advanced grammar.

9 Complete the *Prepare to write* box with these phrases.

I have always been fascinated by ...
team player
gain a qualification
a career that I would find fulfilling
I would like to thank you for considering my application
gave me valuable insights into
excellent spoken and written communication skills
I would be well suited to



PREPARE TO WRITE

An application

Opening

Dear Recruitment Manager / Dear Sir or Madam
To whom it may concern

Explaining your reasons for applying

¹_____ this placement / course / position
For several years, it has been my ambition to ...
²_____

Describing relevant experience

My experience ³_____ what / how ...
During my time as ..., I developed / extended my knowledge of ...

Explaining how your skills are an asset

I demonstrated that I was a strong ⁴_____ when I ...
My ⁵_____ enabled me to produce effective emails.
Although I have no previous experience in ..., I have had ...
I believe I possess the right combination of ... and ...

Talking about the future

This would enable me to ⁶_____ which would ...
This could lead to ⁷_____ ...

Closing

⁸_____
I would be pleased to have the opportunity to discuss my application further at an interview.



PREPARE FOR THE EXAM

Writing Part 2 (an email of application)

10 Read this task, then plan and write your answer in 220–260 words.

Your college is going to host some students of your age from abroad for a week, in order for them to learn about the language and culture of your country. The head teacher is looking for one pupil to lead a team to organise some activities for them. You should write to apply for this role and say why you are suitable for it and explain how the activities would help the visitors learn more about your country's language and culture.

Write your email.

HOW TO WRITE A CV

LIFE SKILLS

How to write a CV

A CV (or resumé) shows potential employers what work experience and qualifications you have and helps them to decide whether to interview you or not. It usually follows a standard format. Knowing how to write one is a skill you are likely to call on more than once throughout your working life.



- 1 What is this situation? What stages have led up to it?
- 2 You are going to hear a seminar about how to write a good CV. With a partner, make a list of the advice you think you will hear.
- 3 Listen to the seminar. Does the trainer mention your ideas?
- 4 Listen again. Are the statements true or false?
 - 1 You should address the CV to an individual.
 - 2 Putting a photo on your CV is illegal in some places.
 - 3 Work and volunteer experience should be in separate sections.
 - 4 Your CV needn't include every school you have attended.
 - 5 Some people don't include a personal statement.
 - 6 It's OK to mention your pastimes.
 - 7 Employers always read CVs fully.
- 5 Look at the job advert. Answer these questions.
 - 1 What does the job involve?
 - 2 What does an applicant need?
 - 3 When is the deadline for application?

- 6 Look at the CVs of two applicants. Which advice from the seminar does each one follow? Which advice does each one ignore?



My resumé Heidi Fischer

Contact details

Löwe Strasse 37
Berlin 5478

Work experience

Summer 2019, 2020

Marine World Aquarium (Volunteer)

- Guided visitors
- Cleaned the tanks

2018 **Beaches for the Future** (Volunteer)

- Took part in a beach clean-up

2017 **Summer Study Activity Camps** (Volunteer)

- Looked after a group of ten children
- Cleaned, cooked and maintained the campsite

Education

2019 to present **Technical University of Berlin**

B.A. Environmental Science

2014–2019 Löwe Platz Gymnasium

Passed the Abitur with 1.3 (very good)

Skills

- Member of the university swimming team
- English at C1 level, plus informal experience as an interpreter

VOLUNTEERS NEEDED TO PROTECT SEA TURTLES

Positions available all-year round, from 2–8 weeks.

Duties and responsibilities

- 🦎 Monitoring turtle nests
- 🦎 Keeping records
- 🦎 Cleaning the beaches

Experience

Previous volunteering experience desirable

Skills and qualifications

The work takes place outdoors, so volunteers must be fit and able to cope with often adverse weather conditions. The ability to swim is essential. B2 level English or above is required.

Please send a covering letter and CV no later than April 30th.



CRISTIANO BRUNO

CONTACT DETAILS

Crisbruno2004@yahoo.com

+6911613282265

INSTAGRAM AND TIKTOK

@bravobruno04

WORK EXPERIENCE

October 2020 to present **Il Miglior Caffé**

PART-TIME ASSISTANT

- Prepare drinks and snacks
- Order ingredients
- Chat to customers

Summer 2019, 2020, 2021 **Beaches for the Future**

VOLUNTEERING

- Took part in numerous beach clean-ups around Europe
- Kept records of plastic waste that had landed on the beach

PERSONAL STATEMENT

Dear director, I am passionate about marine conservation, having grown up on the coast and having been involved in various beach clean-up projects. I am hardworking and enjoy working with new people in a team.

EDUCATION

- 2008-2011 *I Fiori Nursery*
- 2011-2015 *Nuovo Ponte Elementary School*
- 2015-2018 *Nuovo Ponte Junior High*
- 2018-2020 *Caracalla Senior High*

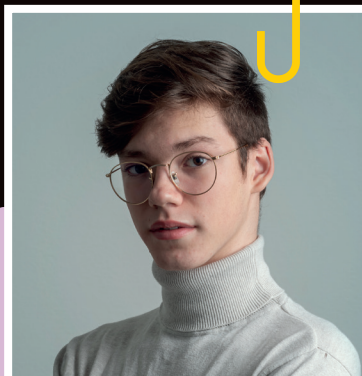
Passed the general certificate with 87%

- 2020 to present *Sapienza University of Rome*

B.A. Marine biology

SKILLS

- Native Italian
- English at C1 level
- Qualified PADI Open Water Diver
- Word processing and photo editing



Project

Creating a CV

TopSounds 5-day summer music festival needs volunteers!

- Get to see the latest bands for free. Food and accommodation included.
- Duties: checking tickets, working on the refreshment stalls, cleaning up the site.
- We're looking for outgoing, hardworking people with a passion for music. Previous volunteering experience desirable.



Footballandia

Want to share your passion for the beautiful game with other fans? We're looking for volunteer guides for our new museum. Applicants should be highly knowledgeable about football and comfortable speaking in public. Visitors come from overseas so ideally you'll be able to talk about football in more than one language.



1 PREPARE

Make notes about the following:

- Your educational history
- Any work experience you have, including volunteering
- Any skills or qualifications you have



2 DECIDE

Decide which of the jobs above you're going to apply for.



3 WRITE

Write a brief personal statement and CV, bearing in mind the job you've decided to apply for.



4 CHOOSE

Imagine you work for TopSounds or Footballandia. Look at the CVs of three classmates who want that job. Who would you employ and why?

7 Work with a partner. Imagine you are in charge of selecting one volunteer for the turtle protection project.

- 1 Based on the appearance of the two CVs, who would you choose? Why?
- 2 Based on Cristiano's and Heidi's experience, education and skills, who would you choose? Why?
- 3 Based on everything, who do you choose? Why?

REVIEW 4 UNITS 13–16

VOCABULARY

- 1 Replace the sections in *italics* with a word or phrase from the box in the correct form.

a steady job appoint climb the corporate ladder
enterprise hold down a job out of a job
recruit resign from

- 1 Raquel is too restless to *work in the same place for a long period*.
- 2 Someone said the bakery in town is *looking for staff*.
- 3 We're glad to see that Al is *getting regular promotions*.
- 4 If the factory closes, hundreds of people will be *unemployed*.
- 5 Mr Lee wished us the best of luck with our new *business*.
- 6 Sam *told his boss he didn't want his job*.
- 7 I heard the company is going to *put in place* a new sales manager.
- 8 All I want is *work that will continue for a long time and pay regularly*.

- 2 Complete each sentence with a phrase containing *work*.

- 1 You m_____ s_____ work o_____ your dinner. You must have been really hungry.
- 2 It may not be a well-paid job but you can work y_____ w_____ u_____.
- 3 This order has to go out by Friday at 4 pm. We're really w_____ a_____ t_____ c_____.
- 4 I've really g_____ m_____ work c_____ o_____ with this project – there's a lot more to do than I imagined.
- 5 The boss told his employees to stop complaining and g_____ d_____ t_____ work.
- 6 The manager got a pay rise even though it was his employees who had d_____ t_____ d_____ work.

- 3 Complete the article with words from the box.

committed self-assured spokesperson
uncompromising unsung voice

Xiuhtezcatl Roske-Martinez

is one of the many ¹ _____ heroes of the climate change movement. Since the tender age of six, he has been a ² _____ for the indigenous peoples of America. He is ³ _____ in his belief that the individual is a part of the natural environment and has a duty to protect it. This resourceful young man is the Youth Director of Earth Guardians, an activist organisation founded by his mother. He has acted as a ⁴ _____ for environmentalists on numerous occasions and is also ⁵ _____ to social justice. Talented and ⁶ _____, Martinez, along with his brother and sister, has made several environmentally themed hip-hop albums.



- 4 Complete the sentences with a phrasal noun made by combining a word from each box in the correct order.

ahead down off
out (x3) over up

come go keep pay
set tip turn (x2)

- 1 I'm delighted that your case had a positive _____.
- 2 I knew from the _____ that the plan would fail.
- 3 I sold my horse because I couldn't afford its _____.
- 4 All we hear about on the news these days is the economic _____.
- 5 Police received a _____ that a robbery was planned.
- 6 The builders have been given the _____ to start work.
- 7 The business has an annual _____ of over £2 million.
- 8 We're hoping to receive a _____ from the insurance company.

- 5 Choose the correct option.

- 1 It turns out that my painting is actually a *fake / hoax*.
- 2 No-one believed that Lola was your long-lost third cousin – it was just too *plausible / far-fetched*.
- 3 Was anyone *taken in / fallen for* by that conman?
- 4 The photos of the Loch Ness monster *credibly / supposedly* taken in the 1960s turned out to be *hoaxes / scams*.
- 5 The newspaper lost all *incredibility / credibility* after repeatedly publishing inaccurate stories.
- 6 The worst kind of *fake / scam* is one that targets the elderly.

- 6 Complete the compound adjectives with an appropriate word.

- 1 I'm lucky to have a really great boss and a completely stress-_____ job.
- 2 I wore my new coat during a storm yesterday and realised it wasn't water _____ at all!
- 3 I'm joining a book club because I like the idea of meeting a group of like-_____ people.
- 4 The walls in the studio are not completely sound _____, but they do cut down the noise level.
- 5 It astonishes me that they appointed such an untrust _____ person to such an important position.
- 6 If all we offer is burgers and chips, we won't attract any health-_____ customers.

GRAMMAR

1 Complete the sentences with the number of words given in brackets. Include a form of the given word.

- 0 *It is predicted* that the population of Europe will decline steadily over the next 100 years. **PREDICT** (3)
- 1 At 109, Mary _____ the oldest woman in the country. **BELIEVE** (4)
- 2 _____ to be at least 400 species of bird at risk of extinction. **KNOW** (3)
- 3 The defendant _____ stolen jewellery worth £250,000. **ALLEGE** (4)
- 4 Mozart _____ composed his first symphony at the age of seven. **THINK** (4)
- 5 _____ to be widespread protests in the capital this weekend. **EXPECT** (3)
- 6 _____ that diplomatic relations between the two countries will soon be restored. **HOPE** (3)
- 7 Heavy rain _____ in parts of the country in the next 24 hours. **ANTICIPATE** (2)

2 Report the questions using the verb given in brackets.

- 1 How long have you been working at the bank? (he / ask)
- 2 Will you be going to Marina's wedding next Saturday? (she / want to know)
- 3 What's the difference between Emperor and Gentoo penguins? (he / wonder)
- 4 What would our house have been worth in the 1960s? (we / inquire)
- 5 How often did you use to visit your grandparents as a child? (he / ask)
- 6 Did you realise the whole thing was a hoax? (they / want to know)

3 Rewrite the sentences using the word given in brackets.

- 1 For me, writing a letter is preferable to making a complaint in person. (sooner)
- 2 I'm too young to travel across Europe alone. (If only)
- 3 Concha is sorry she didn't trust you. (wishes)
- 4 It was wrong of you to give away my paintings. (rather)
- 5 I wasted my time at school, which I now regret. (wish)
- 6 I resigned without a new job and now I'm unemployed. (should)
- 7 Please don't play ball inside the house. (rather)



PREPARE FOR THE EXAM

Reading and Use of English Part 1

4 Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Ethical hacking

If you are on the (0) B for an unusual career related to computers, how about becoming an ethical hacker? Due to the rise in malicious hacking, organisations have had to take the (1) _____ to find their computer systems' vulnerabilities before those with bad intentions do. You would help your employer stay one (2) _____ ahead of the online criminals by identifying any weaknesses and suggesting ways of fixing them. It is highly satisfying to prevent hackers from (3) _____ access, as the average cost of a data breach is in the (4) _____ of \$150 million. There are now qualifications you can obtain which will boost both your employment potential and your earning (5) _____. A hacker attack occurs every 39 seconds, a statistic which has led to a serious (6) _____ by organisations. Those that hire ethical hackers conduct thorough checks on them, so it is out of the (7) _____ for anyone with a criminal record. However, for a person of (8) _____, it is a rewarding and stimulating career.

- | | | | |
|-----------------|---------------|------------|-------------|
| 0 A chase | B hunt | C search | D seek |
| 1 A inspiration | B initiative | C energy | D action |
| 2 A pace | B space | C track | D step |
| 3 A reaching | B taking | C gaining | D finding |
| 4 A zone | B region | C range | D area |
| 5 A possibility | B extent | C capacity | D scope |
| 6 A crackdown | B lockdown | C downturn | D setback |
| 7 A probability | B likelihood | C question | D chance |
| 8 A sincerity | B reliability | C honesty | D integrity |

Reading and Use of English Part 3

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.

Apprenticeships

It is (0) undeniably the case that the days of going straight from school into a steady job are over. If the dream of going to university is (1) _____ for you but you still want to have a well-paid and fulfilling career, an apprenticeship could suit you. For many young people, the thought of being burdened with a lifetime of student debt is (2) _____. Apprenticeship is a pathway which facilitates the (3) _____ of the kind of skills employers value most. Working under the (4) _____ of an experienced member of the team eases the transition from school to the workplace. The length of apprenticeships varies depending on the (5) _____ of the work and on the industry. (6) _____ is also dependent on region, but the government has a useful website to help (7) _____ apprentices locate relevant opportunities. The best part is that there is a (8) _____ rate of over 90% across all apprenticeships, meaning you have a very good chance of keeping your job.

DENY

ATTAIN

TOLERATE
ACQUIRE

SUPERVISE

COMPLEX
AVAILABLE

PROSPECT
RETAIN

READING AND USE OF ENGLISH

READING AND USE OF ENGLISH PART 1

Multiple-choice cloze

Units 1, 3, 6, 7, 12, 13



EXAM INFORMATION

Reading and Use of English Part 1

- You will read a short text with eight gaps (plus one gap as an example).
- Each gap represents a missing word or short phrase.
- There are eight 4-option multiple-choice items, one for each gap, plus one item as an example.

1 Read the article quickly for general meaning. Which of the following could be an alternative title for the article?

- a Video game music – who is it aimed at?
- b Video game music – how is it made?
- c Video game music – what is it for?

2 Why does the writer recommend that people should listen to video game soundtracks while working or studying?

3 Look at the example (0). All the options are verbs which can be followed by *out* to form a phrasal verb. Why is B the correct answer?

4 What do the other phrasal verbs mean?



EXAM TIPS

- Look at the words before and after the gap to check if the missing word is part of a set phrase or collocation.
- Look at the form of verbs after the gap in case grammar is being tested as well as meaning.
- Some items may test the relationship between ideas, either within a sentence or between two sentences.

5 Now complete the exam task.

For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

VIDEO GAME SOUNDTRACKS

Many people listen to music while they are (0) B out a task, and some people argue that one of the best music genres for concentration is the video game soundtrack. This makes sense, in (1) _____ of the purpose of the music that accompanies video games: to help create an immersive environment and to (2) _____, but not distract from, a task that (3) _____ for constant attention and focus.

Limitations in the technology used for early games consoles meant the music also tended to be fairly simplistic when it (4) _____ to its melodies. The music in video games was then (5) _____ over decades to be pleasant, entertaining, but not distracting. The composers had, probably unintentionally, been manipulating the attention systems in the brains of players for years.

But then, that rather unexciting early style of music was gradually (6) _____ as technology progressed, with games producers (7) _____ for anything from big orchestral pieces to hip-hop. The challenge for video game composers will always be to maintain the (8) _____ balance of stimulation without distraction.

- | | | | |
|-----------------|-------------------|--------------|-------------|
| 0 A acting | B carrying | C dealing | D running |
| 1 A view | B sight | C case | D mind |
| 2 A promote | B assist | C facilitate | D advance |
| 3 A looks | B calls | C stands | D accounts |
| 4 A referred | B got | C related | D came |
| 5 A clarified | B processed | C refined | D edited |
| 6 A surrendered | B abandoned | C departed | D deserted |
| 7 A opting | B favouring | C choosing | D selecting |
| 8 A detailed | B accurate | C delicate | D narrow |



READING AND USE OF ENGLISH PART 2

Open cloze

Units 2, 3, 5, 9, 10, 15



EXAM INFORMATION

Reading and Use of English Part 2

- You will read a short text with eight gaps (plus one gap as an example).
- Each gap represents a missing word.
- You need to think of one word to complete each gap.

1 Look at the sentences below (1–5). What type of word is needed in each gap?

- a preposition
- b auxiliary verb
- c relative pronoun
- d linker
- e word to complete a fixed phrase

- They tried a number of different dishes, most of _____ they thoroughly enjoyed.
- Several people collaborated _____ the research project.
- In _____ event of a power cut, emergency lighting always comes on automatically.
- _____ having seen parrots in the area before, he was still surprised to see so many in one place.
- The scientists' results should _____ been analysed more carefully.

2 Now complete each sentence with one word.



EXAM TIPS

- Always read the text quickly for general meaning before starting to fill in the gaps.
- In this task, the focus is on words like articles, pronouns, auxiliary verbs and prepositions, as well as phrasal verbs, linkers and words within fixed phrases.
- You must spell all the words correctly.
- Contractions (e.g. *don't*) count as two words – remember that only **one word** can go in each gap.

3 Now complete the exam task.

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

JAPANESE PAPER ART

INSPIRES A NON-SLIP SHOE

The Japanese art (0) _____ *OF* _____ paper cutting and folding, or kirigami, has led to the creation of mind-bending 3D structures from 2D sheets, including spectacular pop-up designs. You wouldn't think this could have anything (1) _____ common with footwear, would you? But recently, researchers have been using the technique (2) _____ a very down-to-earth reason: creating non-slip shoes. They wanted to develop moving, (3) _____ than static, structures. Walking is a dynamic process, so their aim was to come up (4) _____ a design that was also dynamic and could respond to movement.

So the researchers developed a kirigami-inspired sole, from (5) _____ surface tiny spikes pop up (6) _____ time the shoe is bent during walking. The spikes enhance grip, potentially preventing falls. The intention is to augment, or add on to, existing systems like studs or rubber soles so (7) _____ to provide a better grip on slippery surfaces. The new system drew inspiration from friction-enhancing features found in nature, such as the semi-retractable claws of cheetahs that help them chase prey, or the scales on snakes that can (8) _____ orientated to help them slither along.



READING AND USE OF ENGLISH PART 3

Word formation

Units 4, 5, 8, 11, 13, 16



EXAM INFORMATION

Reading and Use of English Part 3

- You will read a short text with eight gaps (plus one gap as an example).
- Each gap represents a missing word. There is a word in capital letters at the end of each gapped line.
- You need to form a word based on the word at the end of the line to complete each gap.

1 Complete the table below. (Sometimes there is also a negative form.)

NOUN	VERB	ADJECTIVE	ADVERB
	compare		
mechanism			
	prosper		
		aware	
		relevant	

2 Look at the example gap in the exam task. What kind of word comes after the gap? What kind of word is needed in the gap?

3 Two endings are possible for the word *astound*. What are they? Why is one correct, but the other one incorrect?



EXAM TIPS

- Read the text first for general meaning.
- Decide what kind of word you need to fill each gap. If the word is a noun, check if it should be plural. Check if you need the negative form of the word.
- You need to spell all the words correctly.

4 Now complete the exam task.

For questions 1–8, 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. There is an example at the beginning (0).

MYSTERY FOSSILS

Palaeontological research can yield an (0) ASTOUNDING amount of information about the lives of organisms which died millions of years ago. This can be as (1) _____ as the last meal a dinosaur consumed, the colour of a creature's feathers or the precise (2) _____ at which a marine organism lived. However, some fossils defy classification. There are detailed ways of describing such fossils, but they are generally grouped together as 'problematica'.

In palaeobiology, fossils are assigned to problematica for various different reasons.

Sometimes fossil (3) _____ is poor, so they cannot be identified.

(4) _____, isolated parts of a long-dead body are classified as separate organisms until a complete fossil is found. Lastly, especially with specimens from billions of years ago, fossils bearing no (5) _____ to any organisms known today are shelved as problematica. (6) _____, despite the fact that there is so much (7) _____ about the exact nature of some of these problematica, many are useful to (8) _____. They can use them as 'index fossils' to work out the ages of different rock formations.

ASTOUND

SPECIFY

DEEP

PRESERVE

ALTERNATE

RESEMBLE

INTEREST

CERTAIN

GEOLOGY



READING AND USE OF ENGLISH PART 4

Key word formation

Units 1, 7, 9, 14



EXAM INFORMATION

Reading and Use of English Part 4

- There are six questions in this part, plus one example.
- Each question consists of a sentence, a key word in capital letters and a gapped sentence.
- You need to complete the gap in the second sentence so that it means the same as the first sentence. You include the key word and use between three and six words.

1 For each question below, decide which option, a or b, has the same meaning as the first sentence.

- People say that this map is one of the oldest in the world.
 - This map *is among some of* the oldest ones in the world.
 - This map *is said to be among* the oldest ones in the world.
- She didn't go swimming because the sea was too rough.
 - If the sea had *not become calmer*, she *wouldn't* have gone swimming.
 - If the sea had *been calmer*, she'd have gone swimming.
- The teacher was very surprised that not many students had read the book.
 - The teacher *couldn't believe that* so few students had read the book.
 - The teacher *couldn't believe that* a few students had read the book.

2 Why is the other answer incorrect?



EXAM TIPS

- Remember that you must not change the key word in any way.
- The key word is included in the maximum of six words that you can use to fill the gap.
- Contractions (*she's*, *don't*, ...) count as two words.
- Make sure that the second sentence has the same meaning as the first sentence. On the one hand, you must include all the ideas expressed in the first sentence, but on the other hand, you mustn't add any extra information.

3 Now complete the exam task.

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. Here is an example (0).

- 0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0 *INSISTED ON SPEAKING*

- 1 I agreed to do a lot of extra work while my boss was away, but I regret it now.

TAKEN

I wish so much extra work while my boss was away.

- 2 It seems that Barry can't tell a lie, even when it would get him out of trouble.

INCAPABLE

Barry seems to a lie, even when it would get him out of trouble.

- 3 All the students were sure that Ursula would solve the problem before anyone else in the class.

BOUND

All the students thought that Ursula person in the class to solve the problem.

- 4 'I managed to contact Harry, even though I thought I might not,' said Valerie.

HOLD

'I managed to all,' said Valerie.

- 5 A lot of people in this area oppose the plans for a new motorway.

DEAL

There is in this area to the plans for the new motorway.

- 6 Jill was fascinated by cars as a child, and that's why she decided to train as a mechanic.

INSPIRED

Jill's childhood to train as a mechanic.



READING AND USE OF ENGLISH PART 5

Multiple-choice long text

Units 2, 10, 15



EXAM INFORMATION

Reading and Use of English Part 5

- You will read a long text followed by six four-option multiple-choice questions.
- There is one correct option for each question.
- The questions are in the same order as the information in the text.
- The questions test detailed understanding, as well as opinions and attitudes expressed in the text, and writer purpose.
- Some questions may test the meaning of words or phrases in the text.

1 Read the article on the page opposite quickly for general meaning. What's unusual about the farm? What is the writer's general attitude towards the farm?

A positive **B** negative **C** neutral

2 Look at the first question in Exercise 3. What is the correct answer? Underline or highlight the parts of the text which helped you to choose your answer.



EXAM TIPS

- For each question, make sure that you can find information in the text that supports your answer. Sometimes the information will be in more than one part of the paragraph.
- Read each question or incomplete sentence carefully before looking at options A–D. Then read the text carefully to find out which part will help you to find the answer. After that, choose the option which matches the information that you have found.
- Occasionally, the last question is about the whole of the text. There is only ever one question like this, and it will always be the last one.

3 Now complete the exam task.

You are going to read an article about a city farm. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What is emphasised about the rooftop farm in the first paragraph?
 - A** how popular it is
 - B** how productive it is
 - C** how unique its location is
 - D** how hard its employees work
- What point does Pascal Hardy make in the second paragraph?
 - A** It is important to be realistic about urban farming's potential impact.
 - B** People are becoming increasingly critical of intensive farming techniques.
 - C** There is opposition to the idea of devoting space in cities to growing food.
 - D** Using urban farming to feed large populations inevitably involves compromises.
- When comparing himself to intensive farmers in the third paragraph, Hardy suggests that
 - A** they are less willing to consider reducing their water usage.
 - B** they have a different view on the ideal distance between plants.
 - C** they have a different set of priorities when choosing what to grow.
 - D** they are less knowledgeable about when they should harvest their crops.
- What attitude is suggested in the fourth paragraph regarding urban farming?
 - A** caution about raising public expectations
 - B** acceptance of the necessity for regulation
 - C** annoyance about some of the sites being used
 - D** surprise at the pace of developments
- Hardy uses the word 'virtuous' in line 59 to describe aeroponic farming techniques in order to
 - A** justify the speed with which he adopted them.
 - B** draw attention to their convenience.
 - C** illustrate how they can be implemented.
 - D** contrast them favourably with other methods.
- What is said about urban farms in the final paragraph?
 - A** They must be designed to last.
 - B** They may affect people's perspectives.
 - C** They should be established in warmer areas.
 - D** They could provide unexpected opportunities.



CITY FARM ON A ROOFTOP

On top of an exhibition hall in Paris, France, the world's largest urban rooftop farm has started to bear fruit. Strawberries sprout abundantly from cream-coloured plastic columns. Peer inside and you see the columns are completely hollow, the roots of dozens of strawberry plants dangling into thin air. From identical vertical columns nearby burst row upon row of lettuces; near those are aromatic basil, sage and peppermint. This soil-free method of growing plants relies solely on a small quantity of water, enriched with organic nutrients, minerals and bacteria, pumped around a closed circuit of pipes, towers and trays. The team of young urban farmers who tend the farm have picked, in one day, 3,000 lettuces and 150 punnets of strawberries. Currently, only a third of the vast rooftop is being used. Eventually, 20 staff will harvest up to 1,000kg of perhaps 35 different varieties of fruit and vegetables every day. The farm is already supplying local residents, who can order fruit and vegetables online; a clutch of nearby hotels; a catering firm operating 30 company canteens in and around Paris; and an airy restaurant occupying one end of the rooftop.

'We're not ever, obviously, going to feed the whole city this way,' cautions Pascal Hardy, engineer and sustainable energy consultant at the farm. 'In the urban environment you're working with very significant practical constraints, clearly, on what you can do and where. But if enough unused space – rooftops, walls, small patches of land – can be developed like this, there's no reason why you shouldn't eventually target maybe between 5% and 10% of consumption. The method's advantages are many. First, I don't know about you, but I don't much like the fact that most of the fruit and vegetables we eat have been treated with something like 17 different pesticides, or that the intensive farming techniques that produced them are such huge generators of greenhouse gases. I don't much like the fact, either, that they've travelled an average of 2,000 refrigerated kilometres to my plate, that their quality is so poor.'

Everything grown on this farm is 'produced up here, and sold locally, just down there. It barely travels at all,' Hardy says. 'It uses less space. An ordinary intensive farm can grow nine salads per square metre of soil; I can grow 50 in a single tower. You can select crop varieties for their flavour, not their resistance to the transport and storage chain, and you can pick them when they're really at their best, and not before.' No pesticides or fungicides are needed, no soil is exhausted, and the water that gently showers the plants' roots every 12 minutes is recycled, so the method uses 90% less water than a classic intensive farm for the same yield, he points out.

Urban farming is not, of course, a new phenomenon. Inner-city agriculture is booming from Shanghai to Detroit and Tokyo to Bangkok, and there is considerable excitement about it. Strawberries are being grown in disused shipping containers; mushrooms in underground car parks. Not all techniques, however, are environmentally friendly: ultra-intensive, 10-storey indoor farms that have sprung up in some places rely on banks of LED lighting and are major consumers of energy, Hardy says.

His approach, known as aeroponic farming, is 'virtuous', he says. The equipment weighs little, can be installed on almost any flat surface, and is cheap to buy. It is cheap to run, too, consuming a tiny fraction of the electricity used by some techniques. There are limits to what farmers can grow this way, however, and much of the produce is only suited to the summer months. 'Root vegetables we cannot do, at least not yet,' says Hardy. 'Radishes are OK, but carrots, potatoes, that kind of thing – the roots are simply too long. Fruit trees are obviously not an option. And beans tend to take up a lot of space for not much return.' But at a smaller test farm, on top of a gym and swimming pool complex, new varieties and techniques are being trialled.

'We're really talking about building resilience, on several levels,' says Hardy. That resilience can be economic, but it is also environmental: boosting the amount of vegetation in cities will help combat some of the effects of global heating, particularly in urban 'heat islands', where temperatures are three to four degrees higher than in the surrounding countryside. Done respectfully, and over time, inner-city agriculture can also prompt us to think differently both about cities, by breaking down their traditional geography of separate zones for working, living and playing, and about agriculture, by bringing food production closer to our lives.



READING AND USE OF ENGLISH PART 6

Cross-text multiple matching

Units 4, 12



EXAM INFORMATION

Reading and Use of English Part 6

- You will read four short texts on the same topic, followed by four questions.
- The questions are about opinions and attitudes in the texts.
- Some questions ask about the opinion on a particular subject in just one text (A, B, C or D). You have to find either a similar or different opinion on the same subject in one of the other texts.
- For other questions, you need to look at the opinions on a particular subject in all the texts and decide which text gives an opinion that is different from all the others.

- 1 Look at the first question in Exercise 5 and underline the subject you need to focus on.
- 2 Read text D on the page opposite and underline the part of the text which gives you an opinion on the subject in question 1. Decide what the opinion is.
- 3 Now read texts A, B and C, underlining parts of the text you find which mention the subject in the question. What opinion is expressed in each case?
- 4 Which text contains a similar opinion to the one in D?



EXAM TIPS

- For each question, follow the steps outlined in the training exercise. Use a different highlighting colour for each question, or, when you underline or highlight the relevant section of text, write the question number in the margin.
- You won't always see the same words in the questions and the texts. So in the texts, look for paraphrases of the language in the question.
- Sometimes, one or two of the texts may not contain an opinion on the subject mentioned in the question.
- Each text can be chosen more than once.

5 Now complete the exam task.

You are going to read four extracts from articles in which academics discuss museums. For questions 1–4, choose from the academics A–D. The academics may be chosen more than once.

Which academic

- 1 has a similar opinion to D regarding the need for museums to display as many objects as possible?
- 2 has a different view from A on whether the public should be able to touch museum exhibits?
- 3 shares C's view on temporary exhibitions designed to attract large numbers of visitors?
- 4 has a different opinion from all the others on the value of online public access to museum collections?



MUSEUMS

A It saddens me that some museums with huge and fascinating collections have to keep so many of their treasures hidden away in storage. There is, in my view, a strong case for building larger museums to house these collections, as opposed to occasionally displaying a limited selection of objects in overcrowded and often expensive 'blockbuster' exhibitions which are never truly satisfactory for the public. In the meantime, everything possible should be done to digitise catalogues detailing museums' collections and make these freely available on the internet. We should, however, never lose sight of the fact that humans relate to objects from the past in a very fundamental way, and I believe they will always want to come to museums in person. It is also desirable for visitors not only to be able to see these things, but to hold a few of them too, especially everyday objects – to experience their weight and texture.

B I have observed with some dismay the trend for museums to allow visitors to handle some of the objects in their collection. Even younger members of the public can enjoy looking at displays from a safe distance, especially if these are carefully thought out and well lit. However, museums are clearly under pressure to find ways of encouraging as many people as possible to visit them. Several now achieve this through holding special exhibitions once or twice a year which draw in large crowds, a far cry from the hours spent in silent and dusty galleries so many children used to dread. It would be a great shame if, as seems likely, being able to view all of a museum's objects on a computer screen at home results in less of an incentive to actually go and see them – there is no substitute for the real thing.

C Many museums have worked hard to remain relevant in the modern world by creating informative websites with excellent images of everything in their galleries and storage areas. I would argue that this is more worthwhile than focusing on high-profile exhibitions that last for just a few weeks, with publicity often a greater concern for the organisers than education. Museums should be places where visitors can indulge in quiet contemplation. Moreover, having such websites ensures that objects in storage can still be appreciated by the public and removes the pressure on smaller museums to attempt to cram too many exhibits into every room. Nonetheless, a digital record, however fine, can never take the place of an actual exhibit and, where appropriate and with careful supervision, visitors should even be offered the chance to pick up one or two of the objects on display.

D All good museum curators know that what matters is not the size of a gallery or the number of items on show, but the quality of the exhibits and the insight with which they are selected and displayed. Many have also devised virtual tours of their galleries, invaluable for those unable to travel to a museum in person, and ideal for anyone wishing to remind themselves of what they saw during an actual visit. Nowadays, a curator's work often involves organising non-permanent exhibitions that will appeal to as wide a cross-section of the public as possible. Not only do these have the potential to generate much-needed revenue, but they also serve to stimulate the interest of people who might not otherwise regard museums as either welcoming or entertaining. Seeing people of all ages enjoying museums together gives me hope for the future of these great cultural institutions.

READING AND USE OF ENGLISH PART 7

Gapped text

Units 6, 14



EXAM INFORMATION

Reading and Use of English Part 7

- You will read a long text from which six paragraphs have been removed.
- There are seven paragraphs to choose from.
- You should read the text carefully and choose one paragraph to fill each gap.
- There is one paragraph which you do not need to use.

1 Read the text quickly for general meaning. How are sea otters affecting estuaries?

2 Choose the option which fits in the first gap.

- Who does 'he' refer to in this option?
- Which word in the option refers to the idea that seagrass beds were thriving despite the pollution in the estuary?
- How does 'Then' at the beginning of the paragraph after the gap relate to the content of the option?

3 Now complete the exam task.

You are going to read an article about sea otters, small brown furry animals which are very good swimmers. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.



EXAM TIPS

- Read the first paragraph carefully, then look at the options to choose the one which you think fits in the gap. Then read the beginning of the next paragraph to make sure that the text follows on logically from the option you have chosen.
- In each option, look for references to the text before and after the gap that you think the option may fit into.



SEA OTTERS IN CALIFORNIA'S ESTUARIES

Sea otters, the USA's smallest marine mammals, have been unexpectedly benefiting local ecosystems.

When US biologist Brent Hughes started studying the seagrass beds in the waters of Elkhorn Slough, an estuary in Monterey Bay on California's central coast, he was surprised by what he found. In this highly polluted estuary, excessive nutrients from agricultural fertilisers end up in the water and encourage the growth of algae on seagrass leaves. A build-up of algae would normally kill seagrass, yet the seagrass beds here were thriving. It did not make sense.

1

Then a boat captain named Yohn Gideon, who had been running wildlife tours in the estuary since 1995, approached him. Over the years, Gideon had handed clickers to his passengers, asking them to count the sea otters they saw. Hughes overlaid the captain's otter counts with historical seagrass coverage data and realised that when otter numbers went up, seagrass coverage went up, too. The two graphs were an almost perfect match. 'You don't see that very often in ecology. That was a eureka moment,' he says.

2

The explanation lay in sea otters' food choices. They use their dense fur and a high metabolic rate to maintain body heat in the chilly waters of the North Pacific, and they must eat 25% of their body weight every day. When the otters first moved into the estuary in the 1980s, they put their big appetites to work eating crabs. With fewer crabs to prey on them, California sea hares – a type of sea slug – grew larger and became more abundant. The slugs fed on the algae growing on the seagrass, leaving the leaves healthy and clean.

3

It was not the first time that sea otters had shown they could have a significant influence on the ecosystem. In the 1970s, biologist James Estes was conducting research in the Aleutian Islands in Alaska and noticed some areas where the seafloor was covered with sea urchins, a spiky marine animal. As herbivores, urchins feed on kelp, a type of seaweed, and when their numbers are not kept in check by predators, no kelp remains. In contrast, in places where otters were present, kelp forests were thriving. Estes demonstrated that by eating urchins, otters created the opportunity for kelp to flourish.

4

Hunted to near extinction for their fur in the 18th and 19th centuries, only a few small, isolated populations of sea otters remained in the North Pacific. Conservation efforts then led to an increase in numbers. In California, the population grew from 50 in 1914 to about 3,000. They were reintroduced off British Columbia between 1969 and 1972 and there are now about 8,100 of them.

5

Archaeological and historical records confirm this, indicating that otters were once abundant in California's estuaries, prior to being driven to local extinction through over-hunting. 'Scientists are subject to perception bias,' says Tim Tinker, a wildlife biologist at the University of California, Santa Cruz. 'Estuaries were traditionally very important to otters. But we didn't really appreciate them as such. The ecological effects of otters on the outer coast dominated our thinking.'

6

Estuaries could provide sea otters with an important refuge from these predators and other unfavourable coast conditions, such as storms and warming events. Scientists also believe that otters could be conservation allies, with their potential to help restore other polluted estuaries in California. 'It's a two-way street,' Tinker says. 'To have a resilient population of sea otters we may need them in estuaries, but estuaries may also need sea otters.'

A

Since these projects first showed signs of success in kelp forests along the open coast, scientists assumed that this was the otters' primary habitat. When the animals started appearing in Elkhorn Slough in the 1980s, they thought that was an anomaly, not realising that the otters were in fact reoccupying old habitats.

B

Nevertheless, Hughes contacted other scientists studying sea otter populations along the coast of California. The potential benefits of sharing his findings with them seemed evident.

C

While Hughes had often encountered sea otters in the estuary during his dives, he had never paid attention to them. He now knew they were clearly linked to seagrass health, but how?

D

Now, estuaries are being turned to as potential places where sea otter numbers could grow. In the past decade, their expansion on the California coast has been curbed unexpectedly by the presence of great white sharks recovering from overfishing at the southern and northern edges of the otter range.

E

But the discovery that sea otters could also be important players in estuaries came as an ecological surprise. In fact, scientists had not even expected them to survive in one.

F

So he set out to solve the mystery. He examined every possible factor, including water quality, temperature and changes in seagrass coverage over time, going back half a century. For a long time, he made no progress.

G

This was the mechanism by which the seagrass beds had become the healthiest of any estuary Hughes had seen on the west coast. Since the otters arrived in the estuary, the seagrass has recovered and increased by more than 600%.

READING AND USE OF ENGLISH PART 8

Multiple matching

Units 8, 11, 16



EXAM INFORMATION

Reading and Use of English Part 8

- You will read either a single long text divided into sections, or several short texts on the same subject.
- There are ten questions. You need to match each question to one of the sections.
- You can use each section more than once.

1 Look at question 1 in Exercise 4. Are you looking for a positive or a negative opinion?

2 Which person expresses this opinion? Underline or highlight the relevant part of the text.

3 Is the idea of patience in any of the other texts? Does what the person says also match question 1?

4 Now complete the exam task.

You are going to read an article in which four people talk about cycling. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

- 1 criticises others for lacking patience?
- 2 dismisses the idea that cycling is monotonous?
- 3 claims that cycling can become addictive?
- 4 acknowledges a tendency to be competitive?
- 5 denies being irresponsible?
- 6 confesses to needing frequent breaks?
- 7 takes pride in having resisted a temptation?
- 8 appreciates some assistance that was offered?
- 9 embraces advances in technology?
- 10 favours regulations being imposed?



EXAM TIPS

- Read the questions and underline the important words. If the question is about an opinion, think about whether the opinion in the text will be positive or negative.
- Then read text A carefully. Read the questions again and decide which questions match text A. Repeat this process for each of the texts.
- Remember that several texts may contain a similar idea, but there is only one correct answer for each question.

A Sam

I love cycling because it's not just a leisure activity, it's also a practical means of transport that saves both time and money. And the satisfaction I feel following a long bike ride always more than makes up for any aching in my legs – though when I first started cycling to work, I'd often have second thoughts on rainy mornings, living as I did on a convenient bus route. I love to remind my friends that I never once gave in, and now I wouldn't dream of commuting any other way. It's a different matter at the weekends, and I don't feel somehow obliged to go out on my bike whatever the weather. Some people start to feel they absolutely have to, and even get quite agitated if they miss a day or two. That seems a little unhealthy to me. I think that variety is the spice of life when it comes to fitness and exercise, so I do plenty of other sports, too.

B Kai

I'm just not one of those cyclists who can do a 50-kilometre ride in a morning. I can cover that distance on a day out with my cycling buddies, as long as it's in short segments, with plenty of opportunities to sit and chat over a cup of tea and a sandwich. I'm never in a rush, although I do love watching cycle races when I get the chance. I have a friend who drives everywhere and says cycling is tedious – he thinks all you do on a bike is put your head down and pedal for hours – but of course that's rubbish. When I mentioned some beautiful gardens in our neighbourhood once, he'd never even noticed them because he's always in his car. I'm always spotting something new. Cycling's also a very safe way to travel most of the time, but when I see people out on the road on their bikes without helmets, it really gets me. I think it should be illegal, to be perfectly honest.

C Jo

One of my favourite places is my local bike shop. They always have the latest gear and it's incredible how much impact seemingly small improvements in bike design can have on speed and the rider's experience generally. But cycling's also a very inclusive activity, and there's plenty of fun to be had on any kind of bike, whatever your fitness level. I've cycled in several different countries, and in places where there aren't any cycle paths, some drivers are reluctant to slow down when they're behind a group of cyclists. They need to accept that we all have the right to be on the road. When I'm riding in a group myself, I must say I like to be ahead of the pack – there's a real thrill in that. On one occasion, I was out with a particularly fast cyclist, and was delighted to get to the first stopping point way ahead of her. To my shame, it turned out she'd been helping someone to fix a puncture.

D Fran

Cycling is a fantastic sport, and there's no need for the latest fancy equipment to enjoy it, despite what some websites might have you believe. I've loved cycling ever since I was quite a small child and will always remember the day Dad took me to the park and spent an afternoon teaching me to ride my new two-wheeler. I kept on falling off, but each time, he'd just put me back on and we started again. It must have felt like a long afternoon to Dad! I've never looked back and would never consider buying a car. It's simply not something that's ever appealed to me. Some drivers accuse cyclists of taking unnecessary risks on the road, but I would never put myself in that category, even though I'm out most days on my bike in the city. It's also been suggested that cyclists should have licences just like car drivers – that seems excessive to me.

WRITING

WRITING PART 1 Essay
Units 4, 10

EXAM INFORMATION

Writing Part 1

- You will be given a topic to write about, three bullet points and three opinions which refer to the topic.
- You will be asked to choose only two of the bullet points and discuss them in your essay.
- You can use the opinions to help you with ideas for your essay, if you like.
- You must also explain which of the two points you have chosen to discuss is more important/effective/useful, etc., and give reasons for your opinion.

1 Read the Part 1 task. Which examples 1–10 below could you use to discuss the following points: consideration for other students, student safety and student–teacher relationship? Tick the appropriate boxes.

Some examples could be used for more than one area, depending on how they are used.

Your class has recently taken part in a student discussion group about the reasons for having school rules. You have made the notes below:

- Purposes of school rules
- to promote consideration for other students
 - to ensure the safety of students
 - to encourage respect between teachers and students

Some opinions expressed in the discussion

“It’s important to have an atmosphere of co-operation between students.”

“We all need to feel safe when at school.”

“There’s got to be mutual respect for the student–teacher relationship to work well.”

Write an essay for your tutor discussing **two** of the purposes of school rules. You should explain **which purpose you think is more important, giving reasons** for your opinion. 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.

Examples	Points for discussion		
	Consideration for other students	Student safety	Student–teacher relationship
1 Attendance and time-keeping			
2 Mobile phones in the classroom			
3 Behaviour in lessons			
4 Behaviour towards other people			
5 Tests and exams			
6 Rewarding achievement			
7 School uniform/ clothes worn to school			
8 Fire and accident procedures			
9 Using internet sites			
10 Learning together			



2 Read this answer to the essay question.

There is no question that school has a major influence on our lives, and that school rules play an important part in preparing students for the future in many ways.

Rules which ensure that students show consideration for others are vital for helping build a happy school community and a supportive learning environment. Students' self-esteem and confidence can be nurtured when they behave towards each other in a thoughtful and respectful way. School bullying has to be eradicated. It is a huge problem in some schools and it can have a negative effect on a person's mental health even when the victim becomes an adult.

Another area where school rules play a role is in helping create a positive atmosphere between students and teachers. Rules to prevent disruptive behaviour in the classroom are essential for enabling teachers to do their job properly. Students have a responsibility to behave appropriately, in a socially acceptable manner towards their teachers both within and outside the classroom. And this respect must also be shown by the teachers towards their students. Fairness must be applied by teachers, and a school code of giving positive feedback to students of different abilities needs to be in place.

For me, both the objectives behind school rules which I have discussed are very important, but I think the most essential one is the promotion of consideration which students should have for each other. With this in place many of the negative issues that schools face today would disappear and all students would be better able to achieve their individual goals.
(260 words)

3 Look again at the essay question on page 139 and the model answer above. Find answers to these questions.

- How many words must you write for the essay question?
- What is the topic of the essay?
- How many paragraphs are there in the model answer?
- In which paragraphs are the two bullet points covered?
- How many examples are given for each point?



EXAM TIPS

It's important to plan your essay before you begin writing, so try doing this:

- Choose only two of the bullet points to discuss and think of some examples to support your argument.
- In your introduction: say which points you will discuss in your essay.
- In the second paragraph: discuss and give examples for the first point.
- In the third paragraph: discuss and give examples for the second point.
- In the conclusion: explain with reasons which point you think is more important/ effective/ useful, etc.

4 Look at the Part 1 essay question below and use the Exam Tips box above to help you plan and write your essay.

You must answer this question. Write your answer in 220–260 words in an appropriate style.

Your class has watched a film of students discussing the reasons for going to university. You have made the notes below:

Reasons for going to university

- getting a qualification
- gaining independence
- preparing for future work

Some opinions expressed in the discussion:

"I want to have a recognised qualification."
"It's important to make my own decisions."
"University prepares students for the world of work."

Write an essay for your tutor discussing **two** of the reasons in your notes for going to university. You should **explain which reason is more important**, and **give 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.



WRITING PART 2 Different task types

Units 2, 6, 8, 12, 14, 16

EXAM INFORMATION

Writing Part 2

- You will be asked to answer one question from a choice of three: an email or letter, a report, a review or a proposal.
- Each question is on a different topic and will include the reason for writing, who you are writing for, and give details of what you must include.
- You have to write your answer in 220–260 words in an appropriate style.

A proposal

A proposal is often written for a person such as a college principal or a boss at work, or for a group of people such as the members of a college club, colleagues at work or a town council.

You are given details of a situation and asked to make suggestions or recommendations for the person or group to decide on or act on.

1 Read this question and the sample answer. Then do the matching task opposite.

You see this announcement on your town council's website and decide to send in a proposal:

We are looking for ways to promote tourism in the town. We would like residents to suggest ways in which we can achieve this. Please send us a proposal for two ideas to help attract tourists to our town. Your proposal should also explain why you think your ideas would be successful.

Write your **proposal**.

PROPOSAL TO THE TOWN COUNCIL ON WAYS TO PROMOTE TOURISM IN THE TOWN

¹The aim of this proposal is to suggest ways in which tourism could be promoted in the town. ²Two ideas are suggested which ³could significantly increase the number of tourists visiting the area, both from abroad and nationally.

As a resident who has lived here all my life, ⁴I have excellent knowledge of what we have to offer visitors to ⁵our beautiful town. ⁶The town has many assets and people from outside the area are often not aware of ⁷our hidden treasures.

Day entry passes

One scheme which has been very successful in many larger towns and cities is the day entry pass. This is a special ticket ⁸which visitors can buy to gain entry to places of interest without having to queue to buy a ticket at each attraction. The pass ⁹could be offered at a discount to individual entry ticket prices ¹⁰so that tourists see that they are saving money by buying one. ¹¹This would also have the advantage that places that are not so well-known are visited more frequently, such as our ¹²fascinating underground caves.

The fruit conserves factory

This area is famous for fruit-growing and our town produces a brand of conserves which is sold around the world. Tours of the factory to see the conserves being made in the traditional way, with a visit to its shop, ¹³would be highly popular.

¹⁴In conclusion, a day-entry pass scheme to local attractions and promoting an important local industry ¹⁵would put our town on the tourist map.

Match the parts of the sample answer in blue to these types of language, which are commonly used in proposals. Write the number of the expression in the correct part of the table. Some expressions may go on more than one line.

introducing the purpose of the proposal	1
making suggestions or recommendations	
persuasive language	
impersonal structures	
giving opinions	
explanation	
summarising the proposal	

EXAM TIPS

- Write your proposal in clear sections. Use section headings if you wish.
- State who the proposal is written for and its aims or purpose.
- Describe the current situation and why change or action is needed.
- Explain how you think the situation could be changed or improved and make suggestions or recommendations. Be persuasive!
- Give your opinion.

2 Look at the Part 2 question below and use the tips to help you plan and write your proposal.

You are a student representative at your college. A group of international students are to visit the college next month, and the Principal has asked you to suggest activities for a day's visit in the area. Write a proposal for the Principal, outlining two interesting places to visit and explaining what the students would learn about the local culture and history from visiting these places.

Write your **proposal**.

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

LISTENING

LISTENING PART 1 Short multiple-choice Units 1, 9

EXAM INFORMATION

Listening Part 1

- You will hear three short extracts.
- Two people are talking to each other in each extract.
- The three extracts are completely unrelated.
- There are two 3-option multiple-choice questions for each extract.
- Each of the two questions has a different focus, for example feeling, attitude, opinion, speaker purpose, function, agreement, gist, detail, etc.
- You will hear each extract twice.

1 Read the information and the questions for Extract One opposite. Who are you going to listen to? Look at question 1 and the options. Are the man's opinions about the topic positive or negative?

2 Look at question 2. Can you guess what the woman might have done recently?

 **3** Listen to the recording for Extract One. Which option in question 1 reflects what the man thinks? And which option is correct for question 2?

 **4** Listen again and check your answers. What do the people say that matches the correct options?

EXAM TIPS

- Before the recording starts, look at the information about the two speakers. Sometimes they are friends or colleagues, or the extract might be part of an interview.
- Read the questions carefully and think about what ideas you will be listening for.
- The first time you listen to the extract, mark the answers you think are correct.
- The second time you listen, check if they are correct.



5 Now complete the exam task.

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends talking about TV series which are available online.

- The boy thinks that people who watch several episodes of a TV series in one sitting
 - show a remarkable lack of self-control.
 - frequently miss vital elements of the plot.
 - risk the experience proving disappointing.
- Why does the girl describe what she did recently?
 - to present an alternative perspective
 - to justify her own viewing habits
 - to demonstrate that the man is mistaken

Extract Two

You hear part of an interview with a well-known chef.

- When answering the question about her first job, she
 - regrets ignoring advice she was given.
 - admits to having felt overwhelmed at times.
 - denies having had doubts about her own abilities.
- How does she feel about her career?
 - amused at her current fame
 - astounded by her own success
 - content with her achievements

Extract Three

You hear a man telling a friend about learning to drive.

- Why did he decide to learn to drive?
 - He needed to overcome a childhood fear.
 - He hoped it would improve his employment prospects.
 - He came under pressure to do so from people he knew.
- What do the friends agree about?
 - how influential the driving instructor is
 - how awkward the city centre is to navigate
 - how demanding it is to take in so much information



LISTENING PART 2 Sentence completion
Units 3, 11

EXAM INFORMATION

Listening Part 2

- You will hear one long monologue.
- You have to complete eight sentences with information you hear in the recording.
- To complete each sentence, you write a word or a short phrase that you hear.
- The sentences follow the order of the information in the recording.
- Your spelling needs to be correct. Both US and British English spellings are accepted.
- You will hear the monologue twice.

1 Read the exam task information and the sentences below. Who is the speaker? What is the speaker going to talk about?

2 Look at the first sentence. (i) What kind of information do you have to listen for? (ii) Do you think you'll write down a noun, a verb, or something else?

3 Look at the rest of the sentences. What kind of information do you need to complete each one?



4 Listen to the beginning of the recording, from 'Hello' to 'exciting'. What is the correct answer for question 1? Something else is mentioned which is not the correct answer. What is it?



EXAM TIPS

- Before the recording starts, read the information about the speaker and the sentences.
- Read the sentences carefully and think about what kind of information is needed to complete each one.
- You will hear additional information that is related to the sentence, but which does not give you the correct answer.
- For your answer, use the actual words you hear in the recording.
- Usually, no more than three words are required.

5 Now complete the exam task.

You will hear a man called Deni talking about working as a mystery shopper, someone who is employed part-time by an agency to find out how well shops or other businesses are being run. For questions 1–8, complete the sentences with a word or short phrase.

MYSTERY SHOPPER

Deni says that mystery shoppers and (1) _____ have some skills in common.

Deni's first assignment as a mystery shopper was to buy a (2) _____ in a department store.

Deni sometimes has to report on a company's (3) _____ department.

Deni once wished he had taken notes when asking about a shop's (4) _____ over the phone.

Deni felt reluctant to go to a (5) _____ restaurant for a mystery shopping agency.

Deni says that acquiring a (6) _____ is particularly important for mystery shoppers who want to enhance their career.

Deni uses the word (7) _____ to describe the skills a mystery shopper learns.

Deni recommends an agency called (8) _____ to anyone wishing to work as a mystery shopper.



LISTENING PART 3 Long multiple choice Units 5, 13



EXAM INFORMATION

Listening Part 3

- You will hear an interview in which two people are being interviewed, or a discussion involving two or more speakers.
- This is often the kind of interview or discussion you might hear on the radio or in a podcast.
- There are six 4-option multiple-choice questions. The questions may focus on feeling, attitude, opinion, speaker purpose, function, agreement, gist, detail, etc.
- One or two of the questions may rely on information from two speakers (for example you may be asked what they agree about).
- You will hear the recording twice.

- Read the exam task information about the recording and the questions. Who are you going to listen to? What is the topic of each question?



- Listen to the first part of the recording, from 'Today' to 'at home'. Which option in question 1 is correct?



- Listen again and check your answer. What does Damian say that matches the correct option?



EXAM TIPS

- Before the recording starts, read the information about the speakers.
- Read the questions carefully and think about what ideas you will be listening for.
- The first time you listen, mark the answers you think are correct.
- The second time you listen, check if these answers are correct.



- Now listen to the whole recording and complete the exam task.

You will hear an interview in which two dancers called Damian Grant and Tara Moore are talking about their work. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- What does Damian say about his first dance school?
 - It often featured in films about ballet.
 - It was notorious for being extremely strict.
 - Some teachers used unconventional methods.
 - The students were from a variety of backgrounds.
- Why was Tara attracted to dance as a child?
 - It combined two of her main interests.
 - Some of her role models were dancers.
 - It had the potential to make her wealthy.
 - She enjoyed being the centre of attention.
- Tara says that her dance partners need to be
 - willing to consider her suggestions.
 - tolerant of unavoidable errors.
 - confident in their own judgment.
 - prepared for the unexpected.
- Tara and Damian both say that being injured
 - motivated them to work harder.
 - reminded them of their limitations.
 - impacted significantly on their careers.
 - allowed them to explore alternative approaches to training.
- How does Damian feel about his recent promotion?
 - unsure that he can deliver
 - puzzled at his good fortune
 - relieved his gift has been recognised
 - relaxed about his new responsibilities
- What do Tara and Damian agree about their schedules?
 - Taking time off is almost impossible.
 - It is difficult to maintain such a busy lifestyle.
 - Achieving a good work-life balance is crucial.
 - Few other jobs involve such anti-social hours.



LISTENING PART 4 Multiple matching Units 7, 15

EXAM INFORMATION

Listening Part 4

- You will hear five short monologues on the same theme.
- The speakers will have a range of different accents and will usually be speaking informally.
- There are two lists of eight options.
- For each monologue, you have to choose one option from the list in TASK ONE and another option from the list in TASK TWO.
- You will be listening for gist, main point, feeling, attitude or opinion.
- You must complete both tasks as you listen.
- You will hear the set of five monologues twice.

1 Read the information at the beginning of the task and the instructions for TASK ONE and TASK TWO. What are the speakers all going to talk about?

2 Underline the key words in the instructions above each list. Read the two lists carefully.

3 Listen to Speaker 1. Did you hear the answer for TASK ONE or TASK TWO first?

4 What are the correct answers for TASK ONE and TASK TWO for this speaker?

5 Listen again to Speaker 1 to check your answers. How did you find the correct answer?

6 Did Speaker 1 say anything that related to other options in TASKS ONE and TWO?

7 Now listen to Speakers 2–5 and complete the exam task.

EXAM TIPS

- Before the recording starts, read the information and the lists carefully.
- Even if you do not understand every word you hear, it should be possible for you to understand the speaker's main point, feeling, attitude or opinion.
- Sometimes the speaker gives the answer to the question in TASK ONE first, and sometimes the speaker gives the answer to the question in TASK TWO first.
- Some students prefer to focus on one list the first time they hear the recording, and the second list when they hear it again. Other students prefer to answer the questions that they find easier on both lists while listening to the first recording and focus on the more challenging questions when they hear the recording for the second time. Both these approaches work well, so practise them both to see what works best for you.

You will hear five short extracts in which students are talking about their geography courses at university. While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) how each speaker felt before beginning their course.

- | | | | |
|---|-----------|----------------------|----------|
| A confused about the course content | Speaker 1 | <input type="text"/> | 1 |
| B afraid of appearing ignorant | Speaker 2 | <input type="text"/> | 2 |
| C optimistic about making friends | Speaker 3 | <input type="text"/> | 3 |
| D impatient to get started | Speaker 4 | <input type="text"/> | 4 |
| E anxious about the workload | Speaker 5 | <input type="text"/> | 5 |
| F grateful to have been offered a place | | | |
| G determined to be outstanding | | | |
| H enthusiastic about gaining technical skills | | | |

TASK TWO

For questions 6–10, choose from the list (A–H) what surprised each speaker about their course.

- | | | | |
|--|-----------|----------------------|-----------|
| A the frequency of deadlines | Speaker 1 | <input type="text"/> | 6 |
| B the diversity of opinions | Speaker 2 | <input type="text"/> | 7 |
| C the relevance of the topics | Speaker 3 | <input type="text"/> | 8 |
| D the attendance rate | Speaker 4 | <input type="text"/> | 9 |
| E the innovative tuition methods | Speaker 5 | <input type="text"/> | 10 |
| F the administrative efficiency | | | |
| G the collaboration between students | | | |
| H the dedication of the teaching staff | | | |



SPEAKING

SPEAKING PART 1

Units 1, 9



EXAM INFORMATION

Speaking Part 1

- During this part of the test, you will not be talking to your partner but only to the examiner.
- The examiner will ask you some questions about you, your daily life and your interests.

1 Look at these questions from Part 1 of the exam and identify the topics that the questions focus on.

- 1 Is there a website that you look at regularly?
- 2 Do you like being busy or do you prefer to have a quiet life? (Why?)
- 3 Could you tell us about something special you have achieved in the last year?
- 4 Do you take an interest in the latest fashions? (Why? / Why not?)
- 5 Is there a country you would particularly like to visit one day?



2 Listen to Daniel answering three of the questions in Exercise 1. Which questions is he answering? How detailed are his responses? Can you identify any good vocabulary or phrases he uses?



EXAM TIPS

- Answer the questions in more than a few words, giving your opinions and sharing your personal experiences.
- However, you do not need to give long answers with a lot of detail.
- If the examiner stops you after a few sentences, don't worry. It only means that it's time to move on to another question.

3 Read the questions below and think about how you might answer them. Then ask and answer the questions with your partner.

- 1 Is it important for you to have the same interests as your friends? (Why? / Why not?)
- 2 Is there a subject you *don't* study at school that you would like to study sometime in the future?
- 3 What do you think is the most enjoyable time of the year? (Why?)
- 4 What changes would you like to make to the neighbourhood where you live?
- 5 Do you generally feel in a good mood when you get up in the morning? (Why? / Why not?)

SPEAKING PART 2

Units 5, 11



EXAM INFORMATION

Speaking Part 2

- The examiner will give you **three** photographs. They will be linked by a common theme.
- You should compare **two** photographs for **about one minute** and answer the two questions the examiner asks you.
- You will also be asked to comment briefly on your partner's photographs. You will have up to **30 seconds**.

1 Look at photographs 1, 2 and 3 on page 147. They show people in situations where they need to concentrate. What can you see in each photograph?

Predict how students might answer these questions.



2 Listen to Maria comparing photographs 1 and 2. Make a note of any good vocabulary or phrases she uses when answering the questions.

Do you agree with her answer to the questions?

3 Now look at photographs 4, 5 and 6 on page 147. They show people who are feeling proud in different situations. What can you see in each photograph?

Think about how candidates might answer the questions.



4 Listen to Daniel comparing photographs 5 and 6. Make a note of any good vocabulary or phrases he uses when answering the questions.

Do you agree with his answer to the questions?



EXAM TIPS

- It's important to compare the two pictures rather than describing one and then the other. If you focus too long on one picture you may find you run out of time before you fulfil both parts of the task.
- Remember to speculate about the people and situations and not just describe them. There is no right or wrong answer so you can say what you like.
- Don't worry if you can't think of exactly the right word to describe something in a picture. Try to find another way of saying the same thing. This is what we often do in real life.

5 Work in pairs.

Do the task about concentration. You can talk about any two out of the three pictures.

Swap roles and do the task about feeling proud. Remember you can talk about any two of the three pictures.

Why might it be important for the people to concentrate in these situations?
How difficult might it be for these people to concentrate?



Why might these people be feeling proud in these situations?
What qualities might they have needed to achieve their success?



SPEAKING PART 3 Units 3, 7, 13, 15

EXAM INFORMATION

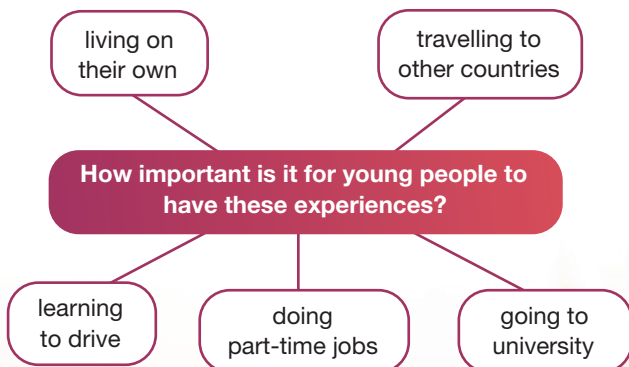
Speaking Part 3

- You and your partner will have a discussion on a topic that will last for about two minutes.
- The examiner will give you the question and five ideas to help you organise your discussion.
- After two minutes, the examiner will stop your discussion and then ask you to talk together for another minute. You will be asked to make a decision about something closely related to the task you have in front of you.

- 1** Read the Part 3 task and then listen to Maria and Daniel discussing the question. Do you agree with what they are saying about the importance of these different experiences?

Here are some experiences which young people might have and a question for you to discuss. First you have some time to look at the task.

Now, talk to each other about how important it is for young people to have these experiences.



- 2** Listen to the examiner. What do the candidates have to do next?

- 3** Listen to Maria and Daniel make their decision. What is their conclusion? Do they agree?

EXAM TIPS

- Try to respond to what your partner says. If you agree with what your partner says, don't just say 'I agree', try to develop or expand on their ideas.
- It is also fine to disagree politely with your partner, but you should explain why.
- Remember this is a discussion and not two separate monologues. Make sure neither of you is talking too much!
- You can even ask your partner questions about their ideas or opinions.

- 4** Work in pairs.

Now do the same task together using your own ideas.



SPEAKING PART 4

Units 7, 15



EXAM INFORMATION

Speaking Part 4

- You will continue the discussion on the topic you talked about in Part 3.
- The examiner will ask you both questions. In this part of the test it is also possible for you to have a discussion together with your partner.
- As in Part 3 of the test, you do not have to agree with everything your partner says.

3 Here are some linking words and phrases that could be useful in a Part 4 discussion. Put these words in the right categories in the table below:

- | | |
|---------------|---------------|
| 1 as a result | 5 what's more |
| 2 on balance | 6 although |
| 3 however | 7 and so |
| 4 overall | 8 in addition |

Making extra points to support your argument

Expressing consequences

Admitting there could be another side to the argument

Coming to a conclusion



104

1 Read the questions and then listen to Maria and Daniel. Which questions are they asked? Do they respond to the points made by their partner?

- Do schools in your country prepare students well for adult life?
- Some people say that being at university is the best time in someone's life. Do you think that might be true?
- How important is it for schools and universities to offer students advice on their future careers?
- Who do you think has the biggest influence on people when they are growing up: their families or their friends?
- Do young people need role models to look up to or is it better for them to find their own way of doing things?
- At what age do you think someone becomes mature?

2 Here are things that candidates might say when they are agreeing or disagreeing with each other during a Part 4 discussion. Look at the expressions and identify:

- three expressions of strong agreement
- four expressions of agreement that are less strong
- three expressions of polite disagreement

- Well, I suppose so.
- I'm really not sure about that.
- I couldn't agree more.
- Well, you might be right.
- I take your point but ...
- You're absolutely right.
- Maybe, but on the other hand ...
- Well, up to a point, yes.
- That's a good point.
- Yes, to some extent.



104

4 Listen again to Maria and Daniel answering some of the questions. What do they say about each question? Do they agree with each other?



EXAM TIPS

- The examiner may ask you to comment directly on what your partner has said. When you respond, you should explain fully why you agree or disagree.
- Sometimes the examiner will ask you both a question and you have to discuss it together.
- In this part of the test, try to extend your answers. You can give examples to justify your opinions.

5 Work in pairs. Ask and answer the questions in Exercise 1. Try to use some of the different ways of agreeing and disagreeing that you have just studied.





EXTRA ACTIVITIES

UNIT 1

PAGE 10
GRAMMAR

- 7** You are going to ask your classmates some questions. Complete the prompts in your own way. You can use the ideas in the box if you wish.

ask questions tell jokes
be a member of a sports team
do very little exercise eat lots of sweets
help at home make new friends
spend too much time on social media
stay up late talk too much

Find someone in your group/class who ...

didn't use to ... used to ...
is always ...ing would ...
keeps ... will sometimes ...

Ask your questions around the class until you find someone who says 'yes'. Write his or her name next to the prompt and ask a follow-up question.

UNIT 1

PAGE 11
VOCABULARY

- 9** Discuss the questions with a partner.
- How do young people try to come over on social media these days?
 - Do you agree that most people can count on their family more than their friends? Why?
 - What kind of behaviour would cause you to break off a friendship?
 - Which of your friends or family do you look up to?
 - How important is it for you to keep up with the lives of your favourite celebrities?

UNIT 2

PAGE 14
VOCABULARY AND READING

- 2** Hans usually only got the answers right when he could make eye contact with Wilhelm von Osten. Hans was able to pick up subtle cues from Osten's body language and tell when he had arrived at the correct answer.

UNIT 3

PAGE 25
VOCABULARY

- 6** Student A: Give your partner these words to spell:
- unnatural suspicious necessary height
exceptional achievement

UNIT 4

PAGE 31
VOCABULARY

- 8** Discuss the questions with a partner.
- Can you think of any food and drink-related idioms or expressions in your language? How do you think they originated?
 - Which nutrients might be lacking in a plant-based diet?
 - Do you agree that vegan meals can be as nourishing as ones containing meat?
 - How appetising do you find plant-based 'meat' and 'milk'?

UNIT 5

PAGE 43
SPEAKING

- 7** Read the task below, then do it with your partner.

Examiner: Student B, I'm going to give you three pictures. I'd like you to talk about **two** of them on your own for a minute. Here are your pictures. They show people who work with clothes for a living. I'd like you to compare **two** of the pictures and say what sort of skills you think are needed to do these jobs and why these people might have chosen this career.



Examiner: Student A, Which of these careers do you think would be the most challenging?

UNIT 6

PAGE 46
GRAMMAR

- 7 Complete the sentences with your own ideas. You can use the adjectives in the box if you wish.

awful enjoyable exhausting expensive
popular remote unspoiled

- The _____ place I've ever travelled to was ...
- My last holiday wasn't quite as _____ as ...
- For me, the _____ type of holiday would be ...

Read your completed sentences to a partner. Ask and answer follow-up questions, using comparatives and superlatives where appropriate.

Example

A: The hottest place I've ever travelled to was Dubai.

B: What was it like?

A: There was more to do than I'd expected, but it was also busier than I thought it would be.

UNIT 6

PAGE 47
VOCABULARY

- 11 Prepare a short talk entitled 'The best place and the worst place I've ever visited'. Use at least five adverb + adjective combinations.

Give your talk to your group. Note down the adverbs and adjectives used by other people and think of one question to ask them.

LIFE SKILLS

PAGE 50

1 Holiday Quiz – What do your answers mean?

Mostly A: You like to be **spontaneous**, which can lead to unexpected adventures, but be careful: it can be unfair on your travelling companions as you might not make the most of what your destination has to offer.

Mostly B: You like to be **laid-back**, which makes you an easy travelling companion, but don't just go with the flow if there's something you'd really rather (not) do. Compromise means finding what works for everyone, including how much you spend.

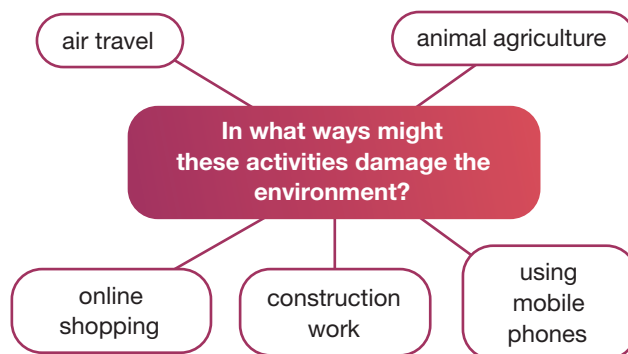
Mostly C: You like to be **organised**, which helps ensure you use your time well but watch out: excessive planning can ruin unexpected opportunities and might come across as domineering to your travelling companions.

UNIT 7

PAGE 57
SPEAKING

- 12 Work with a partner to complete these Part 3 and Part 4 tasks. Try to use expressions from the *Prepare to speak* box where appropriate.

Part 3



You now have a minute to decide which two activities are most damaging to the environment.

Part 4

- Some people think air travel should be more expensive to discourage people from travelling. What is your opinion?
- Do you think mobile phone companies should be prevented from making their phones obsolete too soon?
- Do you think it's a good idea to offer incentives, such as discounts to encourage people to shop in store rather than online?
- How important do you think it is for there to be strict laws to prevent noise pollution?

UNIT 8

PAGE 60
GRAMMAR

- 7 Use a word from A and a verb from B in the correct form to complete the sentences. Then discuss which you think are true.

A
after
when
if
before
once
almost universally
anyone

B
admire
ask
go
eat
meet
charge

- _____ politely, most famous people will be happy to let you take a selfie with them.
- _____ to sleep, it's best to check all your apps for any updates or messages.
- _____ fully _____, your phone actually works more efficiently.
- Immediately _____, it's unhealthy to do any exercise for half an hour or so.
- _____ by young people, celebrities have a responsibility to be good role models.
- _____ a celebrity in person is unlikely to forget the experience.

EXTRA ACTIVITIES

PAGE 54
GRAMMAR

- 6 Complete the sentences so that they are true for you. Then share your sentences with a partner.**
- 1** I wouldn't like to live somewhere remote unless ...
 - 2** I would try waymarking provided that ...
 - 3** I could go 24 hours without using my phone so long as ...
 - 4** I wouldn't have ... if I had known that ...
 - 5** I'm going to ... whether or not ...

PAGE 71
VOCABULARY

- 10** Work with a partner. Write a dialogue between a doctor and a patient using as many idioms and collocations from the section as possible. You can use this skeleton dialogue if you wish.

Doctor: Good morning. How can I help you?

Patient: Well, I've been feeling a bit The other day I ...

Doctor: And what have you tried so far?

Patient: Well, I've ... but ...

Doctor: I see. Have you ever had anything like this before?

Patient: Mm, let me see. Yes, actually, a few years ago ...

Doctor: OK. I'm going to ... / I want you to ... / Take ... /
Come back and see me if ...

And please don't worry. We'll soon get you ...

- 11** Act out your dialogue for the rest of the class. As you listen to your classmates' dialogues, note down the idioms and collocations they use.

PAGE 76
GRAMMAR

- 10** Choose one situation, and three objects, then devise a story of how a person used these to escape from a dangerous situation and survive. Use five sentences with inversion.

Situations

a climber who has fallen down a mountain

a solo traveller in the Arctic

a kayaker, whose kayak was eaten by a crocodile

Objects

a mirror

a knife

a piece of rope

a box of matches

an empty plastic bottle

a survival manual

a mobile phone with a flat battery

PAGE 84
GRAMMAR

- 6** Complete the questions using the prompts in the box with causative and passive structures.

get / pupils / watch
be / preserve / knock down / replace
be / teach / schools
get / you / 'remember' / something
you / ever / make / learn

- 1 Should the history of all countries ?
- 2 If someone said they could that hadn't happened, would you believe them?
- 3 Is it better for old buildings with something more modern?
- 4 Could schools make history more interesting by feature films about historical events?
- 5 any mnemonics, such as 'Rinse Out Your Granny's Boots In Vinegar' to help you remember the colours of the rainbow? If so, what were they?

- 8** Ask and answer the questions in Exercise 7.

PAGE 85
VOCABULARY

- 9** Complete the questions by using a word from the box with an appropriate prefix and an appropriate ending.

date desire illusion lead rate respect wind

- 1 Would it be a good thing if every adult owned a car, or would you see this as _____?
- 2 Can you think of a band who are highly thought of by other people, but who you think are _____?
- 3 Do you buy CDs and DVDs, or do you consider these to be _____ technologies?
- 4 Have you ever spent more than you expected to because of _____ information in an advert?
- 5 Is there anything that visitors to your country should know is considered _____, such as putting your feet on a table?
- 6 Have you ever been enthusiastic about a new activity, then become _____ with it, and given it up?
- 7 What's your favourite way to _____ at the end of a long day?

- 10** Ask and answer the questions in Exercise 9.

PAGE 25
VOCABULARY

- 6 Student B:** Give your partner these words to spell:

weird desperate accidentally responsible
acknowledge responsible

UNIT 12

PAGE 91
VOCABULARY

- 6 So, how can we tackle the issues facing the most depressed areas of the country? There are areas where work is plentiful, so why not relocate workers to these areas? Unfortunately, it's not as simple as that. Since the country's wealth is concentrated in the areas where jobs are available, the cost of accommodation is too high for relocated workers to afford. The solution has to come from the powerful elite in the capital, who must commit to ending discrimination based on geographical location. The government must offer incentives to businesses to relocate to deprived towns and cities. Rural areas can also be revitalised through grants to enable development of the tourist industry or agriculture. Employers may argue that the workforce lacks the skills they need, so government expenditure on training must increase. In the long run, investing in depressed areas will revitalise the economy as well as the social life and culture of those areas. Best of all, the communal spirit, for which such areas were best known, will return.

UNIT 13

PAGE 103
SPEAKING

- 3 Which of the following things ...
... do you think is morally acceptable?
... could be justified in some circumstances?
... might you possibly do?
... would you never do?
- 1 copying a classmate's homework
 - 2 keeping a wallet that you find on the street
 - 3 exaggerating how well you did in a sports game
 - 4 failing to report a minor crime that you witnessed
 - 5 keeping quiet when you're undercharged in a café
 - 6 claiming to be older (or younger) than you actually are
- 4 Discuss your answers with a partner, using short responses like these and those in Exercise 2.

There's no way I'd ever ...!

Nor would I!

I can't think of any circumstances in which I'd actually ...

I can probably see myself -ing.

Can you?!

I might be tempted to ...

I wouldn't, because ...

UNIT 14

PAGE 106
GRAMMAR

- 8 Choose a job from the article and write 3 or 4 questions to ask someone who does the job. Swap questions with a partner and note down some answers you could give. Then interview each other. Write up your interview using reported speech.

UNIT 15

PAGE 114
GRAMMAR

- 9 Complete the sentences with one word in each gap. Ask and answer the questions with a partner.
- 1 Have you ever done any voluntary work? If not, would you like _____?
 - 2 Once you are earning, do you think you will regularly donate money to charities? If so, which _____?
 - 3 What qualities do you think a leader needs? Which of _____ are the most important?
 - 4 We have read about several young heroes in this unit. Can you think of any other _____?
 - 5 Do you think anyone has done as much as Greta Thunberg _____ to raise awareness of climate change?

UNIT 15

PAGE 115
VOCABULARY

- 8 Complete the tasks as creatively as possible.
- 1 Complete the similes with your own ideas.
Example My brother is like an erupting volcano when he gets angry.
 - a It's as hot as _____ in here today.
 - b Why are you so happy? It's as if _____
 - c My best friend is like _____
 - 2 Use the prompts to make metaphors of your own.
Example My dog is ... a big teddy bear.
 - a My sibling/pet
 - b My phone/other possession
 - c My favourite sport/hobby
 - 3 Think of a more polite way to say the following:
Example He's lazy. He's motivationally challenged.
 - a You're fired!
 - b Go away!
 - c You've failed your driving test.
- 9 Share your similes, metaphors and euphemisms with a partner. Share your favourites with your class.

UNIT 16

PAGE 121
VOCABULARY

- 5 Complete the statements with a compound adjective using the suffixes in Exercise 3 or 4. Then discuss whether you agree with the statements.
- 1 Middle-aged people tend to have fixed views about what's morally right or wrong, whereas teenagers are always more _____.
 - 2 Boys are generally uninterested in fashion, whereas girls are much more _____.
 - 3 Everyone would describe themselves as _____, regardless of whether they are honest or not.
 - 4 It's wrong to live _____ in your parents' home after the age of 16; young people should pay a contribution.
 - 5 Life's boring if you just hang out with _____ people – choose friends who are different to you.
 - 6 I wish our flat was _____. The people above us have such noisy parties.



VOCABULARY LIST

adj = adjective *adv* = adverb *n* = noun *v* = verb
pv = phrasal verb *prep* = preposition *phr* = phrase
id = idiom *conj* = conjunction *pron* = pronoun
det = determiner *smb* = somebody *sth* = something

UNIT 1

RELATIONSHIPS

be attached to (smb) /bi ə'tætʃt tə/ *phr* to like *smb* very much
be on good terms with (smb) /bi ɒn ,ɡʊd 'tɜ:mz wɪð/ *phr* to have a good relationship with *smb*
close-knit /ˌkləʊs'nɪt/ *adj* If a group of people are close-knit, they all help and support each other.
come between (smb) /kʌm bɪ'twi:n/ *pv* If *sth* comes between two people, it harms their relationship.
family ties /'fæməli 'taɪz/ *n* the friendly feelings and special connections between members of a family
family unit /'fæməli 'ju:nɪt/ *n* members of the same family living and working together, especially for a particular purpose
miss out on /mɪs 'aʊt ɒn/ *pv* to fail to use an opportunity to enjoy or get an advantage from *sth*
not be on speaking terms with (smb) /nɒt bi ɒn 'spi:kɪŋ 'tɜ:mz wɪð/ *phr* to not be friendly enough to talk to *smb*
rub (smb) up the wrong way /rʌb ʌp ðə 'rɒŋ 'weɪ/ *phr* to annoy *smb* without intending to
see eye to eye with (smb) /si: 'aɪ tə 'aɪ wɪð/ *phr* If you see eye to eye with *smb*, you agree with them.
sibling /'sɪblɪŋ/ *n* a brother or sister
spoil /spɔɪl/ *v* to allow a child to do or have everything that it wants to, usually so that it expects to get everything it wants and does not show respect to other people

PHRASAL VERBS WITH LITERAL AND IDIOMATIC MEANINGS

break off /breɪk 'ɒf/ *pv* to permanently separate a smaller piece from a larger object with force; to bring a relationship to an end
come over /kʌm 'əʊvə/ *pv* to come to a place, move from one place to another, or move towards *smb*; to seem to be a particular type of person
count on /'kaʊnt ɒn/ *pv* to use *sth* to help you add up numbers; to be confident that you can depend on *smb*
get at /'get æt/ *pv* to reach; to criticize a person repeatedly
get on /'get ɒn/ *pv* to go onto a bus, train, aircraft; If two or more people get on, they like each other and are friendly to each other.
get over /'get 'əʊvə/ *pv* to manage to move across from one side to the other, especially by going up and then down; to accept an unpleasant fact or situation after dealing with it for a while
let off /let 'ɒf/ *pv* If you let a dog off the lead, you allow it to run free; to not punish *smb* who has committed a crime or done *sth* wrong, or to not punish them severely
rip off /rɪp 'ɒf/ *pv* to remove *sth* quickly, without being careful; to cheat *smb* by charging too much money, or to steal *sth*
run by /rʌn 'baɪ/ *pv* to move past *sth* very quickly; to tell *smb* about *sth*, to make sure they understand or approve
run down /rʌn 'daʊn/ *pv* to move very quickly further along *sth*; to criticize *sth* or *smb*, often unfairly

UNIT 2

COMMUNICATION

assert /ə'sɜ:t/ *v* to say that *sth* is certainly true
attribute (sth) to (smb/sth) /ə'trɪbjʊ:t tu/ *v* to say or think that *sth* is the result or work of *sth* or *smb* else

denote (sth) /dɪ'nəʊt/ *v* to represent *sth*
flick through (sth) /flɪk 'θru:/ *pv* to look quickly at the pages of a magazine, book, etc.
give (sth) away /ɡɪv ə'weɪ/ *pv* to tell people *sth* secret, often without intending to
launch into (sth) /lɔ:ntʃ 'ɪntu/ *pv* to start doing *sth* with a lot of energy
put (sth) down to (sth) /pʊt 'daʊn tu/ *pv* to think that a problem or situation is caused by a particular thing
raise eyebrows /reɪz 'aɪbraʊz/ *phr* to cause surprise
reputedly /rɪ'pjʊ:tɪdli/ *adv* in a way that is said to be true, although it is not known to be certain
wink /wɪŋk/ *v* to close one eye for a short time

COLLOQUIAL EXPRESSIONS

all over the place /ɔ:l 'əʊvə ðə 'pleɪs/ *phr* in a lot of different places, or in all parts of a place
be up for grabs /bi 'ʌp fə 'græbz/ *phr* available and ready to be won or taken
be up in the air /bi 'ʌp ɪn ði 'eə/ *phr* If a matter is up in the air, it is uncertain and no final decision has been made about it.
easier said than done /'i:ziə 'sed ðən 'dʌn/ *phr* said when *sth* seems like a good idea but would be difficult to do
get off on the wrong foot /get 'ɒf ɒn ðə 'rɒŋ 'fʊt/ *phr* to make an unsuccessful start in *sth*, especially a relationship
I couldn't care less /aɪ 'kʊdənt 'keə 'les/ *phr* used to say rudely that you are not interested in or worried about *sth* or *smb*
it's about time /ɪts ə'baʊt 'taɪm/ *phr* If it's about time that *smb* did *sth*, it should have been done sooner or a long time ago.
keep a straight face /,ki:p ə 'streɪt 'feɪs/ *phr* to manage to stop yourself from smiling or laughing
keep (smb) in the picture /,ki:p ɪn ðə 'pɪktʃə/ *phr* to make sure *smb* knows all the facts about a changing situation
know (sth) inside out /,nəʊ ,ɪnsaɪd 'aʊt/ *phr* to know everything about a subject

UNIT 3

THINKING OF THE FUTURE

anticipate /æn'tɪsɪpeɪt/ *v* to imagine or expect that *sth* will happen
coming /'kʌmɪŋ/ *adj* happening soon
envisage /ɪn'vɪzɪdʒ/ *v* to imagine or expect *sth* in the future, especially *sth* good
for the foreseeable future /fə ðə fɔ:'si:əbl 'fju:tʃə/ *phr* as far into the future as you can imagine or plan for
foresight /'fɔ:sɑɪt/ *n* the ability to judge correctly what is going to happen in the future and plan your actions based on this
imminent /'ɪmɪnənt/ *adj* coming or likely to happen very soon
in the short term /ɪn ðə 'ʃɔ:t 'tɜ:m/ *phr* for a short period of time in the future
long-term /lɒŋ'tɜ:m/ *adj* continuing a long time into the future
overdue /əʊvə'dʒu:/ *adj* not done or happening when expected or when needed; late
pending /'pendɪŋ/ *adj* about to happen or waiting to happen
shortly /'ʃɔ:tli/ *adv* soon

COMMONLY CONFUSED WORDS

accept /ək'sept/ *v* to say yes to an offer or invitation
acquire /ə'kwæɪə/ *v* to get or buy *sth*
affect /ə'fekt/ *v* to have an influence on *smb* or *sth*, or to cause a change in *smb* or *sth*
assure /ə'ʃʊə/ *v* to tell *smb* confidently that *sth* is true, especially so that they do not worry
council /'kaʊnsəl/ *n* a group of people elected or chosen to make decisions or give advice on a particular subject, to represent a particular group of people, or to run a particular organization

counsel /'kaʊnsəl/ *v* to give advice, especially on social or personal problems
effect /ɪ'fekt/ *n* the result of a particular influence
enquire /ɪn'kwaɪə/ *v* to ask for information
ensure /ɪn'ʃʊə/ *v* to make *sth* certain to happen
except /ɪk'sept/ *prep* not including, but not
historic /hɪ'stɔrɪk/ *adj* important in history
historical /hɪ'stɔrɪkəl/ *adj* connected with studying or representing things from the past; set in the past
insure /ɪn'ʃʊə/ *v* to protect yourself against risk by regularly paying a special company that will provide a fixed amount of money if you are killed or injured, or if your home or possessions are damaged, destroyed or stolen

UNIT 4

FOOD AND DRINK

a bite to eat /ə 'baɪt tu 'i:t/ *phr* some food
appetite /æ'pɛtaɪt/ *n* the feeling that you want to eat food
boost /bu:st/ *n* the act of improving or increasing *sth*
chain (of restaurants) /tʃeɪn/ *n* a set of connected or related things
culinary /'kʌlɪnəri/ *adj* connected with cooking or kitchens
foodie /'fu:di/ *n* a person who loves food and is very interested in different types of food
inedible /ɪ'nedəbəl/ *adj* not suitable as food; not pleasant to eat
leftovers /'leftəʊvəz/ *n* food remaining after a meal
nutritional /nju:'trɪʃənəl/ *adj* relating to nutrition or containing a food substance that your body can use
taste buds /'teɪst ,bʌdz/ *n* a group of cells, found especially on the tongue, that allow different tastes to be recognized

FOOD IDIOMS AND EXPRESSIONS

be as cheap as chips /bi əz 'tʃi:p əz 'tʃɪps/ *phr* to be very cheap
food for thought /'fu:d fə 'θɔ:t/ *phr* *sth* worth thinking seriously about
have a finger in every pie /hæv ə 'fɪŋgər ɪn 'evri 'paɪ/ *phr* to be involved in and have influence over many different activities, often in a way that people do not approve of
have a lot on your plate /hæv ə 'lɒt ɒn jɔ 'pleɪt/ *phr* to have a lot of activities or responsibilities, be very busy
have your cake and eat it /hæv jɔ 'keɪk ən 'i:t ɪt/ *phr* to have or do two good things at the same time that are impossible to have or do at the same time
not be my cup of tea /nɒt bi maɪ 'kʌp əv 'ti:/ *phr* If *sth* is not your cup of tea, it is not the type of thing that you like.
spill the beans /'spɪl ðə 'bi:nz/ *phr* to tell people secret information
take (sth) with a pinch of salt /'teɪk wɪð ə 'pɪntʃ əv 'sɔ:lt/ *phr* to not completely believe *sth* that you are told, because you think it is unlikely to be true

UNIT 5

CLOTHES AND FASHION

eclectic /ek'lektɪk/ *adj* Methods, beliefs, ideas, etc. that are eclectic combine whatever seem the best or most useful things from many different areas or systems, rather than following a single system.
effortlessly /'efətɫəsli/ *adv* in a way that is effortless (= seeming not to need any effort)
eye-catching /'aɪ,kætʃɪŋ/ *adj* very attractive or noticeable
fit in /fɪt 'ɪn/ *pv* to feel that you belong to a particular group and are accepted by that group
flattering /'flætərɪŋ/ *adj* making *smb* look or seem better or more attractive than usual
second /'sekənd/ *n* *sth* that is sold cheaply because it is damaged and not in perfect condition

spending spree /'spendɪŋ 'sprɪ:/ *n* a short period spent shopping, buying much more than usual
stock /stɒk/ *v* If a shop stocks *sth*, it keeps a supply of it.
tailored /'teɪləd/ *adj* used to describe a piece of clothing that is shaped to fit a person's body closely
trendsetter /'trend,ʃetə/ *n* a person, organization, etc. that starts new fashions, especially in clothes

COMPOUND ADJECTIVES AND NOUNS

bow tie /bəʊ 'taɪ/ *n* a special type of tie in the shape of a bow, worn especially by men on formal occasions
dinner jacket /'dɪnə ,dʒækɪt/ *n* a man's black or white jacket worn at formal social events, usually in the evening, with matching trousers and a bow tie
evening gown /'dresɪŋ ,gaʊn/ *n* a loose piece of clothing like a coat, worn informally inside the house, especially before getting dressed in the morning or after getting undressed in the evening
evening dress /'i:vniŋ ,dres/ *n* a long dress worn by a woman to a formal party or social occasion
hard-wearing /hɑ:d'weərɪŋ/ *adj* If clothing is hard-wearing, it lasts for a long time and looks good, even if it is used a lot.
high-heeled /haɪ'hɪəld/ *adj* (of shoes) having heels that are raised high off the ground
long-lasting /lɒŋ'lɑ:stɪŋ/ *adj* continuing for a long period of time
long-sleeved /lɒŋ'sli:vɪd/ *adj* having long sleeves
loose-fitting /lu:s'fɪtɪŋ/ *adj* Loose-fitting clothing is quite large and does not fit tightly.
old-fashioned /əʊld'fæʃənd/ *adj* not modern; belonging to or typical of a time in the past
raincoat /'reɪnkəʊt/ *n* a coat that protects the wearer against rain
short-sleeved /ʃɔ:t'sli:vɪd/ *adj* having short sleeves
sweatshirt /'swetʃɜ:t/ *n* informal clothing with long sleeves, made of thick cotton, worn on the upper part of the body
swimming trunks /'swɪmɪŋ ,trʌŋks/ *n* a piece of men's clothing that is worn when swimming
tight-fitting /'taɪt,fɪtɪŋ/ *adj* fitting very closely to the body.
wetsuit /'wetsu:t/ *n* a piece of clothing, usually made from rubber, that covers the whole body closely and is designed to keep you warm when you are swimming

UNIT 6

TRAVEL AND TOURISM

city break /'sɪti 'breɪk/ *n* a short holiday spent in a city
getaway /'getəweɪ/ *n* a place where you go for a holiday
indigenous culture /ɪn'dɪdʒɪnəs 'kʌltʃə/ *n* a way of life that naturally exists in a place or country
lesser-known place /lesə'nəʊn 'pleɪs/ *n* somewhere that is not as popular or famous as somewhere else
long-haul travel /'lɒŋhɔ:l 'trævəl/ *n* when you travel a long distance
once-in-a-lifetime holiday /wʌnsɪnə'laɪftaɪm 'hɒlɪdeɪ/ *n* a holiday that is very special because you will probably only have it once.
package tour /'pækɪdʒ ,tuə/ *n* a holiday at a fixed price in which the travel company arranges your travel, hotels and sometimes meals for you
seasonal job /'si:zənəl 'dʒɒb/ *n* a job that only exists for a particular part of the year
solo traveller /'səʊləʊ 'trævələ/ *n* *smb* who travels alone
tourist trap /'tuəɪst ,træp/ *n* a crowded place that provides entertainment and things to buy for tourists, often at high prices
unspoilt beach /ʌn'spɔɪlt 'bi:tʃ/ *n* a beach that is beautiful because it has not been changed or damaged by people
weekend away /'wi:k'end ə'weɪ/ *n* a short holiday, lasting from Friday evening to Sunday evening



VOCABULARY LIST

ADVERBS AND ADJECTIVES

fascinating /ˈfæsəneɪtɪŋ/ *adj* extremely interesting
fresh /fref/ *adj* clean and cool; found outside rather than in a room
hazardous /ˈhæzədəs/ *adj* dangerous
remote /rɪˈməʊt/ *adj* far away in distance; a long way from any towns or cities
stunning /ˈstʌnɪŋ/ *adj* extremely beautiful or attractive
terrifying /ˈterəfaɪɪŋ/ *adj* very frightening
tranquil /ˈtræŋkwɪl/ *adj* calm and peaceful
unspoilt /ʌnˈspɔɪlt/ *adj* An unspoilt place is beautiful because it has not been changed or damaged by people.
deeply committed /ˌdiːpli kəˈmɪtɪd/ *phr* extremely loyal and willing to give your time and energy to *sth* that you believe in
fully aware /ˌfʊli əˈweə/ *phr* knowing that *sth* exists, or having absolute knowledge or experience of a particular thing
genuinely proud /ˌdʒenjuɪnli ˈpraʊd/ *phr* feeling real and sincere pleasure and satisfaction because you or people connected with you have done or got *sth* good
highly unusual /ˌhaɪli ʌnˈjuːʒuəl/ *phr* extremely different from others of the same type in a way that is surprising
totally unique /ˌtəʊtəli ˌjuːˈniːk/ *phr* being the only existing one of its type or, more generally, very unusual or special in some way

UNIT 7

LANDSCAPE

alleyway /ˈæliweɪ/ *n* a narrow road or path between buildings
coastline /ˈkəʊstlaɪn/ *n* the particular shape of the coast, especially as seen from above, from the sea or on a map
cove /kəʊv/ *n* a curved part of a coast that partly surrounds an area of water
flyover /ˈflaɪəʊvə/ *n* a bridge that carries a road or railway over another road
landmark /ˈlændmɑːk/ *n* a building or place that is easily recognized, especially one that you can use to judge where you are; a building or other structure that is considered especially important as an example of its type
landowner /ˈlændəʊnə/ *n* *smb* who owns land, especially a large amount of land
rocky /ˈrɒki/ *adj* made of rock and therefore usually rough and difficult to travel along; covered with, or consisting of, stones
scenic /ˈsiːnɪk/ *adj* having or allowing you to see beautiful natural features
summit /ˈsʌmɪt/ *n* the highest point of a mountain
underpass /ˈʌndəpɑːs/ *n* a road or path that goes under *sth* such as a busy road
vegetation /ˌvedʒɪˈteɪʃən/ *n* plants in general, or plants that are found in a particular area

UNIT 8

CELEBRITY

A-list celebrity /ˈeɪlɪst səˈleɪbrəti/ *n* a person who is among the most famous, especially in the entertainment business
aspire to (sth) /əˈspaɪə tu/ *pv* to have a strong wish or hope to do or have *sth*
big name /ˌbɪɡ ˈneɪm/ *n* a famous or important person
credibility /ˌkredəˈbɪləti/ *n* the fact that *smb* can be believed or trusted
endorse /ɪnˈdɔːs/ *v* to appear in an advertisement, saying that you use and like a particular product; to make a public statement of your approval or support for *sth* or *smb*
hit the headlines /ˌhɪt ðə ˈhedlaɪnz/ *phr* to suddenly become the main subject of stories in newspapers, on television, etc.

in the spotlight /ɪn ðə ˈspɒtlaɪt/ *phr* (of a person) receiving a lot of public attention

public appearance /ˌpʌblɪk əˈpiərəns/ *n* an occasion when *smb* appears in a place where a lot of people can see them
sneak into /sniːk ˈɪntu/ *pv* to enter somewhere secretly
stalker /ˈstɔːkə/ *n* a person who illegally follows and watches *smb*, especially a woman, over a period of time

DEPENDENT PREPOSITIONS

adviser to (smb) /ədˈvaɪzə tu/ *n* *smb* whose job is to give advice about a subject to *smb* else
be central to (sth) /bi ˈsentrəl tu/ *phr* to be very important to *sth*
be engrossed in (sth) /bi ɪnˈgrəʊst ɪn/ *phr* to give all your attention to *sth*
be knowledgeable about (sth) /bi ˈnɒlɪdʒəbəl əˈbaʊt/ *phr* to know a lot about *sth*
coverage of (sth) /ˈkʌvərɪdʒ əv/ *n* the reporting of a particular important event or subject
impose (sth) on (smb) /ɪmˈpəʊz ɒn/ *pv* to force *smb* to accept *sth*, especially a belief or way of living
mislead (smb) over /ˌmɪsˈliːd əʊvə/ *pv* to cause *smb* to believe *sth* that is not true about *sth*
outbreak of (sth) /ˈaʊtbreɪk əv/ *n* when *sth* suddenly begins, especially a disease or *sth* dangerous or unpleasant
portrayal of (sth/smb) /pɔːˈtreɪəl əv/ *n* the way that *smb* or *sth* is described or represented in a painting, film, book etc.
sympathetic to (sth/smb) /ˌsɪmpəˈθetɪk tu/ *adj* used to describe *smb* who shows, especially by what they say, that they understand and care about *smb* else's suffering

UNIT 9

HEALTH AND FITNESS

burn off /bɜːn ˈɒf/ *pv* to get rid of (energy or fat) by doing exercise
complexion /kəmˈplekʃən/ *n* the natural appearance of the skin on a person's face, especially its colour or quality
craze /kreɪz/ *n* an activity, object or idea that is extremely popular, usually for a short time
do (smb or sth) the world of good /du ðə ˈwɜːld əv ˈɡʊd/ *phr* to make *smb* or *sth* much healthier or happier
fad /fæd/ *n* *sth* that is very popular for a short period of time
get back into shape /get ˈbæk ɪntu ˈʃeɪp/ *phr* to regain good physical condition
mindfulness /ˈmaɪndfʊlnəs/ *n* the practice of being aware of your body, mind and feelings in the present moment, thought to create a feeling of calm
pull a muscle /ˌpʊl ə ˈmʌsəl/ *phr* to injure a muscle by stretching it too far so that it is very painful
stamina /ˈstæmɪnə/ *n* the physical and/or mental strength to do *sth* that might be difficult and will take a long time
therapeutic /θerəˈpijuːtɪk/ *adj* causing *smb* to feel happier and more relaxed or to be more healthy
well-being /ˌwelˈbiːɪŋ/ *n* the state of feeling healthy and happy
wrinkle /ˈrɪŋkəl/ *n* a small line in the skin caused by old age or too much exposure to the sun / pollution / etc.

HEALTH IDIOMS

aches and pains /ˈeɪks ən ˈpeɪnz/ *phr* feelings of pain in different parts of your body that are unpleasant but not very strong
(as) fit as a fiddle /bi əz ˈfɪt əz ə ˈfɪdəl/ *phr* very healthy
be the picture of health /bi ə ˈpɪktʃə əv ˈhelθ/ *phr* to look very healthy
be back on your feet /bi ˈbæk ɒn ʒə ˈfiːt/ *phr* to be healthy again after a period of illness
be full of beans /bi ˈfʊl əv ˈbiːnz/ *phr* lively and full energy

hard of hearing /hɑ:d əv 'hiəriŋ/ *phr* not able to hear well
(have) a frog in your throat /hæv ə 'frɒg ɪn jə 'θrəʊt/ *phr* (to have) difficulty speaking because your throat feels dry
off-colour /ɒf'kʌlə/ *adj* slightly ill

HEALTH: COLLOCATIONS

alleviate symptoms /ə'li:vɪət 'sɪmptəmz/ *phr* to make the feeling of illness caused by a particular disease less severe
be prescribed medication /bi prɪ'skraɪbd ,medɪ'keɪʃən/ *phr* to be told by a doctor what medicine / set of medicines / drugs *smb* should have to improve a particular condition or illness
consult a specialist /kən'sʌlt ə 'speʃəlɪst/ *phr* to get advice from a doctor who has special knowledge of a particular area of medicine
contract an illness /kən'trækt ən 'ɪlnəs/ *phr* to catch or become ill with a disease
have an operation /hæv ən ,ɒpə'reɪʃən/ *phr* to undergo a procedure where a doctor cuts a body for medical reasons in order to repair, remove or replace an unhealthy or damaged part
have treatment /hæv 'tri:tmənt/ *phr* to have drugs/medicine or do special exercises to cure *smb* of an illness or injury
miss an appointment /mɪs ən ə'pɔɪntmənt/ *phr* to fail to attend (usually unintentionally) an appointment
sustain an injury /sə'steɪn ən 'ɪndʒəri/ *phr* to suffer physical harm or damage to your body caused by an accident or an attack

UNIT 10

CHALLENGES AND ACHIEVEMENTS

a long shot /ə 'lɒŋ ʃɒt/ *n sth* you try although it is unlikely to be successful
be more than you bargained for /bi 'mɔ: ðən ju 'bɑ:gɪnd fɔ/ *phr* to be more than you expected or were prepared for
on track /ɒn 'træk/ *adj* making progress and likely to succeed
gruelling /'gru:əlɪŋ/ *adj* extremely tiring and difficult, and demanding great effort and determination
hang in the balance /hæŋ ɪn ðə 'bæləns/ *phr* not be decided yet
have nothing to lose /hæv 'nʌθɪŋ tu 'lu:z/ *phr* to be in a situation that could improve by doing *sth* and that will not be any worse if you fail at it
pay off /peɪ 'ɒf/ *pv* If *sth* you have done pays off, it is successful.
pitfall /'pɪtfɔ:l/ *n* a likely mistake or problem in a situation
rise to the occasion /raɪz tu ðə ə'keɪzən/ *phr* to show that you can deal with a difficult situation successfully

PHRASES WITH MAKE, TAKE, HAVE AND GET

get a move on /get ə 'mu:v ɒn/ *phr* to hurry
get out of hand /get aʊt əv 'hænd/ *phr* to get out of control
get the hang of (sth) /get ðə 'hæŋ əv/ *phr* to learn how to do *sth*, especially if it is not obvious or simple
get your hands on (sth) /get jɔ 'hændz ɒn/ *phr* to obtain *sth*
have no effect (on sth/smb) /hæv nəʊ ɪ'fekt/ *phr* to have no influence on, to cause no change
have no option but to (do sth) /hæv nəʊ 'ɒpʃən bət tu/ *phr* to have to do a particular thing because there is no possibility of doing anything else
make a point of (doing sth) /meɪk ə 'pɔɪnt əv/ *phr* to always do *sth*, or to take particular care to do *sth*
make it /meɪk ɪt/ *phr* to be very successful
take an interest in (sth) /teɪk ən 'ɪntrəst ɪn/ *phr* to want to be involved with and to discover more about *sth*
take stock of (sth) /teɪk 'stɒk əv/ *phr* to think carefully about a situation or event so that you can decide what to do

UNIT 11

MEMORY AND FORGETTING

discrepancy (between sth and sth) /dɪ'skrepənsɪ/ *n* a difference between two things that should be the same
fabricate /'fæbrɪkeɪt/ *v* to invent *sth* false in order to deceive
flashback /'flæʃbæk/ *n* a sudden, clear memory of a past event or time, usually one that was bad
make sense of (sth) /meɪk 'sens əv/ *phr* to understand *sth*
plant /plɑ:nt/ *v* to put *sth* or *smb* in a position secretly, especially in order to deceive *smb*
retrieve /rɪ'tri:v/ *v* to find and bring back *sth*
slip your mind /slɪp jɔ 'maɪnd/ *phr* to be forgotten
the gist /ðə 'dʒɪst/ *n* the most important pieces of information about *sth*, or general information without details
trigger /'trɪɡə/ *v* to cause *sth* to start
vague /veɪɡ/ *adj* not clearly expressed or known

PREFIXES

disrespectful /dɪsɪ'spektfəl/ *adj* lacking respect
inconsiderate /ɪnkən'sɪdərət/ *adj* not thinking or worrying about other people or their feelings
mislead /mɪs'li:d/ *v* to cause *smb* to believe *sth* that is not true
misunderstanding /mɪsʌndə'stændɪŋ/ *n* an occasion when *smb* does not understand *sth* correctly; a disagreement, argument or fight
outdated /aʊt'detɪd/ *adj* old-fashioned and therefore not as good or as fashionable as *sth* modern
outgrow /aʊt'grəʊ/ *v* to grow bigger than or too big for *sth*; to lose interest in an idea or activity as you get older
outsell /aʊt'sel/ *v* (of a product) to be sold in greater numbers than another product
overcharge /əʊvə'tʃɑ:dʒ/ *v* to charge *smb* either more than the real price or more than the value of a product or service
overprotective /əʊvəprə'tektɪv/ *adj* wishing to protect *smb*, especially a child, too much
overqualified /əʊvə'kwɒlɪfaɪd/ *adj* having more knowledge, skill and/or experience than is needed (for a particular job)
reapply /ri:ə'plaɪ/ *v* to officially ask again for *sth*, for example for yourself to be considered for a job, especially by writing or sending in a form
reconsider /ri:kən'sɪdə/ *v* to think again about a decision or opinion and decide if you want to change it
redo /ri:'du:/ *v* to do again
reintroduce /ri:ɪntrə'dju:s/ *v* to put *sth* into use, operation or a place after it has not been used or in place for some time
undercooked /ʌndə'kʊkt/ *adj* not cooked enough
underpaid /ʌndə'peɪd/ *adj* paid too little for the work you do
understaffed /ʌndə'stɑ:ft/ *adj* If a shop, business or organization is understaffed, it does not have enough employees.
unprofessional /ʌnpɹə'feʃənəl/ *adj* not showing the standard of behaviour or skill that is expected of a person in a skilled job

UNIT 12

SOCIAL CHANGE

affluent /'æfluənt/ *adj* having a lot of money
be laid off /bi 'leɪd 'ɒf/ *pv* to stop being employed, usually because there is no work to do
disposable income /dɪ'spəʊzəbəl 'ɪnkʌm/ *n* the money that you can spend as you want and not the money that you spend on taxes, food and other basic needs
make ends meet /meɪk endz 'mi:t/ *phr* to have just enough money to pay for the things that you need
means /mi:nz/ *n* money, for example from an income, that allows you to buy things



VOCABULARY LIST

outgoings /'aʊtɡəʊɪŋz/ *n* amounts of money that regularly have to be spent, for example to pay for heating or rent
overcrowding /,əʊvə'kraʊdɪŋ/ *n* a situation when a place contains too many people or things
pay gap /'peɪ ɡæp/ *n* the difference between the average pay of two different groups of people, for example men and women
reform /rɪ'fɔ:m/ *v* to make an improvement, especially by changing a person's behaviour or the structure of *sth*
tackle /'tækəl/ *v* to try to deal with *sth* or *smb*
tighten your belt /,taɪtən ʃə 'belt/ *phr* to spend less money than you did before because you have less money
unaffordable /,ʌnə'fɔ:dəbəl/ *adj* too expensive for people to be able to buy or pay for

SYNONYMS AND ANTONYMS

communal /'kɒmjənəl/ *adj* belonging to or used by a group of people rather than one single person
deprivation /,deprɪ'veɪʃən/ *n* a situation in which you do not have things or conditions necessary for a pleasant life
deprived /dɪ'praɪvd/ *adj* not having the things that are necessary for a pleasant life, such as enough money, food or good living conditions
discrimination /dɪ'skrɪmɪ'neɪʃən/ *n* treating a person or particular group of people in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.
diversify /daɪ'vɜ:saɪfaɪ/ *v* to start to include more different types or things
expenditure /ɪk'spendɪtʃə/ *n* the total amount of money that a government or person spends
housing /'haʊzɪŋ/ *n* buildings for people to live in
jobless /'dʒɒbləs/ *adj* unemployed
manufacturing /,mænʃə'fæktʃərɪŋ/ *n* the business of producing goods in large numbers
plentiful /'plentɪfəl/ *adj* If *sth* is plentiful, there is a lot of it available.
powerful /'paʊəfəl/ *adj* having a lot of power to control people and events
rural /'rʊərəl/ *adj* in, of or like the countryside
scarcity /'skeəsəti/ *n* a situation in which *sth* is not easy to find or get
shortage /'ʃɔ:tɪdʒ/ *n* a situation in which there is not enough of *sth*
suffrage /'sʌfrɪdʒ/ *n* the right to vote in an election, especially to vote for representatives in a government
wealth /welθ/ *n* a large amount of money or valuable possessions that *smb* has

UNIT 13

TRUTH AND LIES

concoct /kən'kɒkt/ *v* to invent an excuse, explanation or story in order to deceive *smb*
credibility /,kredə'bɪləti/ *n* the fact that *smb* can be believed or trusted
fake /feɪk/ *adj* not real, but made to look or seem real
fall for (sth) /'fɔ:l fə/ *pv* to be deceived by *sth*, usually a lie
far-fetched /,fɑ:'fetʃt/ *adj* very unlikely to be true, and difficult to believe
hoax /həʊks/ *n* a plan to deceive *smb*, such as telling the police there is a bomb somewhere when there is not one, or a trick
plausible /'plɔ:zəbəl/ *adj* seeming likely to be true
scam /skæm/ *n* an illegal plan for making money, especially one that involves tricking people
supposedly /sə'pəʊzɪdli/ *adv* used to show that you do not believe that *sth* you have been told is true
take (smb) in /teɪk 'ɪn/ *pv* to cause *smb* to believe *sth* that is not true, or to trick or deceive *smb*

PHRASAL VERBS AND NOUNS

crack down on /kræk 'daʊn ɒn/ *pv* to start dealing with bad or illegal behaviour in a more severe way
crackdown /'krækdaʊn/ *n* a situation in which *smb* starts to deal with bad or illegal behaviour in a more severe way
cut back /kʌt 'bæk/ *pv* to spend less, do less or use less of *sth*
cutback /kʌtbæk/ *n* a reduction in *sth*, made in order to save money
downturn /'daʊntɜ:n/ *n* a reduction in the amount or success of *sth*, such as a country's economic activity
go ahead /gəʊ ə'hed/ *pv* to start to do *sth*
go-ahead /'gəʊəhed/ *n* an occasion when permission is given for *smb* to start doing *sth* or for an activity to happen
outcome /'aʊtkʌm/ *n* a result or effect of an action, situation, etc.
outgoings /'aʊtɡəʊɪŋz/ *n* amounts of money that regularly have to be spent, for example to pay for heating or rent
pay out /peɪ 'aʊt/ *pv* to pay a lot of money to *smb*
payout /'peɪaʊt/ *n* a large amount of money that is paid to *smb*
setback /'setbæk/ *n* *sth* that happens that delays or prevents a process from developing
the outset /ði 'aʊtset/ *n* the beginning
tip (smb) off /tɪp 'ɒf/ *pv* to warn *smb* secretly about *sth* that will happen, so that they can take action or prevent it from happening
tip-off /'tɪpɒf/ *n* a secret warning or piece of secret information
turn over /tɜ:n 'əʊvə/ *pv* to make a particular amount of money from doing business
turnover /'tɜ:nəʊvə/ *n* the amount of business that a company does in a period of time
upkeep /'ʌpki:p/ *n* the cost or process of keeping *sth*, such as a building, in good condition

UNIT 14

WORK AND CAREERS

a steady job /ə 'stedɪ 'dʒɒb/ *n* work that is likely to continue for a long time and for which you will be paid regularly
appoint /ə'pɔɪnt/ *v* to choose *smb* officially for a job or task
climb the corporate ladder /klaɪm ðə ,kɔ:pəreɪt 'lædə/ *phr* to get a series of increasingly important jobs within a company
enterprise /'entəpraɪz/ *n* an organization, especially a business, or a difficult and important plan, especially one that will earn money
hold down a job /həʊld daʊn ə 'dʒɒb/ *phr* to manage to keep a job for a period of time
out of a job /aʊt əv ə 'dʒɒb/ *phr* without a job, unemployed
recruit /rɪ'kru:t/ *v* to persuade *smb* to work for a company or become a new member of an organization, especially the army
resign from (sth) /rɪ'zaɪn frəm/ *pv* to give up a job or position by telling your employer that you are leaving
vocation /vəʊ'keɪʃən/ *n* a type of work that you feel you are suited to doing and to which you should give all your time and energy, or the feeling that a type of work suits you in this way
well-qualified /wel 'kwɒlɪfaɪd/ *adj* having suitable experience or formal qualifications

EXPRESSIONS WITH WORK

do the donkey work /du ðə 'dɒŋki ,wɜ:k/ *phr* to do the hard, boring part of a job
get down to work /get ,daʊn tə 'wɜ:k/ *phr* to start to direct your efforts and attention towards *sth*
get worked up /get ,wɜ:kt 'ʌp/ *phr* to get upset or very excited about *sth*
have your work cut out (for you) /hæv ʃə 'wɜ:k kʌt 'aʊt fə ju/ *phr* to have *sth* very difficult to do
make short work of (sth) /,meɪk ʃɔ:t 'wɜ:k əv/ *phr* to finish or deal with *sth* quickly
the works /ðə 'wɜ:ks/ *n* everything that you might want or expect to find in a particular situation

work against the clock /wɜ:k əɡenst ðə 'klɒk/ *phr* If you work against the clock, you work as fast as possible and try to finish before a certain time.

work your way up /wɜ:k jə weɪ 'ʌp/ *phr* to achieve a better position within the organisation you work for

COMPLEX PREPOSITIONS

ahead of /ə'hed əv/ *prep* earlier than or before *smb* or *sth*

by means of /baɪ 'mi:nz əv/ *prep* used to show the method used

by way of /baɪ 'weɪ əv/ *prep* as a type of

for lack of /fə 'læk əv/ *prep* because of the fact that *sth* is not available or that there is not enough of it

in accordance with (sth) /ɪn ə'kɔ:dəns wɪð/ *prep* following or obeying

in charge of (sth/smb) /ɪn 'tʃɑ:dʒ əv/ *prep* responsible for

in place of (smb/sth) /ɪn 'pleɪs əv/ *prep* instead of

on behalf of /ɒn brɪ'hɑ:f əv/ *prep* representing

UNIT 15

HEROES AND LEADERS

advocate /'ædvəkət/ *n* *smb* who publicly supports *sth*

be a voice for (smb) /bi ə 'vɔɪs fə/ *phr* to express an opinion on behalf of *smb*

campaigner /kæm'peɪnə/ *n* a person who takes part in organized activities that are intended to change *sth* in society

committed /kə'mɪtɪd/ *adj* loyal and willing to give your time and energy to *sth* that you believe in

resourceful /rɪ'zɔ:sfəl/ *adj* skilled at solving problems and making decisions on your own

self-assured /selfə'ʃʊəd/ *adj* having confidence in your own abilities

spokesperson /'spəʊks,pɜ:sən/ *n* a person who is chosen to speak officially for a group or organization

take the initiative /teɪk ði ɪ'nɪʃətɪv/ *phr* to be the first one to do *sth*, especially to solve a problem

uncompromising /ʌn'kɒmprəmaɪzɪŋ/ *adj* If people or their beliefs are uncompromising, they are fixed and do not change.

unsung hero /ʌnsʌŋ 'hɪərəʊ/ *n* a person who does *sth* very brave, achieves *sth* great or works hard, but who is not noticed or praised for this

METAPHORS, SIMILES AND EUPHEMISMS

(have) a heart of gold /hæv ə 'hɑ:t əv 'gəʊld/ *phr* to have a kind and generous character

a roller-coaster ride of emotions /ə 'rəʊlə ,kəʊstə 'raɪd əv ɪ'məʊʃənz/ *phr* a series of emotions that change very quickly

as clear as mud /əz 'kliə əz mʌd/ *phr* very unclear

as good as new /əz 'gʊd əz ə 'nju:/ *phr* in very good condition again, after not working well

as light as a feather /əz 'laɪt əz ə 'feðə/ *phr* very light

as quick as lightning /əz 'kwɪk əz 'laɪtnɪŋ/ *phr* very quick

as quiet as a mouse /əz 'kwaɪət əz ə 'maʊs/ *phr* very quiet

as regular as clockwork /əz 'regjʊlə əz 'klɒkwɜ:k/ *phr* very regularly and reliably

as safe as houses /əz 'seɪf əz 'haʊsɪz/ *phr* very safe

as sick as a dog /əz 'sɪk əz ə 'dɒg/ *phr* very sick

as solid as a rock /əs 'sɒlɪd əz ə 'rɒk/ *phr* very strong

as sweet as pie /əz 'swi:t əz 'paɪ/ *phr* very nice and kind

as white as a sheet /əz 'waɪt əz ə 'ʃi:t/ *phr* very pale

be (an absolute) star /bi ə 'stɑ:/ *phr* If you describe *smb* as a star, it is because they have done *sth* for you that really helps you with a problem or difficult situation.

be as good as gold /bi əz 'gʊd əz 'gəʊld/ *phr* (of a child) to behave very well

be between jobs /bi brɪ'twi:n 'dʒɒbz/ *phr* to be unemployed

be economical with the truth /bi ɪ:kə'nɒmɪkəl wɪð ðə tru:θ/ *phr* to tell lies

be getting on a bit /bi ,getɪŋ 'ɒn ə brɪ/ *phr* to be getting old

be on the streets /bi ɒn ðə 'stri:t/ *phr* to be homeless

feel like a fish out of water /fi:l laɪk ə 'fɪʃ aʊt əv 'wɔ:tə/ *phr* to feel uncomfortable in a specific situation

get cold feet /get ,kəʊld 'fi:t/ *phr* to suddenly become too frightened to do *sth* you had planned to do

go thin on top /gəʊ ,θɪn ɒn 'tɒp/ *phr* to lose some of the hair on your head

leave a lot to be desired /li:v ə 'lɒt tə bi dɪ'zɑɪəd/ *phr* to be much worse than you would like

not suffer fools gladly /nɒt ,sʌfə 'fu:lz 'glædli/ *phr* to have little patience with people you think are stupid or have stupid ideas

on low incomes /ɒn ,ləʊ 'ɪnkʌmz/ *phr* not earning much money

pass away /pɑ:s ə'weɪ/ *pv* to die

pre-owned /pri:'əʊnd/ *adj* not new; once owned by *smb* else

pull yourself together /pʊl jə'self tə'geðə/ *pv* to become calm and behave normally again after being angry or upset

put (sth) to sleep /pʊt tə sli:p/ *phr* to kill an animal that is very ill or very old so that it does not suffer any more

restroom /'restru:m/ *n* (US English) a room with toilets that is in a public place, for example in a restaurant

run like clockwork /rʌn laɪk 'klɒkwɜ:k/ *phr* to happen exactly as planned, without any trouble

take no prisoners /teɪk ,nəʊ 'prɪzənəz/ *phr* to be determined and not care about other people's feelings when trying to achieve *sth*

work (your) socks off /wɜ:k jə 'sɒks 'ɒf/ *phr* to work very hard

UNIT 16

WORK AND STUDY

apply (yourself) /ə'plai/ *v* If you apply yourself to *sth*, you work hard at it, directing your abilities and efforts in a determined way.

assignment /ə'saɪnmənt/ *n* a piece of work given to *smb*, typically as part of their studies or job

dissertation /dɪsə'teɪʃən/ *n* a long piece of writing on a subject, usually done in order to receive a degree

humanities /hju'mænɪtiz/ *n* literature, language, history, philosophy and other subjects that are not a science

intern /'ɪntɜ:n/ *n* *smb* who is finishing training for a skilled job especially by getting practical experience of the work involved

learn the ropes /lɜ:n ðə 'rəʊps/ *phr* to learn how to do a job or activity

numeracy /'nju:mərəsi/ *n* ability to do basic mathematics

on-the-job training /ɒn ðə dʒɒb 'treɪnɪŋ/ *n* the process of learning the skills you need while you are working

schooling /'sku:lɪŋ/ *n* education at school

trade /treɪd/ *n* a job, especially one that needs special skill, that involves working with your hands

workshop /'wɜ:kʃɒp/ *n* a meeting of people to discuss and/or perform practical work in a subject or activity

COMPOUND ADJECTIVES AND VERB SUFFIXES

broad-minded /brɔ:d'maɪndɪd/ *adj* willing to accept other people's behaviour and beliefs

health-conscious /'helθ ,kɒnjəs/ *adj* If you are health-conscious, you know and care about your health and think it is important.

like-minded /laɪk'maɪndɪd/ *adj* People who are described as like-minded share the same opinions, ideas or interests.

rent-free /rent'fri:/ *adj, adv* If a house is rent-free or if you are living or staying rent-free, the owner is not asking for payment.

soundproof /saʊndpru:f/ *adj* (of a building or part of a building) not allowing sound to go through

stress-free /stres'fri:/ *adj* not causing or feeling any worry

trustworthy /'trʌstʃwɜ:ði/ *adj* able to be trusted

vitamin-rich /vɪtə'mɪn rɪtʃ/ *adj* containing a lot of vitamins (organic substances necessary for good health)

waterproof /'wɔ:təpru:f/ *adj* not allowing water to go through



GRAMMAR REFERENCE AND PRACTICE

UNIT 1 HABITUAL ACTIONS

Habitual actions in the present

- We use the **present simple** + *usually, often* or *generally* to talk about current habitual actions.
*In our family, we **usually have** lunch at about 1 o'clock.*
- We can also use **will** + **infinitive without to** to refer to habitual or typical behaviour. This is the present equivalent of *would* referring to past habitual behaviour.
*Most evenings, I'll **get** home from work at around 6 o'clock, **have** a bite to eat and then **watch** a film on TV.*
- We use the **present continuous** to refer to new habits.
*Normally I drive to work, but this week I'm **getting** a lift.
These days, my friends and I **are playing** tennis rather than squash.*
- We use the **present continuous** + *always, constantly* or *forever* to refer to habitual actions which we consider too frequent and often annoying.
*Our cat **is always catching** birds and mice and **bringing** them into the house.*
- We use **keep** + the **-ing form of the verb** to emphasise the fact that an action is repetitive.
*I **keep thinking** we've met before.*

Habitual actions in the past

- We use **used to** + **infinitive** to refer to habitual past actions which no longer take place and past states which are no longer true.
*I **used to walk** or **cycle** everywhere when I was younger.
In those days I **used to be** slimmer than I am now.*
- We use **would** + **infinitive without to** to refer to habitual past actions but not to past states.
*When they were younger, my grandparents **would spend** their evenings listening to the radio.*
- We use the **past continuous** + *always, constantly* or *forever* to refer to habitual past actions which the speaker found annoying for some reason. We can use it about other people and ourselves.
*When I was younger, my parents **were constantly telling** me to tidy my room.
As a child, I **was always breaking** things.*

Practice

1 Complete the sentences with one word. Sometimes more than one answer is possible.

- My parents are _____ asking me what I've been doing. It's infuriating.
- When I was a child, I often _____ to wonder what I'd be when I grew up.
- It's a bit worrying – I _____ getting anonymous phone calls.
- In the past, factories _____ close down for two weeks every summer.
- Eventually, we all got fed up with Pete. He _____ always criticising us.
- On a typical Sunday morning, I _____ get up late and spend the morning in my pyjamas.

2 Complete the text with the correct form of the verb in brackets.

When I was a kid, I ¹ _____ (collect) everything under the sun, including odd things like fossils and cheese labels. In those days, my mum ² _____ (go) shopping almost every day and I went with her. Whenever we went into a food shop, I ³ _____ (spend) lots of time examining the cheeses. My mum ⁴ _____ (get) irritated because I ⁵ _____ (always pester) her to buy cheese with colourful labels. As soon as we got home, I ⁶ _____ (tear) the labels off and stick them in a special album.

These days, I'm an avid collector of antique furniture. At the moment I ⁷ _____ (look for) Art Deco dining chairs. Most weekends I ⁸ _____ (visit) an auction and I ⁹ _____ (usually / end up) buying something I don't have room in the house for. My children get really annoyed. 'You ¹⁰ _____ (always buy) expensive rubbish, Dad,' they say. They're right of course.

3 Correct any mistakes in these sentences. One sentence is correct.

- When I was a child, I used play outside with my friends until quite late in the evening.
- Our neighbours are always argue. It keeps us awake.
- I don't spend much time in the kitchen now, but when I was younger I used to be a good cook.
- I keep tell my dad to slow down – he drives too fast.
- When you were a teenager, you would be a vegetarian, wouldn't you?
- I'll sometimes spending a whole day reading a novel.

UNIT 2 THE GRAMMAR OF MULTI-WORD VERBS

Multi-word verbs or **phrasal verbs**, consist of a verb followed by one or two particles (adverbs or prepositions). Phrasal verbs are either 'separable' or 'inseparable'.

Separable phrasal verbs

- The components of these verbs can be separated or interrupted by the object of the verb.
*Did you **turn** the TV **off**? (the TV is the object)
Yes, I **turned** it **off** when I went to bed. (it is the object)*
 - If the object of the verb is a noun, it can come **between** the verb and the particle or **after** the particle.
*It took me all morning to **fill in** this form.
It took me all morning to **fill** this form **in**.*
 - If the object of the verb is a pronoun, it must come **between** the verb and the particle.
*It was a long form. It took me all morning to **fill** it **in**.*
 - If the object is a long noun phrase, it usually comes **after** the particle.
*It took me all morning to **fill in** this driving licence application form.*
- Here are some more common separable verbs:
cheer up / hand out / let down / take in / throw away

Inseparable phrasal verbs

- The two parts of these verbs cannot be separated by the object of the verb. The verb and the particle always remain together.

*I'm **looking after** my baby sister this evening.*

*Yesterday I **came across** this email you sent me a year ago.*

Here are some other common inseparable phrasal verbs:

get off / get on / get over / grow up / look into / take after

- Verbs followed by two particles are usually inseparable.
*My dad and I have always **got on with** each other very well.*
*There's a great view. You can **look down on** the whole city.*

Here are some more phrasal verbs followed by two particles:

come up with / get away with / look up to / put up with / read up on

Intransitive verbs

- These verbs do not have an object and are inseparable.

*Our car **broke down** on a busy motorway.*

Here are some more common intransitive phrasal verbs:

eat out / fall through / get by / grow up / pass out / set off

Practice

- 1** Complete the sentences with a phrasal verb from the box. You may have to add a pronoun.

fall through hand out look forward to put away
put up with set off take after turn down

- That music is really deafening. Please could you _____.
- We were hoping to go on holiday, but our plans _____ because we didn't have enough money.
- I'm really _____ seeing you tomorrow.
- The children have left their toys all over the floor although I did ask them to _____.
- We're catching the 4 am ferry, so we'll have to _____ soon after midnight.
- I'd like everyone to have one of these leaflets. Could you _____ for me, please?
- Simon looks nothing like either of his parents. If anything, he _____ his grandfather.
- Suzie's boyfriend is so bad-tempered. I don't know how she _____.

- 2** Rewrite these sentences replacing the underlined words using a phrasal verb from the box.

call off cheer up come up with fill in
get over let down run into run out of

- This was a very complicated form; it took me two hours to complete it.
- It was good to see Jan this morning. I met her in town.
- You look sad. What can I do to make you happy?
- We're going to have no coffee left soon.
- That's a great idea. Who thought of it?
- I hope the weather is OK for our party tomorrow. If it rains we'll have to cancel it.
- Be there at midday, and don't disappoint me again.
- Mia had a bad accident. It took her ages to recover.

- 3** Correct any mistakes with phrasal verbs in these sentences. Two sentences are correct.

- I can't find my passport. I hope no one has thrown away it by mistake.
- It was so hot in the cinema last night that several people passed out.
- Whatever the problem is, you just have to face it up to.
- Don't forget to turn all the lights off when you leave.
- If I want to remember how to spell a word, I write down it.
- I can't hear the radio. Can you turn up it, please?

UNIT 3 REVIEW OF FUTURE TENSES

Present simple

We use the **present simple**

- for future timetabled or scheduled events.
*Football practice **starts** at 11.00 and **finishes** at midday.*
- in subordinate clauses which refer to the future and begin with time phrases.

*As soon as we **get back**, I'll give you a call.*

Present continuous

We use the **present continuous** for fixed future arrangements.

*I'm **meeting** my sister for lunch tomorrow.*

going to + infinitive

We use **going to + infinitive**

- for intentions, plans or resolutions.
*Mike **is going to work** really hard for next year's exams.*
- for making predictions when there is evidence.
*It's **going to rain** tonight. (Evidence: dark clouds in the sky)*

future simple (will + infinitive)

We use the **future simple**

- for predictions and expectations.
*Hopefully, we'll **meet** again soon.*
- for future facts and theoretical certainties.
*On her next birthday Ivy **will be** seven.*
- for promises, offers and refusals.
*I'll **close** all the windows if you like.*
*I'll **never do** that again, I promise.*
*It doesn't matter what I say, he **won't go** to sleep.*
- for sudden responses or instant decisions.
A: Oh no! We've run out of milk.
*B: Don't panic. I'll **go** and get some.*

future continuous (will be + -ing)

We use the **future continuous**

- to refer to an action or event which we predict will start before a point of time in the future. The event or action will probably continue after this point.
*This time next week, I'll **be starting** my new job.*
- to refer to a future arrangement.
*We'll **be leaving** on the overnight train tomorrow.*



GRAMMAR REFERENCE AND PRACTICE

be to + infinitive

We use **be to + infinitive**

- to refer to events that are planned to happen in the near future.

*Food shops **are to re-open** on Monday.*

- in an *if* clause to point out that something must happen before something else can happen.
*If we **are to solve** this problem, we need to act quickly.*
- We only use **be to** to refer to events that can be controlled by people. So this sentence is incorrect: *Apparently ~~it's to~~ rain all day.* The correct form here is *will* or *going to*.

was/were going to + infinitive

We use **was/were going to + infinitive**

- to refer to a future event as seen from the past.
*Tim really believed he **was going to fail** his final exam.*
- in the same way as *would*.
*Did you think finding a job **was going to be** / **would be** easy?*

future perfect (will have + past participle)

We use the **future perfect**

- to refer to actions or events that will have ended by a point of time in the future.
*I'll **have finished** my assignment by the end of this week.*

future perfect continuous (will have been + -ing)

We use the **future perfect continuous**

- to refer to an activity in progress at a point in the future.
*On May 10th, we'll **have been going out** for two years.*
- to stress the duration of the activity.
*Soon we'll **have been waiting** here for over two hours.*

Practice

- 1** Complete this text with the verbs in the box in the future continuous or future perfect form.

become demand eat increase reduce

In the near future vegetable proteins like Quark
1 an established alternative to meat
and other animal products. Around 20% of the population
2 only vegetarian food, and the rest of
us 3 the amount of meat we consume.
Awareness of the dangers of pesticides and intensive
farming 4 and we 5
chemical-free fruit and vegetables.

- 2** Correct the mistakes in these sentences using a verb form from the box.

future continuous future perfect to be + infinitive
was/were going to

- By the year 2030, I think most people will have been working from home.
- Yesterday the sky went very dark. I really thought there will be a thunderstorm.
- In fifty years' time I'm sure people will still have got married and have children.

- Before long the popularity of online films will have been increasing so much that most cinemas are to close.
- If we will reduce climate change significantly, we should ban the use of fossil fuels.

- 3** Choose the correct verb form.

- Slow down! You'll *have been finishing* / *have finished* your meal before the rest of us have even started.
- This time tomorrow, we'll *be arriving* / *are to arrive* in South Africa.
- You'll need a lot more practice if you *are to pass* / *were going to pass* your driving test.
- Doesn't time fly? This weekend we'll *be living* / *we'll have been living* here for ten years.
- It says in the instructions that we *will be assembling* / *are to assemble* in the main hall at 9 o'clock.

UNIT 4

INFINITIVES AND GERUNDS

to + infinitive

We can use **to + infinitive**

- as the subject of a sentence.
***To sleep** is essential.*
More often we use an infinitive clause.
***To break a bad habit** can be almost impossible.*
In informal English, however, it is more common to change this word order and start these sentences with *It*.
*It can be almost impossible **to break a bad habit**.*
- to express purpose
*We're going to Milan **to see** our old friends.*
More formally we can use *in order to* and *so as to* + the infinitive.
*Most people need to work **in order to survive**.*
*I crossed the road **so as to avoid** talking to him.*
- after certain adjectives (e.g. *excited*, *pleased*) and nouns (e.g. *attempt*, *decision*).
*She was **pleased to be nominated** for the award.*
*Unfortunately his **attempt to qualify** for the Olympics failed.*

Infinitive without to

- This is used after sense verbs, e.g. *see*, *watch*, *hear*, *feel*, to refer to a complete action, when we see or hear the **beginning and end** of the action.
*We **watched them cut** the tree down.* (from the first cut of the saw to the tree lying on the ground)
*I **heard him slam** the door behind him.* (a single action)
Note: To refer to **part** of an action we use the gerund, not the infinitive. (See below.)

Gerund

We use the **gerund**

- after sense verbs, e.g. *see*, *watch*, *hear*, *feel* to refer to an incomplete action, or when we see only part of an action.
*We **watched them cutting** the tree down for ten minutes.* (We may not have seen the first cut or the fallen tree.)
*Did you **hear me laughing** just now?* (You may not have heard me start or finish laughing.)

- after sense verbs when referring to a repeated action.
I heard him running up and down stairs this morning.
- after certain verb + preposition combinations.
She admitted to having felt nervous before her test.
You needn't apologise for arriving early.
Other verbs of this kind are: *believe in, boast about, confess to, insist on, put off, object to, succeed in*
- after certain adjective / noun + preposition combinations (e.g. *afraid of, famous for / belief in, fear of*).
Mary was worried about losing her job.
There was a delay in completing the building work due to bad weather.
- as the subject of a sentence.
Watching the sea is very calming.

Practice

1 Complete this courtroom conversation between a lawyer and witness, using either the infinitive or the -ing form of the verbs in brackets.

Lawyer: Tell the court, Ms Diaz, why you looked out of your window at 5.30 in the morning.

Ms Diaz: I heard someone ¹_____ (try) to start their car.

Lawyer: And what did you see?

Ms Diaz: I saw my neighbour ²_____ (hit) the steering wheel car and ³_____ (yell).

Lawyer: Did he ⁴_____ (strike) the steering wheel once or several times?

Ms Diaz: I saw him ⁵_____ (punch) it over and over again. He was furious.

Lawyer: And did you actually hear him ⁶_____ (shout)?

Ms Diaz: No, but I could see his mouth ⁷_____ and _____ (open and close).

Lawyer: And what happened next?

Ms Diaz: I saw him ⁸_____ (get out) of the car, ⁹_____ (slam) the door and ¹⁰_____ (walk) away.

Lawyer: Thank you, Ms Diaz.

2 Rewrite these sentences using the verbs in brackets. Add any other words that you need.

- 1 I didn't lock the door behind me. (neglect)
- 2 The designer handbag was actually a fake. (prove)
- 3 My brother finally passed his driving test. (succeed)
- 4 Sara always likes to buy everyone a birthday present. (insist)
- 5 The driver said he had fallen asleep at the wheel. (confess)
- 6 He couldn't find his keys, so in the end he climbed through a window. (resort)

3 Choose the correct verb form in these sentences.

- 1 We're looking forward to see / seeing you in the summer.
- 2 Speaking / To speak in front of a large audience is a terrifying experience for me.
- 3 I'm wearing this thick coat so as to keep / keeping warm.
- 4 As soon as I woke up I heard rain fall / falling on the tent.
- 5 Did you actually see the car hit / hitting the cyclist?
- 6 Jo was anxious getting / to get to the interview on time.

UNIT 5 REVIEW OF MODALS

PART 1: Modal verbs

Permission

- We use **can / could / may** + infinitive without **to** to ask for permission.
- We use **can't** for lack of permission or prohibition.
Students can't use mobile phones in the classroom.
- We use **could / couldn't** to talk about permission or prohibition in the past.

Obligation: **must, have to, need (to)**

- We use **must / mustn't** + infinitive without **to** for rules and laws.
- We can also use **must / mustn't** to express a feeling of obligation or a feeling that something is important.
You mustn't worry about paying the rent on time.
- Note the **opposites of must** in the present and future.
You must / will have to wear a tie for work. This is a rule.
You mustn't wear jeans for work. This is also a rule.
You don't have to / won't have to wear a tie. You can wear a tie if you like. It is your choice.
- We use **have to / need to** + infinitive to express obligations from an external source.
He has to / will have to / needs to attend a meeting at 8.30.
- We use **need to / don't need to** + infinitive for necessity.
You need to get more sleep. / You don't need to hurry.

Obligation in the past

- The verb **must** has no past form. We use **had to / needed to** to talk about obligation in the past.
I felt I had to / needed to explain what I'd done.
- We use **didn't have to / didn't need to** to refer to lack of obligation or necessity.
On Fridays we didn't have to / didn't need to dress formally.
- We use **didn't need to** for actions that were not necessary.
We had lots of coffee, so we didn't need to buy any. (We didn't buy coffee.)
- We use **needn't have** + past participle for actions that happened but that were unnecessary.
We already had plenty of coffee, so we needn't have bought any more. (We bought coffee.)

Advice: **should, ought to**

- We use **should / shouldn't** + infinitive without **to** for advice.
You should see the dentist if you have toothache.
- We use **ought to / ought not to** + infinitive for strong advice or to express moral responsibility and also to remind someone, including yourself, about a responsibility.
Adults ought to set a good example to children.
I really ought to finish my homework, but I'm too tired.
- We use **had better** + infinitive without **to** to give advice in a specific situation.
You'd better leave now or you'll miss your train.
- We use **should have / ought to have** + past participle to describe mistakes, regrets or to give retrospective advice (advice after the event) to other people or oneself.
You should have / ought to have told me you had no money.
It was fine. I shouldn't have / ought not to have worried.



GRAMMAR REFERENCE AND PRACTICE

Speculation and deduction: *must, can't, may, might, could*

- We use **must + infinitive without to** when we are almost sure something is true.
*People have their umbrellas up. It **must be** raining.*
- We use **can't + infinitive without to** when we are almost sure something is impossible.
*She isn't wearing a uniform, so she **can't be** a police officer.*
- We use **may / might / could + infinitive without to** when we aren't sure.
*She looks terrible, but she **may / might / could** just need a good night's sleep.*
*He's never as late as this. I suppose he **may / might not be** coming. (We can't use *could* in the negative.)*
- We use **must have + past participle** when we are almost certain about something in the past.
*There are students everywhere. Their classes **must have finished** early today.*
- We use **can't have + past participle** when we are almost certain that something did **not** happen.
*That's Matt's bike, so he **can't have** cycled to college.*
- We use **may / might / could have + past participle** when we aren't sure whether something happened or not.
*He's very late. He **may / might / could have** missed his train.*
*I wonder why Mandy hasn't phoned me back. I suppose she **may / might not have** heard my message. (We can't use *could have* in the negative.)*

Ability: *could, couldn't, was able to, was unable to*

- We use **can / can't + infinitive without to** for natural or learned abilities.
*I **can** read quickly, but I **can't** see well without glasses.*
- Can* doesn't have a future form, so we often use **will be able to + infinitive**.
*I hope I'll **be able to** walk again after the operation.*
- We use **could / couldn't + infinitive without to** for past abilities.
*I **couldn't** swim until I was 10.*
- For specific past actions we can use **couldn't** but not **could**. Instead, we use **was / were able to**.
*I **couldn't** get in because I'd lost my key, but in the end I **was able to** get in through the kitchen window.*

PART 2: Other verbs with modal meanings

Permission

- be allowed + to + infinitive**
*Students **are / were allowed to** take water into the exam.*
- be permitted + to + infinitive**
This is a more formal alternative to *be allowed to*.
*Planes **are permitted to** take off between 06.00–20.00*
- be free to + infinitive**
This indicates that someone has the right to do something or is not being prevented from doing something.
*We **were free to** leave straight after our last lesson.*

Have the right

- be entitled + to + infinitive**
*If our flight is cancelled, we **are entitled to** receive a refund.*

Prohibition

- We can use the negative forms of permission structures.
*Students **are not allowed to** take food into the classroom.*
*Planes **are not permitted to** take off between 20.00–06.00.*
*We **were not free to** leave until the end of the lesson.*
- We can use **to be banned from doing something** to refer to situations where something is not allowed by law.
*He **was banned from** driving for a year after being found guilty of causing the accident.*

Obligation

- be required + to + infinitive** is used for laws and rules.
*You **are required by** law **to** stop driving after an accident.*
*I **was required to** show my driving licence to the police.*
- be obliged to do something** is used for laws, rules and moral duties which make someone behave in a certain way.
*Police officers **are legally obliged to** uphold the law.*
*Doctors **are legally and morally obliged to** save patients' lives.*
- be supposed + to + infinitive** is used for obligations which we choose to ignore.
*We're **supposed to** hand our essays in on Friday, but mine won't be ready until next week.*
*I **was supposed to** be at the interview at 10.30, but I didn't get there till 11.00 because my train was late.*

Ability

- We use **manage + to + infinitive** to refer to present, future and specific past actions when *could* would be incorrect.
*I usually **manage to** do 30 press-ups before I collapse.*
*It's not far, so we should **manage to** get there before dark.*
*I **managed to** get to sleep despite the noise next door.*

Practice

1 Choose the correct verb.

- Someone *can't have / must have* helped him with this essay. It's much better than his normal work.
- Everyone *is required to / is free to* show a valid visa or they *are not allowed to / should not* enter the country.
- You *don't need to / mustn't* tell me what happened – I already know.
- I'd better / ought to walk to work, but the car is easier.
- I have to / must get my hair cut. It's getting on my nerves.
- We *didn't need to put / needn't have put* fuel in the car. The tank was already full.

2 Complete conversations 1–3 with verbs from those listed for each conversation.

- couldn't / can't / could have
A: Jo? Thank goodness it's you. I ¹ _____ tell you how good it is to hear your voice.
B: You ² _____ called me.
A: I tried, but I ³ _____ get through. Either your phone was switched off or you just didn't answer.

- 2 weren't able / wasn't allowed / couldn't
A: I waited for nearly two hours. What happened to you?
B: I ⁴ get out.
A: You mean your leg was broken or you
⁵ to open the door?
B: No, I mean I ⁶ to leave the house.
 My parents wouldn't let me.
- 3 managed / being able / couldn't
A: Are you OK?
B: I'm OK now, but it was a very strange feeling not
⁷ to get out of my own car.
A: What happened exactly?
B: I fell asleep with the radio and the heater on. When
 I woke up, I was very hot and I ⁸
 hear the radio. The battery was flat.
A: So, what did you do?
B: I climbed into the back and ⁹ to
 open the boot from the inside.

3 Read these pairs of sentences and decide if both sentences are correct. If so, what is the difference in meaning between them?

- 1 **a** I am obliged to finish this essay, so I can't go out.
b I must finish this essay. It's important that I do well.
- 2 **a** I didn't need to take a taxi home from the airport.
 My brother picked me up.
b I needn't have taken a taxi home from the airport.
 My brother would have picked me up.
- 3 **a** After a lot of effort, I could finally start the car.
b After a lot of effort, I finally managed to start the car.

UNIT 6 COMPARATIVE AND SUPERLATIVE ADJECTIVES

Simple comparative and superlative adjectives

- **Adjectives of one-syllable: tall, big**
 My sister is **much taller than** me, but our brother is **the tallest** of us all.
- **Adjectives of two or more syllables: healthy, expensive**
 Fruit juice is **healthier than** fizzy drinks, but water is **the healthiest** drink.
 An Audi is **a lot more expensive than** a Ford, and a
 Lamborghini is **one of the most expensive** cars you can buy.
- **Irregular adjectives: good, bad, far**
 Ben is **a better** writer **than** me, but Jo is **the best** writer in the class.
 The weather today is **worse than** yesterday, but Sunday was **the worst** weather we've had all year.
 Anne's house is **further** / **farther** from the city centre than mine, but Jo's is **the furthest** / **farthest** away.
- **Exceptions to the rules**
 We use *more* and *most* with a few one-syllable adjectives.
 Jason is **the most spoilt child** I've ever come across.
 Other adjectives of this kind are *ill, real, right, wrong*.
 Some two-syllable adjectives have two comparative and superlative forms.
 Audi cars are **commoner** / **more common** than Jaguars, but **the commonest** / **most common** cars are Fords.
 Other adjectives of this kind are: *clever, gentle, likely, narrow, pleasant, polite, quiet, stupid, subtle, sure*

Modifying comparative and superlative adjectives

- We use these words to modify comparative adjectives: *a great deal, considerably, even, substantially, somewhat*
 It's **considerably warmer** today than it was yesterday, but it was **even warmer** on Monday.
- We use **no** and **not any** to form a negative.
 Flying is **no more expensive** than travelling by train.
- We can use **to infinitive (+ than + to infinitive)** after a comparative adjective.
 It is always **better to tell the truth than to lie**.
- We use these words to modify superlative adjectives: *by far, easily, one of, among*
 Shanghai is **by far the busiest** port in the world.
- We use these words after superlative adjectives to make them stronger: *possible, ever, by far*
 Elvis Presley was **the most famous** rock star **ever** / **by far**.
- We can also use the following structures to make comparisons:
 (not) *as* + adjective + *as*
 The winter was **not as dreadful as** we had anticipated.
 (not) *as* + adjective + *a/an* + noun + *as*
 It was **as beautiful a place as** we had been told.
not such + *a/an* + adjective + noun + *as*
 It was **not such a difficult exam as** I thought it'd be.

Practice

1 Rewrite sentences 1–5 using words or phrases from the box. There may be more than one answer.

by far even no more substantially the least

- Our holiday to France was great but our trip to Greece was better than that.
- Almodovar's latest film is easily his best.
- I promise to cause as little disruption as possible.
- Going by train costs about the same as driving.
- My new job pays a lot less than I used to earn.

2 Correct any mistakes in these sentences.

- The exam questions were considerably more difficult than I had imagined.
- Max is between the best musicians of his generation.
- Given the dreadful weather, that was as comfortable a journey than we could have expected.
- That was the most stupidest article I've ever read.
- I rarely eat meat, but that was the better steak ever.

3 Explain the difference in meaning, if any, between the sentences in each set.

- The clothes she wears for work are most unusual.
 - These are the most unusual clothes I've seen her wearing for work.
- The job was not so difficult as I'd expected.
 - The job was not as difficult as I'd expected.
 - The job was less difficult than I'd expected.
- Last winter was cold, but this winter is even colder.
 - This winter is colder than last winter.
 - Last winter was not as cold as this winter.



GRAMMAR REFERENCE AND PRACTICE

UNIT 7 CONDITIONALS

Review of conditionals: zero, 1st, 2nd, 3rd and mixed

The *if* clause can start or finish conditional sentences. If it starts the sentence, it is followed by a comma.

- Zero conditional
if + present simple >> present simple
This is used when a particular result always occurs.
(*If* means the same as *when*.)
If I'm thirsty, I drink water.
- First conditional
if + present simple >> will, may or might + infinitive
This is used when the result is likely to be in the future.
If it's sunny tomorrow, I'll / I might go for a bike ride.
- Second conditional
if + past simple >> would or could + infinitive
This is used to describe possible but unlikely future events.
I would contact the police if someone stole my phone.
This form is also used to describe impossible or hypothetical conditions.
If I were ten years younger, I'd sail round the world.
- Third conditional
if + past perfect simple / continuous >> would or might + have + past participle
This is used to describe hypothetical past actions.
You might not have had that accident if you had been driving more carefully.
- Mixed conditionals
If + past perfect >> would / might / could + verb
This is used to describe an imaginary present or future action which is impossible because of a past action/event.
I'd be playing in the tennis finals tomorrow if I hadn't broken my arm last week. (I broke my arm last week, so I can't play in the tennis finals tomorrow.)
If + past simple >> would / might / could + have + past participle
This is used to describe a present situation which had an effect on a past action/event.
If I had more money, I'd have bought a sports car. (I don't have much money, so I didn't buy a sports car).

Conditionals with alternatives to *if*

- **unless + present simple affirmative verb** can often replace **if + negative verb**.
Wild animals won't attack people unless they feel threatened. (= *Wild animals won't attack people if they do not feel threatened.*)
Unless you have a valid passport, they will stop you entering the country. (= *If you do not have a valid passport, they will stop you entering the country.*)
Note: *unless* can only be used in first conditional sentences.
- **whether or not** is used to say that it is not important which of two possibilities is true.
We're going to go running tomorrow whether it rains or not.
- **assuming that** is used to say that we accept something will / won't happen
Assuming that I don't lose my job, we'll be able to buy a car.

We use the following alternatives to *if* when we want to emphasise that a condition must be met.

- **provided / providing (that)**
You'll sail through your exams provided / providing (that) you continue to work hard.
- **as long as**
I'll lend you my new camera as long as you look after it.
- **only if**
Children can see this film only if they are with an adult.
Only if they are with an adult, can children see this film.
The subject and verb of the main clause are inverted when *only if* starts the sentence.
- **even if** is used to say something will happen regardless of a condition being met.
Even if they are with an adult, children can't see this film.
- **supposing** is used to introduce a hypothetical situation in the past, present or future.
Supposing he fails his exams, will he still go to university?

Practice

1 Complete the conversations with the correct form of the verbs in brackets.

- 1 **A:** If you (tell) me you couldn't get here on time, I (not arrive) so early.
B: Sorry, if I (realise) that the road was closed, I (call) you.
- 2 **A:** What (you do) if there's a rail strike tomorrow?
B: I (walk) or get a lift with a friend.
- 3 **A:** How (Phil's life be) different now, if he (win) last week's lottery?
B: He (give up) his job and (travel) around the world.

2 Rewrite the sentences starting with the words given.

- 1 I won't be able to work if I don't get my computer fixed.
Unless
- 2 You can convert any text into a computer document provided that you have the right type of scanner.
As long as
- 3 Unless you want this printer, I'm going to get rid of it.
If
- 4 We'll have a picnic on the beach this afternoon as long as the weather holds up.
Assuming
- 5 You can have your party here as long as you promise to tidy up afterwards.
Only if
- 6 I don't know if it's true but it's a very convincing story.
Whether or not

3 Correct any errors in these sentences. One sentence is correct.

- 1 If I were ten years younger, I'll quit my office job and go to work for a charity organisation.
- 2 Assuming that I get the OK from my doctor, I'd be playing for the team next weekend.
- 3 If I had realised how late it was, I wouldn't have phoned you until tomorrow morning.
- 4 Unless you don't tell me where you hid my glasses, I won't be able to read you a bedtime story.

UNIT 8

RELATIVE CLAUSES AND PARTICIPLE CLAUSES

Words introducing relative clauses

The following words introduce relative clauses:

- **who, whose, and that** refer to people.
- **whom** is usually used with a preposition.
- **which, that** and **whose** can refer to things or ideas.
- **where** and **when** refer to places and times.
- **why** refers to reasons.
- **whereby** means *by/in which way*.
There's a scheme whereby banks lend money interest-free.
- **of whom, of whose** and **of which** are used when referring to amounts or proportions. These can include *none, all, several, a few, most, neither, some* and numbers.
At today's meeting, there were 50 or more people, none of whom I knew.

Defining relative clauses

- These clauses provide information which is essential to the meaning of a sentence. The clause defines or identifies the person or thing we are talking about.
The couple who brought me up were not my real parents.
- When the relative pronoun is the object, rather than the subject, of the relative clause, it is often left out.
The couple <> you met last week were not my real parents. (<> replaces *who(m)* or *that*)
- In defining relative clauses which include prepositions there are two possibilities.
In formal speech or writing, we would say:
The book about which he was talking is a best seller.
In informal speech or writing, we would say:
The book he was talking about is a best seller.

Non-defining relative clauses

- These clauses provide additional information which is not essential to the meaning of the sentence. They are separated from the rest of the sentence by commas.
This hotel, which has 100 rooms, is in the centre of the town.
- They can be used to comment on a previous clause.
We'd been kept waiting at the airport for six hours, which I found very frustrating.
- *That* cannot be used instead of *who* or *which*.
- The relative pronoun cannot be left out.

Participle clauses

Participle clauses are used to link actions within sentences. These clauses can go before or after the main clause.

Present participle clauses: -ing

- Use this structure to describe actions happening **at the same time as** the main action:
I drove to work, thinking about our forthcoming holiday.
or immediately before the main action:
Putting down my book, I turned off the light and went to sleep.
- These clauses can be used with conjunctions and prepositions.
I learnt basic Spanish while living in Barcelona.
They left without saying a word.

Perfect participle clauses: having + past participle

- Use this to describe something that happened **before** the main action.
Having failed his driving test six times, Don bought himself an electric bicycle.
Jeff felt quite ill, having eaten four bars of chocolate.

Past participle clauses

- A past participle clause is used when the meaning is passive.
Built in 1930, the Empire State Building is one of the most recognisable buildings in the world.

Participle clauses used instead of relative clauses

- These are called 'reduced relative clauses'.
The tree growing in our garden is an oak.
Most of the people involved in the play were teenagers.
With a full relative clause these sentences would be:
The tree which is growing in our garden is an oak.
Most of the people who were involved in the play were teenagers.

Other uses of participle clauses

- instead of time clauses with *while, when, as, on*.
Walking to work, we chatted about a film we'd both seen. (instead of *As we walked to work, we chatted ...*)
- instead of reason clauses with *because* or *as*.
Wanting to improve my English, I enrolled in an online course. (instead of *Because I wanted to improve my English, ...*)

Practice

- 1 Complete this text with the correct relative pronouns. Add commas if necessary. Sometimes more than one answer is possible.

Bridget Fonda ¹ _____ aunt is the actor Jane Fonda was born in 1964. She spent four years at the Lee Strasburg Theatre Institute ² _____ she studied method acting. *Scandal* was the film ³ _____ first brought her to public attention in 1989. 1992 was an important year in Bridget's career. It was the year ⁴ _____ *Single White Female* was released. Bridget was brought up in a family of actors, many of ⁵ _____ are household names. This is probably the reason ⁶ _____ she chose a career in films herself. Henry Fonda ⁷ _____ was her grandfather won an Oscar for his part in *On Golden Pond*.

- 2 Add the information in sentence b to sentence a using a defining or a non-defining relative clause. You may not need to include a relative pronoun.

- 1 a We had to wait for hours for our flight.
b I found waiting for hours incredibly annoying.
- 2 a The people are standing right behind us.
b I was telling you about these people yesterday.
- 3 a To reduce city centre congestion, they're bringing in a new scheme.
b In this scheme traffic is diverted onto the ring road.
- 4 a The person moved away from this area years ago.
b This parcel is addressed to this person.
- 5 a They're hoping to sell their house later this year.
b The value of the house is yet to be established.



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3 Combine the sentences into a single sentence using relative or participle clauses.

- 1 We walked along the path by the canal. We watched children. They were opening and closing the lock gates to allow boats to pass through.
- 2 The police officer referred to written notes and described how he had heard someone. This person was screaming at the top of their voice.
- 3 Before Jeff moved to Barcelona, he lived near Houston in Texas. He worked in a school there. He taught English to students from other countries.
- 4 The Eiffel Tower was built in 1889. It has dominated the Paris skyline for over a century. During this period it has been repainted 19 times.
- 5 Bob Marley was a Jamaican singer. He recorded the best-selling reggae album of all time. His full name was Robert Nesta Marley.

UNIT 9

CLEFT STRUCTURES (FOR EMPHASIS)

Cleft sentences are used to emphasise certain information. They often start with **What** or **It**. These two examples compare the structure of 'normal' sentences with cleft sentences. The emphasised information is in **bold**.

Normal sentences: *They bought things online.
Pete paid for our flights.*

Cleft sentences: *What they did was **buy things online**.
It was **Pete** who paid for our flights.*

What

- **what clause + the verb + is/was + noun phrase**
What my brother wanted for his birthday was a new car.
- **what clause + the verb + is/was + infinitive without to**
What you should do if you have a toothache is arrange a dental appointment.
- **what clause + the verb + is/was + to + infinitive**
What I decided to do was to write a letter of complaint.*
- We use **to + infinitive** if the verb in the first part of the sentence is followed by **to + infinitive** (e.g. *intend, want*). We use the bare infinitive if the verb in the first part of the sentence is followed by the infinitive without **to** (e.g. *should*).

Other question words

- **Who, When** and **Where** are not usually used to start cleft sentences. Instead, we use these constructions.
The people who come here are mostly in their twenties.
The time when most people go on holiday is July.
The place where we first met was in that little café.
- **Why** can be used to start a cleft sentence, but normally a phrase is used instead.
why clause + is/was + to + infinitive
Why I'm phoning you is to say congratulations.
The reason why I'm phoning you is to say congratulations.
- **why clause + is/was + because clause**
The reason why she trains every day is because she's running a marathon next month.

It

- **It + is/was + noun phrase + relative clause**
It was my sister who made all the party decorations.
- **It + is/was + adverbial phrase + relative clause**
It was in 2010 that we first met.
- In cleft sentences which start with **It**, we can choose which information to emphasise. For example, from this 'normal sentence' we can make the three cleft sentences below.
Pete had his bike repaired last weekend.
It was Pete who had his bike repaired last weekend. (It was Pete, not Ben.)
It was last weekend that Pete had his bike repaired. (It was last weekend, not yesterday.)
It was his bike that Pete had repaired last weekend. (It was his bike, not his car.)

Cleft sentences beginning with a noun phrase

Instead of **what**, these noun phrases may be used: *the only, the last thing, something, all, (the) one ...*

- **The only time** you shouldn't swim is after a heavy meal.
The only thing wrong with your essay is your poor spelling.
- **The last thing** I was expecting was to lose my job.
- **Something** you should know about me is that I'm terrible with money.
- **All I did** was ask her not to park her car on the footpath.
- **The one thing** you should remember is to always tell the truth.
One person you should thank is your father. He has been very supportive.

Practice

1 Rewrite these sentences starting with **It** or **What**.

- 1 I'd really like to write stories for children.
- 2 The doctor advised me to reduce the amount of sugar I eat and do regular exercise.
- 3 My best friend suggested I should apply for a postgraduate degree course.
- 4 My father, not my brother, lost his job when the office closed down.
- 5 I'm to blame, not you.
- 6 I don't understand why so many people voted for her.

2 Reply to A's question using a cleft sentence with **it** to give the correct information.

- 0 **A:** Your bike was stolen last night, wasn't it? (My dad's)
B: *No, it was my dad's bike that was stolen (last night).*
- 1 **A:** We decided to meet at 7 o'clock, didn't we? (6 o'clock)
2 **A:** You're eligible to vote in this year's election, aren't you? (next year's)
3 **A:** Was it John who offered to lend us money towards our holiday? (Pete)
4 **A:** The motorway was closed because of roadworks, wasn't it? (a serious accident)

3 Rewrite these sentences beginning with the word or phrase in brackets.

- 1 I suggested he should ask for advice if he isn't sure what to do next. (All)
- 2 You need to remember that most people have hidden talents. (The only)
- 3 You shouldn't apologise for something you haven't done. (The last thing)
- 4 You could try to make up your differences with your brother. (One)
- 5 I really wish I could forget what happened at the weekend. (What)
- 6 It's just occurred to me that we haven't organised our holiday this year. (Something)

UNIT 10

FRONTING INVERSION FOR EMPHASIS

Fronting

Another way to add emphasis to a sentence is *fronting*. This means starting a sentence with information you wish to emphasise. Some of these structures may involve the inversion of subject and verb. Here are some common examples. (Where appropriate, more 'normal' word order versions are given in brackets below.)

- Starting with an adverbial phrase of time or place
Next to me sat an elderly man reading a newspaper. OR
Next to me an elderly man sat reading a newspaper.
(An elderly man reading a newspaper sat next to me.)
An hour later came the news that the shop was closing. OR
An hour later the news came that the shop was closing.
(The news that the shop was closing came an hour later.)
- Starting with a comparative structure
More important than anything else is the need to look after the children.
(The need to look after the children is more important than anything else.)
Faster than all the other runners was my brother, who won the race in 10.5 seconds.
(My brother was faster than all the other runners and won the race in 10.5 seconds.)
- Starting with **So + adjective**
So preoccupied was he that he forgot to leave the motorway soon enough.
(He was so preoccupied that he forgot to leave the motorway soon enough.)
- Starting with a superlative adjective
Best of all was the sweet, creamy dessert.
(The sweet creamy, dessert was best of all.)
Most challenging of all was the last 10 km of the race.
(The last 10 km of the race was the most challenging of all.)

Inversion

This refers to a sentence structure in which the normal word order of subject and verb is reversed. This is done to emphasise a point by making it sound more important or dramatic. It may be used in more formal speech or writing. Here are two examples of inverted word order, followed by the same idea in a sentence with normal order:

*Not once during the interview **did I feel nervous.***
(I didn't feel nervous once during the interview.)

*Only if you practise regularly **will your piano playing improve.***
(Your piano **playing will improve** only if you practise regularly.)

The negative words or phrases in the examples below are underlined and the inverted subject and verb are in bold type.

- Inversion after words or phrases with a negative meaning
Never have I been so bored by new a James Bond film.
No sooner had we taken off than our plane was struck by lightning.
No way am I going to say I'm sorry.
Not once did I dream we'd ever meet again.
Not only did James lose his job, but his girlfriend left him.
Not since last year, have I been swimming in the sea.
Under no circumstances should you open that email.
At no time did it occur to me that we might be in danger.
- Inversion after words or phrases with a limiting meaning
Little did I know what they were plotting.
Not until I checked my diary did I remember we had a meeting this afternoon.
Only when we arrived did we realise we were a day early.
Only by training regularly will you get fit.
Rarely have I been so disappointed by a film.

Practice

1 Rewrite these sentences starting with the underlined word or phrase. The subject and verb may need to be inverted. There may be more than one answer.

- 1 They were so excited about meeting the stars that they left their tickets behind.
- 2 She has not once forgotten my birthday.
- 3 I've not only spent all my cash, but I've used half my savings.
- 4 The white-water rafting day was scariest for me.
- 5 I've rarely seen such a stunning landscape.
- 6 The news that the president had lost the election came just after midnight.

2 Correct any mistakes in these sentences. One sentence is correct.

- 1 Never before I have witnessed such reckless driving.
- 2 Only when I got home I realised that I'd lost my phone.
- 3 Most disturbing the suspicion that one of our group had talked to the press was.
- 4 Best all was the wonderful view.
- 5 So disillusioned he was by the company's policies that he resigned.
- 6 Under no circumstances should you drive without wearing a seat belt.

3 Complete this story using the structures in brackets.

- 1 (place phrase) was a motorbike and a huge lorry.
- 2 (superlative adj) was the fact that it was raining heavily.
- 3 (negative word or phrase) had I driven in such dangerous conditions.
- 4 (so + adj) was I that I stopped at the next service station.
- 5 (comparative structure) I stayed in the car and slept for over an hour.



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UNIT 11

PASSIVES REVIEW / CAUSATIVE VERBS

Passives review

be + past participle of the main verb

- **Present continuous**
They are diverting traffic because of an accident.
→ *Traffic is being diverted because of an accident.*
- **Present perfect simple**
The high winds have damaged our house.
→ *Our house has been damaged by the high winds.*
- **Future simple: will**
They'll activate my phone tomorrow.
→ *My phone will be activated tomorrow.*
Note: The following continuous passive forms are possible but sound awkward and so are rarely used: present perfect continuous, past perfect continuous and future continuous, e.g. Candidates will be being interviewed all next week. X

get + past participle of the main verb

- This can be used as an informal alternative passive.
My computer got stolen from my case on the bus.

Including the agent or not?

The agent may be omitted from passive sentences if ...

- The agent is understood or obvious.
The burglar was arrested as he left the house. (We could add *by the police* but this is obvious.)
- The agent is unknown.
My house has been broken into. (We could add *by someone* or *by an unknown person*, but this would add little.)
- The agent is a secret for some reason.
The President has been accused of lying. (The speaker doesn't want to mention the accuser's name.)

Other forms of the passive

- **to + infinitive**
Sue wasn't expecting to be promoted this year.
- **with a gerund**
Just imagine being attacked by a bear!
- **to be + past participle** after adjectives
I'm happy to be corrected if I'm wrong.
- **being + past participle** after verbs + prepositions
I insist on being told the moment they arrive.

Causative verbs

have + object + past participle

- The subject of this structure is not the doer of an action but the person who intentionally causes or arranges the action.
He had his car repaired last week.
This also has a non-causative meaning when used to refer to actions which are done to someone with a bad result.
Simon had his wallet stolen on the Paris Metro.

get + object + past participle

When this refers to the intentional causing of an action, it is more informal than *have something done*.

You really must get your eyes tested.

get + someone + to infinitive

- In this structure *get* is similar in meaning to *ask* or *persuade*. The emphasis here is on the person who does the action that you arranged.
We're getting a friend to do our shopping for us this week.

have + someone + infinitive without to

This has the same meaning as *get someone to do something* but is more formal.

I'll have someone send you an application form.

Practice

- 1** Rewrite these sentences using passive verb forms. Include the agent if you think it is necessary. Your answers may sometimes include two passive verbs.

- 1 I sensed that people were watching me wherever I went.
- 2 I have no idea why the governors chose me for the job.
- 3 We will sell everything by the end of the month.
- 4 Thieves broke into a city-centre gallery last night and stole paintings worth over 10 million dollars.
- 5 I insisted they told me what people were saying about me behind my back.
- 6 I'm quite happy for you to give me advice.

- 2** What advice would you give to these people? Complete the answers with a causative verb structure and the words provided. Sometimes more than one answer is possible.

- 1 I can't read messages on my phone because the screen is cracked.
– You should
(replace / screen)
- 2 I'd really like to reduce my electricity bills.
– You could
(fit / solar panels / roof)
- 3 My ring is too small. I can't get it on.
– Why don't you
(jeweller / make / bigger)
- 4 I want to send a large parcel to an address in Madrid.
– You could
(courier service / pick up / your house)

- 3** Correct any mistakes in these sentences.

- 1 I've had sent flowers to the hospital.
- 2 The city council is planning to have all the diseased trees in the park to be cut down.
- 3 I've been ill, so I've been getting my friends bring me homework from school.
- 4 Can you imagine to be woken up in the middle of the night by the fire alarm?
- 5 I don't expect to being disturbed while I'm working.

UNIT 12 MODAL PASSIVES

We form the passive of modal verbs by using an infinitive followed by the past participle of the main verb.

Present or future modal passives: modal verb + be + past participle

- **can, can't / could, couldn't** (possibility)
Oysters **can be eaten** raw or cooked.
This old office block **could be converted** into luxury flats.
- **should, shouldn't / ought to, ought not to** (obligation / advice)
Snake bites **should be treated / ought to be treated** as soon as possible. (advice)
Litter **shouldn't be thrown / ought not to be thrown out of** car windows. (obligation)
- **must, mustn't / have to, don't have to** (obligation / necessity)
All fines **must be paid / have to be paid** within 28 days.
Students' dissertations **must not be submitted** later than the end of the week. (obligation)
Students' dissertations **do not have to be submitted** until next week. (no necessity)
- **might / might not** (possibility)
The town **might be flooded** again if there's more rain.
She **might not be interviewed** for the job until next week.
- **may / may not** (possibility / permission / prohibition)
Applications **may be sent** by post or email. (possibility / permission)
Phones **may not be used** inside the hospital. (prohibition)

Past modal passives: modal verb + have been + past participle

- **can / could**
They **could have been warned** in advance. (possibility)
They **can't / couldn't have been warned** in advance. It came as a real surprise to them. (near certainty / possibility)
Note We cannot use the affirmative form *can have been* + past participle.
- **should / ought to**
People **should have been told / ought to have been told** what to expect. (regret / criticism)
Cars **shouldn't have been directed / ought not to have been directed** through the city centre. (criticism)
- **must**
Those trees **must have been blown over** in last night's gales. (deduction: near certainty)
Your passport photo **must not have been taken** more than six months ago. (obligation: law / rule)
- **might** (possibility)
The wiring **might not have been checked** for many years.
- **may** (possibility)
This painting **may / may not have been done** by Miro.

Practice

1 Choose the correct modal verb.

- Nearly all the students got 100% in the test. They *must have been shown / should have been shown* the answers in advance.

- The pool *ought to be cleaned / ought to have been cleaned* before we swim in it again.
- I feel very lucky. I *must have been made / could have been made* redundant along with 40% of the staff.
- If we hadn't complained, we *could not have been given / might not have been given* a full explanation.
- The company's computer system *may not have been hacked / must not have been hacked* by a competitor.
- Exam question papers *may not be opened / might not be opened* until five minutes before the start of the exam.

2 Complete the sentences with a modal verb from the box and the correct passive form of the verb in brackets. Two sentences are negative. More than one answer is sometimes possible.

can could might must should

- Seat belts _____ (wear) for landing.
- Because of the epidemic the competition _____ (hold) this year. We need to wait and see.
- I'm furious. We _____ (tell) there was going to be a power cut this evening.
- You're not to blame. The accident _____ (avoid).
- In hospitals these days some parts of operations _____ (do) by robots.
- Police officers were waiting at the airport to arrest the thieves. They _____ (warn) in advance.
- If we had been given this information earlier, all these problems _____ (solve).

3 Correct the mistakes in these sentences.

- This product must be ate before the date on the lid.
- We should been told that our train was going to be delayed.
- Tickets can be purchase online a week before the event.
- I don't understand. This window can have been broken from the outside. No way!
- In my opinion children should not given homework until the age of ten.

UNIT 13 REPORTING STRUCTURES

Structures used with reporting verbs

Tense changes

The tense of the verb in reported speech is usually further in the past than in the spoken words. Compare the examples of direct speech with the reported speech below. After some reporting verbs such as *said* and *stated* we can, but don't have to, include the word *that*.

'We're experiencing problems.' (Mike)

→ Mike said (that) they were experiencing problems.

'The temperature has fallen overnight.' (Jon)

→ Jon said (that) the temperature had fallen overnight.

'I travelled by taxi.' (Sarah)

→ Sarah said (that) she had travelled by taxi.

'We will help if we can.' (They)

→ They said they would help if they could.



GRAMMAR REFERENCE AND PRACTICE

Past perfect tenses and *would*, *could* and *should* cannot move further into the past so they do not change.

'I'd never seen that film before.' (Sue)

→ Sue said she'd never seen that film before.

'I wouldn't do that if I were you.' (Jeff)

→ Jeff said he wouldn't do that if he were me.

Without tense changes

The tense of the verb in reported speech does not always change, for example if we want to show that what the speaker said is still true now ...

'I enjoy playing football.' (Jan)

→ Jan said she enjoys playing football.

... or if the reporting verb is in the present.

'I'm looking forward to starting my new job.' (Ed)

→ Ed says he's looking forward to starting his new job.

Pronoun and possessive adjective changes

We often have to change these words, especially when the reporter is not the original speaker.

'I'll forward the email to you.' (Dan)

→ Dan said he'd forward the email to me.

'The green pen is mine. Yours is red.' (Ed)

→ Ed said the green pen was his. Mine was the red.

Time and place adverbs

These change if the time or place is no longer the same.

'I'll call you tomorrow.' (Hannah)

→ Hannah said she'd call me the following/next day.

'I've lived around here for two years.' (Max)

→ Max said he'd lived around there for two years.

More time reference changes

(ten minutes) ago → (ten minutes) before/earlier

last week/month/year → the previous week/month/year

→ the week/month/year before

now → at that time / immediately / then

this week → last/that week

today → that day / yesterday / on ... day

tomorrow → the next/following day / the day after

yesterday → the previous day / the day before

Impersonal reporting structures

To report speech without naming the original speaker or the reporter, we can use passive verb structures. Examples:

'The old house on the corner is haunted.'

→ The old house on the corner is said to be haunted.

→ It is said that the old house on the corner is haunted.

'The price of petrol will rise sharply.'

→ The price of petrol is predicted to rise sharply.

→ It is predicted that the price of petrol will rise sharply.

'The suspect is in hiding in New York.'

→ The suspect is alleged to be in hiding in New York.

→ It is alleged that the suspect is in hiding in New York.

'We expect the economy will improve during the next year.'

→ The economy is expected to improve during the next year.

→ It is expected that the economy will improve during the next year.

'We think / believe / know that some students are doing extra part-time work.'

→ Some students are thought / believed / known to be doing extra part-time work.

→ It is thought / believed / known that some students are doing extra part-time work.

Impersonal sentence structures with *there is / there are + passive verb + to be / to have been + noun phrase*

There is understood to be widespread disquiet in the city.

There were said to have been seven people involved.

There were rumoured to be more than a hundred applicants.

There are reported to be disagreements among the staff.

Alternative reporting verbs

Although the most common reporting verb is *says / said*, there are many alternatives. The verbs we choose relate to the communicative purpose of the original direct speech. Different reporting verbs require different structures.

Verb + infinitive: agree, promise, refuse, threaten

'I won't drive you to work.' (Maria)

→ Maria refused to drive me to work.

'Return the money or I'll phone the police.' (Fay)

→ Fay threatened to phone the police if I didn't return the money.

Verb + object + to infinitive: advise, beg, encourage, invite, tell, persuade, remind, urge, warn

'You should make a recording of your music.' (Sam)

→ Sam encouraged me to make a recording of my music.

Verb + object + preposition + -ing: accuse + of / blame + for / congratulate + on / warn + against

'The press misreported my words.' (The mayor)

→ The mayor accused the press of misreporting his words.

'It's obvious that you caused the accident!' (Mark)

→ Mark blamed me for causing the accident.

'You've passed your exam. Congratulations!' (My teacher)

→ My teacher congratulated me on passing my exam.

Verb + -ing: admit / confess to / deny / recommend

'It wasn't me who damaged your car.' (Julia)

→ Julia denied damaging my car.

Practice

1 Rewrite this direct speech as impersonal reporting statements. Write two different answers, both using passive constructions. Use the reporting verb given.

- 1 'Doctors say the injured man will make a full recovery.' (expect)
- 2 'Only ten people were aboard the ferry when the storm hit.' (say)
- 3 'People should take regular exercise.' (recommend)
- 4 'The head teacher is planning to retire.' (think)
- 5 'Climate change is accelerating faster than ever.' (believe)

2 Report the following using each verb from the box once. You will sometimes have to change or add pronouns and time or place adverbs.

admit agree congratulate
recommend remind warn

- 1 'You should visit the Taj Mahal.' (Javier)
- 2 'Don't forget to post Jeremy's birthday card.' (Mike)
- 3 'Don't drive when you are tired.' (The police)
- 4 'OK – I'll lend you the money.' (Cara)
- 5 'I cheated in the exam. I feel terrible.' (Jackie)
- 6 'I hear you've passed your driving test. Well done!' (Jo)

3 Complete this paragraph using a passive form of the verbs in brackets.

Until yesterday nothing ¹ _____ (know) about the whereabouts of top racing driver Jordan Jones, who went missing after last weekend's grand prix. Initially, ² _____ (assume) that he was relaxing in a secret location to escape the press. There ³ _____ (understand) to have been several sightings in a popular tourist resort, but these ⁴ _____ (strenuously deny) by Jones' agent. As often happens in these cases, everyone came up with possible theories. There ⁵ _____ (rumour) to be irregularities in Jones' tax affairs and ⁶ _____ (think) that other members of his family might be involved. ⁷ _____ (even suggest) that Jones was considering retiring from the sport altogether. Then yesterday evening ⁸ _____ (reveal) in a press conference that Jones had successfully negotiated a contract with a new team.

UNIT 14 REPORTED QUESTIONS

Simple reported questions

Reported questions have the same word order as statements and do not include the auxiliary verbs *do*, *does* or *did* in the past simple. The other changes to verb tenses, pronouns, place and time words are the same as for reported statements. (See Unit 13.)

The tense of the verb in reported questions does not change if we want to show that the question is about something that relates to now or if the reporting verb is in the present.

'What are you wearing for the party tonight?' (Miriam)

Miriam wants/wanted to know **what I'm wearing** for the party tonight.

Wh- and How questions

'What are you planning to do at the weekend?' (Jan)

→ Jan asked me **what I was planning to do** at the weekend.

'How are you feeling?' (Jo)

→ Jo asked me **how I was feeling**.

'How long have you been learning Spanish?' (Helen)

→ Helen asked (me) **how long I'd been learning Spanish**.

Yes / No questions

In Yes/No questions we add *if* or *whether*.

'Do you speak Portuguese?' (Juan)

→ Juan asked me **if I spoke Portuguese**.

'Did you enjoy the film?' (Ray)

→ Ray asked me **whether I had enjoyed the film**.

Other ways of reporting questions

'Where do you live?' (They)

→ They **wanted to know where I lived**.

'Is Saturday's match on?' (People)

→ People **enquired whether Saturday's match was on**.

'Why are you standing here?' (Pete)

→ Pete **wondered why I was standing there**.

'What on earth am I doing here?'

→ I **asked myself what on earth I was doing there**.

Offers, requests and suggestions

- **'Would you like me to give you a lift to the station?'** (Rosie)
Rosie **offered to give me a lift to the station**.

- The verbs *tell* and *ask* are the most common verbs for reporting requests. The verb *request* is formal and rarely used in everyday conversation.

'Would you please forward the email to me?' (Ivy)

Ivy **told / asked me to forward the email to her**.

Our manager **requested that our next meeting be held on either a Monday or a Friday**.

- **'Why don't we cycle to college together?'** (Jo)

→ Jo **suggested (that) we cycle to college together**.

'What about meeting at 8 o'clock?'

→ I **suggested that we should meet at 8 o'clock**.

Unlike *ask* and *tell*, the verb *suggest* is not followed by *to* + infinitive. If we want to say who a suggestion is made to, we use *to* + a name or an object pronoun. We cannot omit the preposition *to*.

Jo **suggested to me that we cycle to college**.

I **suggested to Jo that we should meet at 8 o'clock**.

Practice

1 Change these direct questions into reported speech using the subject and verb in brackets.

- 1 'Can you put us up next weekend?' (Becky and Jo / ask)
- 2 'How many of you will be coming?' (we / want to know)
- 3 'Is there anything special you want to do while you're with us?' (I / enquire)
- 4 'You should make concrete plans.' (we / suggest)
- 5 'Do you have any recommendations?' (Becky / wonder)
- 6 'Do you have any idea what time you'll arrive?' (I / ask)

2 Turn these sentences into reported speech using *offer*, *request* or *suggest*.

- 1 Shall I help you with your assignment? (Amy)
- 2 Why don't we take a picnic and go to the beach? (Matt)
- 3 Could you bring an example of your work to the interview tomorrow? (The agency)
- 4 How about going for a walk later on? (William)
- 5 Would you like me to cook lunch? (Zoë)



GRAMMAR REFERENCE AND PRACTICE

3 Turn this conversation into reported speech. Use each verb in the box at least once.

ask encourage reply say
want to know wonder

- 1 **Jason:** What are you going to do after university?
2 **Hanna:** I'd love to work as an interpreter.
3 **Jason:** There was a TV programme last night about a United Nations interpreter. Did you see it?
4 **Hanna:** No, I didn't. Did you find it interesting?
5 **Jason:** Yes, I did. The interviewer asked her how she became an interpreter.
6 **Hanna:** What did she say?
7 **Jason:** Apparently she'd done an interpreting course, worked for a foreign embassy for five years and then moved to the United Nations.
8 **Hanna:** That's exactly what I'm hoping to do.
9 **Jason:** You should go for it.

UNIT 15 ELLIPSIS AND SUBSTITUTION

When we write and speak it is normal to avoid using unnecessary words or phrases, provided that this does not affect the meaning of what we want to say or write. Here are two ways commonly used to do this.

Omitting words (Ellipsis)

- **Omitting nouns and noun phrases**
*My sister read six books on holiday, but I only read **one**.*
*I can't find my phone. Could I use **yours**, please?*
*If you enjoyed that crime novel, there are lots **more** by the same author.*
- **Omitting verbs, verb phrases and auxiliary verbs**
*Most people I know enjoy sunbathing, but I **don't**.*
*I've never been to Australia, but my parents **have**.*
*I know you'd dare to do a bungee jump, but I **wouldn't**.*
A: Are you feeling OK?
B: Yes, thanks, I **am**.
- **Omitting pronouns, including relative pronouns**
This morning, we've cleaned and tidied the kitchen.
Did you see the person who brought this parcel and left it on the doorstep?
- **Omitting clauses**
He said he was going on holiday but he didn't say where (he was going on holiday).

Using alternative words and phrases (Substitution)

This is sometimes done to avoid repetition.

- **do, do so, do it, do the same, do that** can replace verbs or verb phrases.
*I used to go for a run every morning, but I haven't **done so** / **done that** for ages. (done so/that = been for a run)*
*I really tried to tell her the bad news, but I just couldn't bring myself to **do it**. (do it = tell her the bad news)*
*Jacques tripped and a few minutes later, I **did** exactly the same.*

- **one(s), some or any** can replace nouns or noun phrases.
*If you need a new printer, I'm sure you'll find **one** on the internet. (one = a new printer)*
*We've got too many eggs. Would you like **some**?*
*I thought we had plenty of coffee left, but we don't have **any**.*
- **this, that, these, those** can replace nouns or noun phrases.
*I love Stephenie Meyer's books and **those** of Suzanne Collins. (those=the books)*
- **(a) few, enough, both, either, neither, each, all**
*Hundreds of students apply for courses at Cambridge University, but only **a few** are given places.*
*Everyone would like a place at Oxford, but there aren't **enough** to go round.*
*Federer and Nadal are in the final. **Either** could win.*
- Possessive pronouns can be used instead of noun phrases.
*My bicycle has a puncture. Is it OK if I borrow **yours**?*
*That's not your coat. It's **mine**.*

Practice

- 1 Delete any words that can be omitted from these sentences to avoid repetition. You may have to change or add words.
 - 1 She's updated her CV and she's applied for a new job.
 - 2 Most of my friends have travelled abroad on their own, but I haven't travelled abroad on my own.
 - 3 If you've lost your sunglasses, you can borrow my sunglasses. I won't be needing my sunglasses today.
 - 4 Look! There's the car that was driving too fast down the road and crashed into our wall.
- 2 Replace the underlined parts of these sentences.
 - 1 Hundreds of people want to travel to Mars but only a small number of these people will go.
 - 2 We used to go to the cinema every weekend, but we haven't been to the cinema recently.
 - 3 Most of the class are walking to college now. You should walk to college.
 - 4 Have you got cash on you? I haven't got cash.
 - 5 I don't like green apples. Do you have any red apples?
 - 6 **A:** We only have vanilla or chocolate ice-cream left.
B: That's fine. Vanilla or chocolate ice-cream will be OK.
- 3 Make the conversation more natural by omitting or replacing the words in red.

Ben: Did you enjoy being a teenager?
Sam: No, I didn't really **enjoy being a teenager**.
Ben: Why **didn't you enjoy being a teenager**?
Sam: Lots of reasons! For one thing, my mum didn't approve of my choice of clothes – except the **clothes** she bought for me.
Ben: That must have been really irritating.
Sam: It was **really irritating**.
Ben: What did she say if you argued with her?
Sam: She wouldn't listen **if I argued with her**.

UNIT 16

WISHES, REGRETS AND PREFERENCES

Wish and If only

We use the verb *wish* to talk about present or future situations we would like to be different or past situations which cannot be changed. The tense of verbs which follow *wish* do not always reflect the time we are referring to.

- We use **wish + past simple** to express a wish about the present or future.
I wish I was more self-confident.* (*In more formal English we can use *were* instead of *was*.)
I really wish you weren't leaving so soon.
I wish I could explain what I mean.
- We use **wish + past perfect** to express a wish or regret about a past situation.
I wish I'd had time to see the Louvre while I was in Paris.
I wish I hadn't spent all my money in my first week at uni.
- We use **wish + would + infinitive** to complain about a current situation.
I wish you wouldn't keep interrupting me when I'm talking.
I wish the cat would stop begging for food.
Note: We do not say *I wish I would do something*. We would normally say *I wish I could* instead.
- If only** expresses a stronger feeling than *wish* and can replace *wish* in all the above examples.

Hope

Hope and *wish* have similar meanings. *Hope* usually refers to something that is possible or likely, whereas *wish* refers to something unlikely or impossible.

- We use **hope + present simple, continuous or perfect** to refer to something in the present or future.
We hope you are enjoying your trip to California.
I really hope we meet up again soon.
I hope she hasn't forgotten we're meeting for lunch today.
- As an alternative, we can also use **hope + will + infinitive** when we are referring specifically to the future.
I hope we'll have time for a longer chat next time we meet.
Note To express a negative hope, we add **not** to the verb following *hope*, NOT to the verb *hope*.
I hope you were not too disappointed by my reply.
I hope we don't have to wait too long at the airport.
- We use **hope + to + infinitive** when the subject of *hope* is the same as the subject of the infinitive.
I hope to visit my relatives when I go to Brazil next summer.
Jackie had hoped to be here, but she's been held up.

Would rather / would sooner

- We use **would rather / would sooner + infinitive without to** to refer to future preferences.
I'd rather work late this evening and have tomorrow off.
We'd rather not stay out too late tonight.
- We use **would rather / sooner (that) + past simple** when referring to what we would prefer another person to do. (We use the past simple to show the meaning is hypothetical.)
Alison would rather you called her in the morning.
I'd sooner you didn't say that in front of the children.
Note *Would rather* is more common in everyday speech than *would sooner*.

Should

- We use **should / shouldn't have + past participle** to express regret about a past situation.
I shouldn't have spent so much money on those trainers.

Practice

1 Rewrite these sentences using *wish* or *if only*.

- I really regret not having asked her for her phone number. (*wish*)
- I'd really like to be a fly on the wall at tomorrow's meeting. (*if only*)
- I've always wanted to be less suspicious of other people's motives. (*wish*)
- I'm really sorry I accused him of lying. (*if only*)
- I'm afraid I can't forget what happened. (*wish*)
- My brother keeps asking me to lend him money. (*if only*)
- It's been raining non-stop for three days now. I'm getting fed up with it. (*wish*)
- I should have replied to her email as soon as it arrived. (*if only*)

2 Complete these conversations with *hope*.

- A:** I've just heard that my dad has lost his job.
B: I / not too upset.
- A:** I'm going on holiday with my friends next week.
B: I / a good time.
- A:** I hear you've applied to go to university next year.
B: Yes / study Anthropology.
- A:** I'll be in your town next week. Are you around?
B: Yes / time to meet up.
- A:** My life is very different at university.
B: I / work hard and enjoy yourself.

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

- I wish we get to the theatre in time for the start of the play.
- I'd rather you don't repeat what I've just said.
- We hope go on a tour of European capitals next spring.
- I don't wish you'd talk while you're eating.
- I'm really tired, so I'd sooner stay in this evening.
- I wish I would play the guitar as well as you.
- I wish I'm ten years younger.
- Robbie hopes he hadn't offended you in any way.

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Key: U = Unit, LS = Life Skills, R = Review, PE = Prepare for the exam.

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